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FPO

file: Introducing Cornell
College

Effective Catalogue

[Note: *This Catalogue is accurate as of May 1, 2005.*]

The *Cornell College Catalogue* is published every year. The information contained herein was accurate at the time of publication; however, circumstances may necessitate the College's withdrawing an advertised course, changing the content of a course, or substituting instructors. The College reserves the right to limit the enrollment of any course and to cancel a course for which fewer than six students have registered or for which no instructor is available.

Between editions, the College may change or revise the programs, rules, and procedures described in this *Catalogue*. Students are subject to the regulations and requirements in the *Catalogue* and its supplements, called *deTERMinations*, in effect at the time they begin their first course at Cornell. A Cornell student who leaves and is later readmitted returns under the *Catalogue* in effect at the time of readmission.

If, after a student has begun her or his Cornell career, one or more of the degree requirements are changed, the student may choose to be graduated under either the original or the revised requirements. Where, however, the faculty has legislated that a change shall apply to all those enrolled at the time the legislation becomes effective, the student is required to adhere to the revised requirement. Exceptions may be granted for compelling reasons by the Academic Standing Committee or by the administrator concerned. For the application of this "grandparent" principle to a student's major, see *Declaration of Degree Candidacy, Majors and Minors*.

The offerings for each academic year are announced the previous winter in the TERM TABLE, which is then updated in the summer.

Cornell College Mission Statement

The following statement regarding the mission of Cornell College was ratified by the Cornell College Faculty on March 6, 1990, and adopted by the Board of Trustees on May 18, 1990.

The Aims of Cornell College

Cornell is an independent, coeducational, residential liberal arts college, established in 1853, nurtured by the United Methodist Church, and dedicated to fostering intellectual, moral, and personal growth.

The College is committed to sustaining a community devoted to liberal learning and democratic values. To this end, it seeks to provide a caring environment for living and learning, characterized by close relationships, physical and emotional well-being, appreciation of diversity, affirmation of equal opportunity and academic freedom, and respect for the dignity and worth of each individual.

Cornell College endeavors to provide opportunities for pursuing liberal education that allow Cornell students to:

- explore widely the range of human experience and investigate carefully the work of a chosen discipline;
- analyze problems and synthesize solutions;
- integrate theory and practice; and
- read critically, reason effectively, engage creatively, feel deeply, evaluate fairly, respond imaginatively, communicate clearly, and act responsibly.

Cornell College endorses liberal education as an end in itself and as a means of empowering students for leadership through productive careers and humane service in the global community.

One-Course-At-A-Time

The quality and intensity of a Cornell education is supported by the OCAAT calendar, where students take one-course-at-a-time. A general overview of Cornell's One-Course-At-A-Time program follows, with greater details provided in the *Academic Information* chapter.

1. The academic year, approximately September 1 to May 31, is divided into nine terms, each of which is three-and-one-half weeks (18 class days) in length. Each term begins at 9:00 a.m. on the first Monday and concludes at 5:00 p.m. on the fourth Wednesday with the exception of Term Four, which may be adjusted due to Thanksgiving Recess and/or Winter Vacation. A four-day break separates each term, unless there is a winter or spring vacation. (See the calendar on the inside of the front cover for exact dates.)
2. New or readmitted students may enroll at the start of any of the nine terms but should apply at least one month before—and earlier if they desire financial aid or on-campus housing. (See *Admission*.)
3. Enrolled students register in the spring for all nine terms of the following academic year. After registration, students may drop and add courses throughout the year. (See *Registration* and *Adding and Dropping Courses*.)
4. Cornell offers three degree programs: Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.), and Bachelor of Special Studies (B.S.S.), each of which requires a minimum of 32 course credits. (See *Degree Programs*.)
5. Progress toward any of Cornell's degrees is measured in term or course credits. One *term credit* is given for the successful completion of a Cornell course taken in a term. *Course credits* include term credits and credits from adjunct courses, music lessons and ensembles, advanced placement, and transferred work. As a unit of credit, one Cornell term or “full course” credit is the equivalent of four semester or six quarter hours. (See *Student Classification* and *Credit by Transfer*.)
6. Students may take a course without charge in Term Nine if they have been enrolled for the previous eight terms. Those who prefer to attend for only eight terms may schedule a vacation in the term of their choice. Except for seniors, students may not take more than one vacation term in an academic year. (See *Registration*.) This paragraph does not apply to Continuing Education students. (See *Continuing Education*.)
7. The maximum amount of credit that a student may earn in one term is one term (full course) credit. Conversely, students, with the exception of seniors and candidates for the degree of Bachelor of Music, are not permitted to enroll for less than a full term credit per term. Some departments offer concurrent courses, each of which is worth one-half term credit. Concurrent courses must, therefore, be taken in pairs and within the same department or in a related field. Exceptions must be approved by the Academic Standing Committee.
8. Students have many opportunities for independent research on or off campus, for internships, and for study in other countries or in other parts of the United States. Such programs vary in length from one term to one year, and some may be arranged for the summer. (See *Registration*, and item 9 therein; and also *Independent Study Courses* and *Off-Campus Programs*.)

9. Adjunct courses (numbered in the 500s) and music lessons, ensembles, and theatre participation courses (numbered in the 700s) may be taken along with principal and concurrent courses. (See *Adjunct Courses*.)
10. Students declare their choice of degree program and major(s) before February of their sophomore year. Students may major in one or more departments or design their own individualized majors. (See *Degree Candidacy, Majors and Minors*, and *Bachelor of Special Studies*.)
11. Unless otherwise noted, Continuing Education students are subject to the academic rules listed above; however, there are special exceptions that apply to them. (See *Continuing Education*.)

FPO

file: Degree and
Professional Programs

General Requirements for Degree Programs

The College encourages the creative structuring of a student's educational experiences by offering a choice of three degree programs within the framework of a liberal education. These programs, of equal validity and in accord with the aims of the College, are intended to accommodate each student's abilities, interests, and needs. Programs range from a traditional curriculum of course requirements, designed to ensure both breadth and depth, to a non-traditional combination of courses, independent studies, and internships that meet specific goals. For the Bachelor of Arts and Bachelor of Music degrees, the goals have been set by the Faculty. The Bachelor of Special Studies permits the student to define her or his own educational objectives and to select the methods best suited to achieving them. To be eligible to receive any one of the three degrees described below, students must:

1. be admitted to degree candidacy by the Dean of Admissions¹;
2. file an application for graduation no later than October 1 of their senior year for graduation in January, May, or August of that academic year and have a conference with the Registrar²;
3. complete all the requirements for their degree program prior to Commencement, and settle their financial obligations to the College before the Monday preceding Commencement³;
4. earn, at the very least, eight of their final 10 course credits in term-courses taken on the Cornell College campus from Cornell College faculty members unless granted permission by the Academic Standing Committee to participate in (1) a Combined Degrees Program, (2) an off-campus program approved by Cornell, or (3) an off-campus independent study supervised by a Cornell faculty member⁴; and
5. be recommended by formal vote of the Faculty and approved by the Board of Trustees on the basis of their satisfactory academic achievement and good campus citizenship⁵.

¹All students are admitted to Cornell as candidates for the degree of Bachelor of Arts and remain B.A. candidates, regardless of their intention, until they have filed for and been officially granted admission to another degree program.

²By filing this application for graduation, students formally declare their desire to be graduated during that academic year and register how they wish their name to appear on their diploma. Once the student has applied for graduation, an official audit of all credits earned and in progress will be conducted by the Registrar. The Registrar will inform the student and her or his academic advisor(s) of the requirements to be completed. No further check is made by the Registrar until after the start of the student's last term at Cornell. The student, therefore, is responsible for fulfilling the conditions stated on the audit given to her or him and for consulting the Registrar before changing any of the courses for which he or she was registered at the time the audit was done. Students who will be off campus during all or part of their senior year must reconfirm their status and credits with the Registrar at least one month before Commencement.

³Even though a student may complete the required work immediately following Commencement or during the succeeding summer, her or his degree will not be conferred nor a diploma awarded retroactively.

⁴Students who are admitted or readmitted with senior standing (23 or more course credits) must complete at least eight term credits at Cornell. If they intend to be graduated in fewer than 10 terms, at least six of the eight term credits must be earned in courses numbered in the 300s or 400s, exclusive of all such courses in English as a Second Language. (See also *Credit by Transfer*, Paragraph 6.)

⁵"The faculty shall, subject to the approval of the Board of Trustees, have control of all matters connected with the educational, social, moral, and religious work of the College. They shall determine the courses of study, the methods of instruction, and the

Although it is possible for a student to satisfy the requirements for more than one degree program, the College will not grant two degrees for programs taken concurrently. A graduate who returns and completes a minimum of eight term credits beyond whatever number was accumulated for the first baccalaureate may qualify for a different Cornell degree. For information on completing an additional major or minor after graduation, see *Declaration of Degree Candidacy*.

Bachelor of Arts

The Bachelor of Arts degree offers Cornell students the opportunity to follow a traditional, structured degree program, designed or “generated” by the whole faculty. The B.A. program is intended to give a student a well-rounded education, liberal in the inclusive sense, which will prepare a student for any career. The degree is best suited for students who want a broad education, or for those students who have not yet decided on a specific educational path. For this reason, all students are placed in the B.A. program when they enter Cornell until they choose another degree program. Also, the B.A. insists that the student not over-specialize in any one field by requiring that the student complete at least 21 courses outside of any one specific department.

The B.A. program consists of two parts. Part One contains 10-14 specific course requirements of several types. First, the B.A. introduces students to each of the major modes of intellectual thought, the ways of thinking that are found in the natural sciences, the social sciences, and the humanities. Second, it requires students to achieve a certain level of proficiency in writing, in mathematics, and in foreign languages. Finally, it requires students to be exposed to and take part in the processes used in the fine arts. Part Two consists of study in depth, which requires students to complete at least one major field of study, and to take at least nine courses at an advanced level.

The specific degree requirements are:

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.
2. Of the minimum 32 course credits, at least 21 must be outside of any single department. Students who exceed 11 credits in one department will be required to take more than 32 credits to complete their degree in order to have at least 21 credits outside that department. In the calculation of departmental credits, the following disciplines, listed for administrative purposes as divisions of single departments, are reckoned as separate departments: Anthropology, Classics, Communications Studies, English as a Second Language, French, German, Greek, Japanese, Language and Linguistics, Latin, Russian, Sociology, Spanish, and Theatre.
3. A cumulative grade point average of 2.0 or higher.
4. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement.

standards of admission, promotion, and graduation of students.” [Article V, Section 2, of the *Bylaws of Cornell College*, as amended May 23, 1986]

5. At least one departmental, interdisciplinary, or individualized major.
6. The following general education requirements:
 [Courses in this *Catalogue* that satisfy, wholly or partially, general education requirements are identified by a parenthesis near the end of the course description, e.g., (Humanities) or (Laboratory Science). Courses not so marked do not meet these requirements even though there may be other courses in the same department that do.]
 - a. WRITING REQUIREMENT: Any course with a “W” designation on the Term Table, taken in the first year.
 - b. FINE ARTS: One course credit (or the equivalent in half or quarter credits) chosen from the departments of Art, English, Music, and Theatre.
 - c. FOREIGN LANGUAGE: One of the following: (1) French, German, Greek, Japanese, Latin, Russian, or Spanish 205; (2) placement into a 300-level course through an examination administered during New Student Orientation; or (3) by passing a proficiency examination at the 205 level. International students whose native language is other than English satisfy this requirement through completion of or exemption from the English as a Second Language program.
 - d. HUMANITIES: Four appropriately marked courses from at least two of the following categories: (1) English and Foreign Language literatures; (2) History; (3) Philosophy; (4) Religion; (5) Art history, Music history or appreciation, or Theatre history; and (6) Education.
 - e. MATHEMATICS: One of the following: (1) one course in Mathematics; (2) INT 201 (Statistical Methods); or (3) CSC 151 (Discrete Mathematics for Computer Science).
 - f. SCIENCE: Two courses, one of which must include laboratory work, chosen from one or two of the following departments: Biology, Chemistry, Geology, or Physics.
 - g. SOCIAL SCIENCE: Two courses chosen from one or two of the following disciplines: Anthropology, Economics and Business, Education, Physical Education, Politics, Psychology, or Sociology.

Bachelor of Music

Cornell offers two majors leading to the degree of Bachelor of Music: a major in Performance and a major in Music Education. The first is designed to emphasize the study of music performance within the framework of the liberal arts and is the first step in the extensive professional preparation in performance that leads to a concert career or to teaching applied music in a college, university, conservatory, or private studio. The second generally leads to the profession of pre-collegiate school music teaching. For students interested in fields such as music therapy, music ministry, or community music, a major in Music Education is strongly recommended by some graduate schools and required by others.

General Requirements for the B.Mus. Degree

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree.

No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.

2. A cumulative grade point average of 2.0 or higher.
3. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of this requirement.
4. A minimum of 10 courses from outside the music department, to include a writing-designated course (W) and three humanities courses (not counting the W course) from at least two of the following categories: (1) English and Foreign Language literatures; (2) History; (3) Philosophy; (4) Religion; (5) Art history or Theatre history; and (6) Education.
5. Music Theory: MUS 110, 210, 310, 343, and 346.
6. Music History: MUS 321, 322, and 323.
7. One elective course credit in music history or theory, selected from MUS 213-275, 315, or 348-366.
8. Receive a passing grade (P) in FAA 701 for a minimum of five semesters (see Music Department, "Music Performance Seminar").
9. A grade of "Pass" on all parts of the Piano Proficiency Requirement (see Music Department, "Piano Proficiency Requirement").
10. At least one music ensemble each semester for eight semesters, as arranged by the student, the faculty advisor, and the ensemble conductor (see Music Department, "Ensemble Participation").
11. Completion of a senior project. There are three categories from which to choose: recital (FAA 798 or 799); student teaching; and paper/project (MUS 485). Students may choose more than one of these options.
12. One of the following majors:

Major in Music Performance (separate three-letter code for each instrument)

- a. Four course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
- b. One course credit in a secondary performance medium.
- c. MUS 302 or 304, and 306, 107 and 308 for voice majors; 303 for organ majors; or 307 for piano majors.
- d. FAA 798 (junior year) and 799 (senior year).
- e. FRE, GER, GRE, JPN, LAT, RUS, SPA 205 or equivalent.
- f. Students who intend to major in performance must audition before the Department of Music by the second semester of their sophomore year.

Major in Music Education (MUE)

- a. Three course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
- b. The following courses, according to emphasis within the degree:
 - (1) General Music Education: MUS 107 and 308; and one-and-one-half course credits in secondary performance media, to include FAA 703, 704, 705, 706, and 774.
 - (2) Instrumental Music Education: one-and-one-half course credits in secondary performance media, to include FAA 703, 704, 705, 706, and 774; and either FAA 722 or at least one semester of FAA 712.

- (3) Vocal Music Education: MUS 107 and 308; and one-and-one-half course credits in secondary performance media, to include FAA 703, 704, 705, 706, and either 708 or 774.
- c. MUS 306, 331, and 431.
- d. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in either Elementary or Secondary Education described under *Education*.

Bachelor of Special Studies

The Bachelor of Special Studies degree offers Cornell students the opportunity to design their own liberal arts degree program in order to meet their particular educational goals. This opportunity permits students to combine courses in an individualized fashion and to broaden or deepen their studies beyond the traditional framework of the Bachelor of Arts. Accordingly, the B.S.S. has no general education requirements and no restrictions as to either the number of courses that may be taken in any one department or the level of such courses, or even that a student complete traditional course work. Moreover, while students pursuing a B.S.S. degree may complete one or more departmental, interdisciplinary, or individualized majors, they are not required to complete an academic major.

The particular requirements for the Bachelor of Special Studies degree are: complete a minimum of 32 course credits; achieve a cumulative grade point average of 2.0 or higher; file for candidacy by submitting the Prospectus at any time after October 1 of the sophomore year; and complete a minimum of 14 course credits after the Prospectus is filed. (Transfer students entering Cornell with junior standing must complete a minimum of 12 course credits following the filing of the Prospectus; those admitted with senior standing must complete a minimum of six course credits.)

The Bachelor of Special Studies degree is defined by the Prospectus, a detailed plan outlining the student's B.S.S. degree program. The Prospectus incorporates a narrative description of the program and a chronology of courses that will be taken by the student to fulfill the goals outlined in the narrative description. The Prospectus is to be written by the student, reviewed and signed by a faculty committee composed of a primary advisor and two readers, and filed with the Registrar, who verifies that it is complete and that it meets current academic regulations as set forth by the Faculty. The signed Prospectus is considered an agreement between the student and the College.

Course changes that involve substitution of courses accomplishing the same goals as courses originally projected require only an add/drop form. However, significant deviations from the program outlined in the Prospectus must be justified in a letter to the Registrar written by the student and approved by the student's B.S.S. faculty committee before the student may change the agreement. Significant deviations would include:

- a shift in emphasis or direction of the program of study;
- the addition or deletion of a major or minor;
- a decrease in the ratio of upper-level to lower-level courses; or
- the substitution of three or more independent studies or internships for scheduled courses.

If you have questions concerning the Bachelor of Special Studies degree, please contact the Registrar, or your academic advisor.

Instructions and General Information for Students Contemplating the Bachelor of Special Studies

1. Obtain a copy of the guidelines for the Narrative and the Chronology at the end of your first or the beginning of your second year (available in the Registrar's Office and on the web site at <http://www.cornellcollege.edu/registrar>).
2. Discuss your proposed B.S.S. program with your advisor or one or more members of the faculty.
3. Choose a committee of three faculty members including a primary advisor who will help you create your B.S.S. program and two faculty readers who, along with your primary advisor, will review and sign your Prospectus. The primary advisor and faculty readers must either be members of the full-time teaching faculty or part-time members who have been selected by the Department or Program to advise B.S.S. students. Some departments may choose certain members to advise all of their B.S.S. students. If you declare one or more majors, your primary advisor must be a member of a department in which you will have a major.
4. In conjunction with your primary advisor, begin planning your B.S.S. program prior to registering for your junior year. Write a 500-1,000 word Narrative and complete the Chronology. Rewrite until your primary advisor gives initial approval to your Prospectus.
5. Circulate your Prospectus to two faculty readers and schedule a group meeting with your primary advisor and your two faculty readers. After this review, your faculty committee may either approve and sign your Prospectus, or suggest revisions to strengthen it. If revisions are suggested, rewrite and re-circulate the revised document to each of your three committee members for their approval. Once approved, the Prospectus must be signed by each member of the faculty committee and filed with the Registrar, who will verify that it is complete and meets current academic regulations as set forth by the Faculty. Your faculty committee will evaluate the Prospectus according to these criteria:
 - Is it technically well-written (grammar, spelling, organization)?
 - Is it conceptually well-written (articulation of program clear, goals achievable, means reasonable)?
 - Is the Chronology consistent with the Narrative?
 - Is the plan consistent with the educational aims of the College?
 - Are the activities outside the classroom, in BSS 690 terms or other experiences, consistent with the Narrative and the Chronology?
6. File your Prospectus with the Registrar any time after October 1 of your sophomore year. If it is complete and found to conform to current academic regulations, the Registrar will notify you of its approval. The Prospectus will become part of your permanent file at the College.
7. You must obtain the written permission of your faculty committee for any significant changes from the Prospectus before effecting such changes. If in doubt as to whether the changes are significant, consult your primary advisor or the Registrar.
8. In the fall of the student's senior year, the Registrar will review each candidate's B.S.S. program to determine whether the student has registered

for the same or similar courses as are listed on the Chronology of Courses included in the student's Prospectus. (This review occurs during the senior conference, described in the *Catalogue* section on Degree Programs.) A student who has made significant deviations from the B.S.S. Prospectus without prior written approval of the faculty committee will not be awarded the B.S.S. degree.

Professional Programs

Degree Programs in Combination with Professional Schools

Students who can obtain admission to a professional school at the end of their junior year may petition the Academic Standing Committee to permit them to transfer up to eight course credits from the professional school to complete their Cornell degree. Admission to the professional school is not guaranteed by Cornell but is subject in all cases to the university's acceptance of the student. Students normally apply on their own to the professional school of their choice (subject to the approval of the program by Cornell's Academic Standing Committee) or they may select one of the programs described below with which Cornell is formally affiliated. All such programs permit students to reduce by at least one year the time required to earn their first professional degree.

Before beginning the professional program, the student must complete 24 course credits (of which at least 16 must be term credits earned at Cornell) with a cumulative Cornell grade point average of 3.0 or higher. Candidates for the B.A. degree must also complete all the B.A. general education requirements, and may, but need not, complete a major at Cornell. With departmental approval, a Cornell major may also be completed at the professional school.

Cornell permits students to receive their Cornell degree at the end of their first year in professional school if they (1) notify the Cornell Registrar by March 1 of their desire to be graduated at the end of that academic year, and (2) provide the Cornell Registrar by the Thursday before Commencement with proof that they have successfully completed the requisite number of transferable credits, satisfied the requirements for their Cornell major, and are eligible to return to the professional school for the following year. Only courses graded C or higher are transferable.

Cornell currently has arrangements in these professional fields: architecture, dentistry, engineering, environmental management, forestry, medical technology, and nursing. For specific information and forms consult the program advisor or the Registrar.

Combined Degrees Program in Architecture

This **Three-Four Program** with Washington University in St. Louis, Missouri, offers the degree of Master of Architecture from the University and a baccalaureate degree from Cornell College. It is designed for students who wish to obtain their undergraduate education in a liberal arts college but who also want an early start on their professional degree in architecture. Participants complete three years of study at Cornell and four years studying architecture at the University. Suggested courses for admission to the University include: ART 103 (Drawing), 104 (Studio Art Basics), 202 (Ceramics), 310 (Collage/Assemblage), 311/312 (Sculpture); HIS 102 (Europe: 1300-1700) or 104 (Modern Europe and Its Critics); MAT 119-120 or 121 (Calculus of a Single Variable); and PHY 111 (General Physics I); and the submission of a portfolio

of work done in art courses. One course in art history is highly recommended. Candidates for this program must also satisfy the requirements set forth under “Degree Programs in Combination with Professional Schools.” Interested students should consult the program advisor before the end of their sophomore year. Program Advisor: Anthony Plaut (fall), Christina McOmber (spring)

Combined Degrees Program in Engineering

Students who select this program may at the conclusion of their junior year be admitted to the Sever Institute of Technology of the School of Engineering and Applied Science of Washington University, St. Louis, Missouri. The **Three-Two Program** (three years at Cornell and two years at the University) is designed for students who wish to become professional engineers. A student who completes the five-year sequence will receive a baccalaureate degree from Cornell College and the Bachelor of Science in Engineering from Washington University.

To be recommended by Cornell College to the School of Engineering and Applied Science of Washington University a student must have satisfied the requirements set forth above under “Degree Programs in Combination with Professional Schools,” and have successfully completed the following prerequisites for admission to the University’s engineering program: either MAT 121 or 122 (Calculus of a Single Variable or Calculus of Several Variables), and 236 (Differential Equations); PHY 111, 112, and 114 (General Physics I, II, and Laboratory); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry); CSC 140 (Foundations of Computer Science); a writing-designated course; and five course credits selected from the humanities and social sciences, including at least two course credits each in the humanities and the social sciences, and at least one course at or above the 300 level. For those planning to specialize in chemical engineering, CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory) are also required.

Engineering candidates receive information from Washington University during their first three years and then transfer to the University, where they may choose one or more of the following degree programs: (1) Computer Science, (2) Chemical Engineering, (3) Civil Engineering, (4) Electrical Engineering, (5) Mechanical Engineering, (6) Systems Science and Mathematics, or (7) Technology and Human Affairs. The Sever Institute of Technology also grants Master of Science and Doctor of Science degrees in each of the above areas and also in Biomedical Engineering, Control Systems Science and Engineering, Materials Science and Engineering, and Technology and Human Affairs. Program Advisor: Kara Beauchamp

Combined Degrees Program in Forestry and Environmental Management

Cornell students in this **Three-Two Program** earn a baccalaureate degree from Cornell College and a master’s degree from Duke University in Durham, North Carolina, in either Forestry (M.F.) or Environmental Management (M.E.M.) after completing three years of study at Cornell and a minimum of two years of graduate work at Duke. Students should select a major in the natural or social sciences, economics and business, or environmental studies, and include courses in botany, calculus, statistics, and economics. Candidates for this program must also satisfy the requirements set forth above under “Degree Programs in Combination with Professional Schools.”

The Master of Forestry degree program concentrates on forest and associated resources, including woodlands, water, wildlife, and recreation, and

their management from an ecological and economic point of view. Graduates are qualified for employment as professional foresters with government agencies, forest industries, and other organizations.

The Master of Environmental Management degree program considers natural resources in a broader context. The basic objective of this degree is to develop expertise in planning and administering the management of the natural environment for maximum human benefit with minimum deterioration of ecosystem stability. Concentrations include resource ecology, ecotoxicology and environmental chemistry, water and air resources, and resource economics and policy. Program Advisor: Robert Black

Cooperative Degree Program in Nursing and Allied Health Sciences

Rush University in Chicago has established with Cornell College and certain other liberal arts schools the nation's first network of colleges and universities affiliated in a coordinated program in nursing and medical technology, emphasizing a basic science background and creativity in caring for patients. Students spend at least two years at Cornell College for studies in the liberal arts and then transfer to the College of Nursing and Allied Health Sciences of Rush University where, after an additional two years of professional training, they will receive the University's degree of Bachelor of Science.

To be eligible for promotion to the nursing and medical technology programs at the Rush-Presbyterian-St. Luke's Medical Center, a student must complete a minimum of 15 course credits (including those described below) and earn a cumulative grade point average of 2.5 or higher. Admission to any of the Rush University programs is not automatic but is competitive and based upon grade point average, the recommendations of the chairs of Cornell's departments of Biology and Chemistry, and the approval of the Admissions Committee of Rush University.

The course requirements for nursing are: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 326 (Microbiology), 329 and 330 (Human Anatomy and Physiology I and II); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), and 225 (Organic Chemistry I); INT 201 (Statistical Methods); PSY 161 (General Psychology) and 277 (Child Psychology); and one course selected from anthropology, economics and business, history, psychology, and sociology.

The course requirements for medical technology are: three course credits in biology, including 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology) and either 205 (Cell and Molecular Biology), 315 (Genetics), 326 (Microbiology), 329 (Human Anatomy and Physiology I), or 330 (Human Anatomy and Physiology II); four course credits in chemistry including CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), and additional courses selected from 202 (Analytical Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory), or 334 (Biochemistry); and a college-level math course (statistics is recommended). Suggested electives include courses in sociology, psychology, physics, and English.

Five or six courses of electives chosen from English, foreign languages, history, philosophy, religion, art, music, speech, and theatre are strongly recommended for either nursing or medical technology.

Rush University comprises Rush Medical College, Rush College of Nursing and Allied Health Sciences, and Rush Graduate College. The University offers

master's and doctor's degrees in nursing and provides facilities for research which are available to Cornell students and faculty. Program Advisor: Barbara Christie-Pope

Cooperative Program in Medical Technology

In cooperation with the St. Luke's Methodist Hospital School of Medical Technology in Cedar Rapids, Iowa, Cornell offers a four-year program leading to a baccalaureate degree and to registration as a medical technologist. The first three years of this program are taken in residence at Cornell College, where candidates must complete 24 course credits with a cumulative grade point average of 2.5 or higher. The minimum requirements are four course credits in biology at or above the 200 level, to include 205 (Cell and Molecular Biology), 326 (Microbiology), and 327 (Immunology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, 327 (Organic Chemistry I, II, and Laboratory), and 334 (Biochemistry); and at least one course credit in mathematics. CHE 202 (Analytical Chemistry) is recommended. The fourth year is a full calendar year (12 months) and is spent at St. Luke's Hospital under the supervision of the staff pathologist. Admission to the St. Luke's program is not automatic but is competitive and based upon grade point average, the recommendation of the program advisor, and the approval of the Admissions Committee of St. Luke's.

The St. Luke's Hospital Medical Technology Program is approved by the Registry of Medical Technologists of the American Society of Clinical Pathologists, which is affiliated with the American Medical Association. Candidates completing the program are examined by the ASCP for registry and, if approved, may practice in most states in the United States.

The curriculum in Medical Technology consists of one hour of lecture and seven hours of practical experience per day in the following laboratory departments: urinalysis, bacteriology, mycology, virology, parasitology, histology-cytology, chemistry, isotopes, hematology, coagulation, serology, blood bank, and laboratory management. Upon the completion of these courses with a grade point average of 2.0 or higher, the candidate will be granted four course credits in biology, three course credits in chemistry, and one unassigned (interdepartmental) credit. Program Advisor: Barbara Christie-Pope

Early Acceptance Program in Dentistry

The College of Dentistry of the University of Iowa offers the opportunity to apply for early acceptance to its program leading to the degree of Doctor of Dental Surgery (D.D.S.). Students may apply at any time between the end of their first year and the second semester of their junior year at Cornell if they have achieved a grade point average of 3.2 or higher at the time of application. Those accepted must then maintain a grade point average of at least 3.2 up to the time of graduation from Cornell. Applicants must also complete the course requirements for admission to the College of Dentistry and take the *Dental Application Test* (DAT) before beginning the University's Dentistry program; however, an unsatisfactory performance on the DAT will not prevent the student from entering the program.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); MAT 119-120 or 121

(Calculus of a Single Variable); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 312 (Vertebrate Zoology), 313 (Developmental Biology), 315 (Genetics), 326 (Microbiology), 327 (Immunology), 328 (Neurobiology), 329 and 330 (Human Anatomy and Physiology I and II). Program Advisor: Craig Tepper

Preparation for a Career in a Professional Field

Education

To prepare for a career as a teacher at the K-12 level, see the statements given under the Departments of Education, Music, or Physical Education, and consult with that department before December 1 of your sophomore year. For a career in higher education, consult the faculty members in the field of your interest about the proper preparation, about your choice of graduate school, and about the joys and trials of earning a Ph.D. Notice also that several departments, under the description of their major, list additional courses to be taken for students interested in graduate work.

Law

According to the Law School Admission Council,

A college education should stand on its own merits as preparation for a lifetime of active involvement in a diverse and changing society. Admission committees are usually impressed by applicants who can convincingly demonstrate that they've challenged their thinking and reasoning skills in a diverse course of undergraduate study. While no single curricular path is the ideal preparation for law school, you should choose courses that sharpen analytical reasoning and writing skills. Law schools prefer students who can think, read, and write well, and who have some understanding of what shapes human experience. You can acquire these attributes in any number of college courses, whether in humanities, the social sciences, philosophy, or the natural sciences. It's not so much a matter of what you study as it is a matter of selecting courses that interest you, challenge you, and require you to use researching and writing skills. Because a lawyer's work involves most aspects of our complex society, a broad liberal arts curriculum is the preferred preparation for law school.

High academic standards are important when selecting your undergraduate courses. The range of acceptable majors is broad; the quality of the education you receive is most important. You should acquire skills that enable you to think critically, reason logically, and speak and write effectively. Undergraduate programs should reveal your capacity to perform well at an academically rigorous level. An undergraduate career that is narrow, unchallenging, or vocationally-oriented is not the best preparation for law school.

Additional information about preparation for law school may be found on the Cornell College web site at http://www.cornellcollege.edu/pre_law/.

Consistent with the best advice of law schools themselves, Cornell College has no formal "pre-law major" and no specific list of recommended courses. Rather we have pre-law advisors who can help you plan a curriculum to meet your personal needs while maximizing your chances of admission to law school.

If you are considering a legal career, you should consult regularly with a pre-law advisor about your course of study.

Several departments offer courses specifically concerned with the law and legal issues. Among them are HIS 251 (Federal Indian Policy) and 351 (The Age of Revolution in America); PHI 353 (Philosophy of Law); POL 222 (Foundations of the First Amendment), 325 (Anglo-American Constitutional Thought), 361 (Race, Sex, and the Constitution: Public Law in the Age of Multiculturalism), 364 (Congress and the Presidency), 365 (Constitutional Law: The American System), and 366 (Constitutional Law: Rights and Liberties); and SOC 248 (Contemporary Native Americans), 348 (Race and Ethnic Relations), 361 (Crime and Deviance), 362 (Criminal Justice), 363 (Juvenile Justice and Delinquency), 366 (Gender and Social Institutions), and 376 (Civil Rights and Western Racism).

Prospective law students are encouraged to take the Law School Admission Test (LSAT) no later than October of the year preceding their anticipated matriculation in law school. The LSAT contains sections on reading comprehension, analytical reasoning (structure of relationships), and logical reasoning (verbal arguments). Application materials and advice on preparation are available from the pre-law advisors: Craig Allin, M. Philip Lucas, Mary Olson, and Rob Sutherland.

Medicine

The requirements for admission to medical school (including osteopathy, podiatry, and veterinary medicine) and the courses which are prerequisites for the Medical College Admission Test (MCAT) are more or less the same. The MCAT is based upon a core of work in the sciences which should be completed before attempting the test. Consult the Health Professions web site located at <http://people.cornellcollege.edu/bchristie-pope/HealthProf/HealthProfindex.htm>, or consult the pre-med advisor Barbara Christie-Pope for further information.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); MAT 119-120 or 121 (Calculus of a Single Variable); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 312 (Vertebrate Zoology), 313 (Developmental Biology), 315 (Genetics), and 326 (Microbiology).

Social Work/Human Services

Although graduate programs in Social Work/Human Services generally accept any major, students preparing for direct entry into these fields should consider majoring in one or more of the following: Sociology, Psychology, or an individualized major designed around some particular area (childhood, family, delinquency, etc.).

Students preparing for either graduate training or direct employment should include in their programs these core courses: ECB 101 (Macroeconomics); PSY 161 (Fundamentals of Psychological Science); SOC 101 (Sociological Perspectives); POL 262 (American Politics); and one course in recent American history.

Students are strongly urged to acquire experience in social work or human services as volunteers or interns. It is possible to earn credit for this kind of

experience during the academic year through PSY or SOC 280/380, and in the summer through PSY or SOC 299/399.

Contact Richard Peterson for further information.

Theology

Most religious groups and denominations require a graduate professional degree for entrance into the ordained ministry. The American Association of Theological Schools encourages prospective candidates to present a wide variety of courses in humanities, social sciences, language, and science which reflects a broad appreciation for the human community. There is no prescribed pre-theological curriculum, but students moving toward ordained ministry will find that courses in English, history, psychology, religion, and sociology provide solid background for graduate courses related to ministry. Some students create their own individualized majors combining work in several departments, capped by an internship. Students considering ordained ministry should contact the offices of their tradition to secure any special recommendations for their course of study.

Students are encouraged to maintain their religious life while attending Cornell and may do so by volunteer service in area congregations, campus religious programs, summer opportunities for service and/or credit internships arranged by the Chaplain and the Department of Religion. The Chaplain of the College maintains active relationships with many theological schools and arranges for students to speak with representatives who come to campus. The Chaplain is available for discussions concerning the many dimensions of ministry and to assist students seeking admission to graduate theological schools. The Department of Religion and some other faculty also support and advise students preparing for theological education.

FPO

file: Academic
Information

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Compass*, our student handbook, under the heading "Honesty in Academic Work."

Confidentiality of Student Records

Cornell complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and protects the confidentiality of student records and the individual student's right to privacy. A detailed statement of the College's policy with regard to student records is contained in *The Compass*, the student handbook, which explains the student's right to inspect her or his records and the procedures for doing so.

No information except *directory information* (defined below) will be released without the written authorization of the student whose records are requested, to persons other than the student, the student's parent(s), and members of the Cornell faculty and administration, except in compliance with a lawfully issued subpoena or judicial order. Faculty and administrators who have legitimate business requiring them to see a student's academic records may have access without first obtaining the formal consent of the student. Such use of a student's academic records may be for purposes of counseling the student; considering the student for honors, awards, special programs, or financial aid; or compiling statistics.

The College sends to the student's parents a copy of the student's final grade report and, if the student has been issued an Academic Warning, placed on continued Probation or Probationary Suspension, or has been suspended, a copy of the letter sent to the student by the Academic Standing Committee. Students who do not wish their parents to receive these copies may withhold release by filing a written statement with the Registrar (see "Grades," item 10).

The College may release *directory information* as a matter of course without the prior consent of the student. Such information comprises the student's name, local and home addresses and telephone numbers, campus email address, date and place of birth (only if the student is currently enrolled), academic level, enrollment status (full-time/part-time), major field of study, participation in officially recognized activities and sports, weight and height (if a member of an athletic team), dates of attendance, degrees and awards received, the name of the most recent educational institution previously attended, the student's photograph, and the names of the student's parents. Students who do not wish the College to release any or all of the above information must notify the Registrar in writing of their preference.

Students with Disabilities

Cornell College is committed to compliance with federal law regarding students with disabilities. Section 504 of the Rehabilitation Act of 1973 states: "No

otherwise qualified individual in the United States, as defined in section 706(7) of this title, shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . . .” (29 U.S. Code, paragraph 794).

The Americans with Disabilities Act of 1990 states that a handicap shall be defined as “a physical or mental impairment that substantially limits one or more of the major life activities.” (42 U.S. Code, paragraph 12102[2]).

The Office of Civil Rights, Department of Education, states that any postsecondary education program which receives Federal financial assistance “shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified applicant or student” (34 Code of Federal Regulations, paragraphs 104.41 and 104.44[a]). In addition to academic adjustments, “a recipient . . . shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination . . . because of absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills” (34 Code of Federal Regulations, paragraph 104.44[d]).

The concept of academic adjustments is not aimed at giving students with disabilities undue special advantages in order to help them pass, nor does it require that they be graded on a different scale from their classmates; it requires educational access and opportunity, not a guarantee of success.

A student qualifies for disability services at Cornell when the student provides documentation of the disability from a medical doctor (M.D.), educational or school psychologist (Ph.D.), or other individual licensed by the state of origin to diagnose learning or physical disabilities, to the Registrar, where it is placed on file as a confidential record. Cornell College reserves the right to determine what constitutes appropriate documentation. The student must also request appropriate accommodation from the instructor of each course within the first three days of each term.

For further information about accommodations for students with disabilities consult the Registrar.

I. The following sections of Academic Information deal with signing up for academic work.

Academic Advisor

Cornell students and faculty have a long tradition of working closely together both in and out of the classroom, and this friendly and mutually beneficial association continues to be a vital part of a Cornell education. Entering students are assigned an academic advisor on the basis of the interests he or she indicated in the admissions application, but Cornell advisors are qualified, whatever their teaching disciplines, to assist new students in preparing for any of the degree programs and majors in the College. Advisors are useful sources of information about many things, including College regulations and programs, career planning, and adjusting to Cornell. Students should always feel free to discuss their thoughts and concerns with their advisors and are expected to inform their advisors as soon as they encounter a problem. Advisors are able to refer students to administrators or faculty who can provide good advice and effective assistance, especially when given sufficient time.

Students who wish to change advisors may do so at any time by conferring with the Registrar. Normally students remain with their first advisor until they declare their degree program and major(s) in their sophomore year. At this time they either select an advisor in each of their major departments or are assigned major advisors by the department chairs. If a student has more than one advisor, the student must indicate to the Registrar which of them is to be her or his principal advisor. The principal advisor is the person who will register the student, receive all academic information about the student, and endorse any petitions the student may file.

If for any reason a faculty or staff member ceases to be a student's advisor, the student, in order to remain enrolled and to receive credit for any work in progress, must secure another advisor and record the change in the Registrar's Office. Students may not register or change their registrations without the approval (signature) of their academic advisor. The Academic Standing Committee will not consider a petition unless it is endorsed by the student's academic advisor.

Much of a student's business with the College is conducted in writing by means of forms or petitions requiring the signatures of faculty and staff members. Any form or petition that is submitted without the appropriate signatures or that contains a signature that is not genuine will be deemed invalid and the benefit for which it was proffered will be denied or rescinded. In this event a student may be asked to leave the College.

Registration

1. A registration or change of registration becomes official upon being recorded by the Registrar's Office in accordance with the regulations and procedures explained below.
2. Enrolled students register in the spring for all nine terms of the following academic year. Students admitted or readmitted at the start of the fall semester register on campus during orientation for their first two courses, and in October for the remainder of the academic year. Students admitted or readmitted after Term One register either by mail or telephone unless they are able to come to campus. After registering, students may drop and add courses as described under "Adding and Dropping Courses."
3. Registration in the spring and October is *not* on a first-come, first-served basis. Instead, students are given a certain number of points and bid for their courses. In theory, the more important a course is to a student, the more points he or she will bid for that course. Students whose bid is too low to admit them to a course or whose course is canceled or who neglect to register for any course or a vacation in a given term will be registered with the notation "No Course." Students who have one or more "No Course" notations on their schedule must re-register during the special Accommodation Session held soon after Registration, or as otherwise directed.
4. Failure to register will be interpreted as a tacit declaration of intent to withdraw from the College, and the student will become ineligible to return to Cornell for the next academic year and to qualify for College housing or Cornell financial aid.
5. Full-time degree candidates must register for eight or nine terms and must earn at least seven term credits every academic year during their first, sophomore, and junior years in order to remain in good standing. Seniors

- need take only the number of terms required to complete their degree programs. Students who enter after Term One must register for all the terms remaining in that academic year in order to be considered as making satisfactory progress and may not take a vacation term. For an exception to this rule, see “Reduced Programs.” This paragraph does not apply to Continuing Education students.
6. Students must register for vacation terms, off-campus programs, independent studies, and internships in the same way that they register for regular courses.
 7. A few courses are taught over two consecutive terms (36 class days) under the Parallel Format, which permits students to carry two courses concurrently or to take one Parallel Course along with an independent study or a vacation term. No credit is given for completing only the first term of a Parallel Course. The regulations and procedures for registering for Parallel Courses and for changing such registrations are the same as for single-term courses with the exceptions noted under “Adding and Dropping Courses,” item 9. It is not possible to combine a Parallel Course with a single-term course.
 8. Before registering for and entering any course, the student is responsible for reading the description of that course in this *Catalogue* or in its supplements. If there is a prerequisite, the student must satisfy it before the course begins or must obtain the permission of the instructor before entering. Instructors have the right to drop a registered student from their course if he or she has not satisfied the prerequisites.
 9. Independent study courses and internships numbered in the 200s and 300s, whether on or off campus, are open only to students who have earned at least nine course credits, including two in the department. Off-campus programs numbered in the 900s have special prerequisites and limits. (See *Index. Independent Study Courses* and *Off-Campus Programs*.)
 10. Students are not permitted to enroll in or to receive credit for a lower-level course if they have already passed or been given credit for a course in the same department for which the lower-level course is an expressed prerequisite, unless written permission is granted by the department and filed with the Registrar.
 11. A student who is registered for a course must be present at all class meetings during the first three days of the term or risk being dropped from the class and having her or his place given to another student. Students who are unable to be present should be in touch with the instructor in advance to see whether he or she will hold their places. Instructors are not, however, required to hold places or to admit students at the door.
 12. If, at the close of registration, a student is unable to gain admission to a course and the instructor and department chair are willing to extend the course’s enrollment limit (cap), the student may be admitted to the closed course. Permission will be granted only in cases of genuine hardship and provided the extension of the cap does not exceed four. The student must demonstrate that the course is needed to fulfill a degree or major requirement for which there is no alternative in the same or a different department, and that the course or its alternative cannot be taken in a different term or in a later year.
 13. Courses are normally capped at 25. Some courses have lower caps. A list of such courses is available from the Registrar’s Office.

Adjunct Courses

Adjunct courses (numbered in the 500s) and Music Lessons, Ensembles, and Theatre participation activities (numbered in the 700s) may be taken along with principal and concurrent courses. These courses normally span several consecutive terms. Students may enroll in a maximum of two 500-level adjunct courses (.25 credits each) in any one semester, and no more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits required for the B.A. or B.Mus. degree. The College expects, however, that a student's primary responsibility be to her or his principal courses. The rules governing registration, grading, and withdrawal are:

1. Students register directly with the instructor or ensemble conductor at the beginning of the adjunct course (Terms One and Six for Music FAA courses). Admission to some of these courses may be by audition; therefore, interested students should confer with the instructor or conductor for details before the first meeting of the course.
2. Students who are accepted by the instructor or conductor and who attend for the entire length of the course and satisfactorily complete the course requirements will receive at the end of the semester a quarter of a credit and a grade of CR, with the exception of FAA courses in which a letter grade will be assigned.
3. Adjunct courses, music lessons and music ensembles may be repeated for credit every semester, unless stated otherwise in their course descriptions.
4. Students in courses numbered in the 500s who cease to attend or do not fulfill the course requirements will automatically be dropped from the course at the end of the semester and no record of the course will be posted on their transcript. Grades of F, NC, W, WH, and WR are not assigned for these adjunct courses.
5. Students enrolled in FAA courses numbered in the 700s who cease to attend or who do not fulfill the course requirements will receive the grade of F unless granted a W or WH. Students have one month from the start of the lessons or ensemble to drop without any record of the course or grade being posted on their transcript. (See Department of Music, "Music Lessons at Cornell" and "Ensemble Participation.")

Auditing Courses

Full-time students who wish to attend a course without receiving academic credit or a grade may, with the approval of the instructor, audit the course without charge. The student registers for a vacation term. The instructor and the student determine at the start the requirements for attendance and participation, and whether or not the audit is to be recorded on the student's transcript. If the audit is to be recorded, during the first three days of the term the student files with the Registrar the appropriate form signed by the instructor to certify that the student intends to fulfill the requirements of the audit. At the end of the term the instructor certifies that the audit has been fulfilled and the student receives the grade of AU on the transcript. If the student has not fulfilled the requirements, then the Registrar records a vacation term. Audited courses, whether recorded or unrecorded, may not be used to satisfy degree or major requirements.

Repeating Courses

1. Any course for which a student has received a grade of F or NC may be repeated. In such cases, the second grade earned in a repeated course does

not replace the previous grade of F or NC and does not erase it from the transcript. Both the first and the second grades will be calculated when computing the student's grade point average.

2. A student who has passed a course with a low grade may wish to take the course again, especially if the course is one in a sequence, e.g., CHE 121 or GER 102, where a solid command of the material in the lower-level course is essential for success in the higher-level course. The simplest way for students to repeat course material is to retake the course as an Audit (see "Auditing Courses" above). In special cases a student may wish to repeat a course for credit and grade. Unless the course specifically states in its description that it may be repeated, e.g., ART 291 or BIO 485, the student must first petition the Academic Standing Committee. The original grade earned remains on the transcript and is not replaced by the subsequent grade, as in [1]. However, a repeated course does not gain the student an additional course credit toward graduation, unless the course description indicates that it may be repeated.
3. Adjunct courses, music lessons and music ensembles are exceptions to the above rule and may be repeated every semester unless it is stated otherwise in their descriptions.
4. Students who have received credit by examination or transfer will lose this credit if they take a course at Cornell that is the same as or similar to the examination or transferred course. In general, all introductory courses in the same academic discipline are considered to be similar even though their titles or actual contents may vary. Students who believe that their two courses are significantly different should consult the department chair for permission to receive credit for both.

Two Course Credits in One Term

Students are not permitted to earn credit for more than one full course or two half courses per term. Exceptions to this rule may be granted by the Academic Standing Committee to seniors who can demonstrate that they will have a minimum of 32 course credits without the credit for which they are petitioning, and will otherwise qualify for graduation at the end of the academic year. The additional course must be one needed to complete the student's major or professional program. No more than two term credits may be earned in this way, and neither of these credits may be used to make up course deficiencies in order to yield the minimum 32 course credits required for graduation. Students granted permission to earn two course credits in one term may not take a vacation term within that academic year. Should they do so, the second term credit will be disallowed and the course will not be recorded on their transcript.

Adding and Dropping Courses

1. *After registration but before the beginning of the term in which the course is taught*, a student may drop that course and add another course or a vacation term by (1) obtaining a Drop/Add Form from the Registrar's Office, (2) securing the signature of the academic advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. on the Friday immediately preceding that term.
2. *During the first three days of the term in which the course is taught*, a student may drop that course and add another course (or take a vacation term) by (1) obtaining the Drop/Add Form from the Registrar's Office,

- (2) securing the signatures of the instructor of the course being dropped, the instructor of the course being added, and the academic advisor, and
- (3) returning the form to the Registrar's Office before 4:30 p.m. of the third day (normally the first Wednesday) of the term. Instructors are not required to add students after the course has begun, and permission to add a course is more difficult to obtain after the first day, so students should not delay in contacting instructors of courses they wish to add.
3. If a student does not attend or ceases to attend a course for which he or she is registered and does not add another course or a vacation in its place before the end of the third day of the term, the student will be given the grade of WR.
 4. Students are considered enrolled in a course if they attend it after the third day of the term regardless of whether they were officially registered for some other course, for a vacation, or for "No Course." The option of receiving WR for the registered course or of taking a vacation is not permitted. An instructor is required to assign a final grade in such cases, and this may be F if the student ceased attending. Students who wish to audit a course must declare their intention to the instructor at the very beginning of the term (see "Auditing Courses" above).
 5. *Withdrawal between the 4th and 14th day of the term* is possible only when recommended by the instructor. The instructor may release a student if the instructor believes that the student, when compared with the others in the class, has not had adequate preparation or is deficient in a skill essential for success in the course. The instructor must describe the student's problem in a letter to the Academic Standing Committee and also certify that the student attended faithfully and tried to do the work assigned. The student receives a grade of W.
 6. *On the 15th day of the term (normally the third Friday) in which the course is taught*, a student may withdraw and receive a grade of W for a course by (1) obtaining the Drop/Add Form from the Registrar's Office, (2) securing the signatures of the instructor and the academic advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. The instructor should agree to sign the form if and only if the student (a) has complied fully with the instructor's attendance policy, (b) has taken all the tests and turned in all the papers or projects that were due by the 15th day, and (c) has made, in the opinion of the instructor, a determined effort to learn the material, complete the work, and participate in the class.
 7. Students on Probation or Probationary Suspension, however, are not permitted to withdraw from a course without permission from the Academic Standing Committee. They must file a petition with their Drop/Add Form on the 15th day, but continue in the course pending the Committee's decision. The Committee will evaluate the petition not only on the grounds listed in item 6 above for a particular course, but also on the basis of the student's entire academic record.
 8. A withdrawal for health or family emergency (grade of WH) may be given by the Academic Standing Committee upon petition, or by the Registrar acting as the Committee's agent, when a student is ill or has a personal crisis or family emergency, such that completing the course by taking an Incomplete (see "Grades," item 4) would not be feasible. The student should submit a petition for a WH signed by the course instructor and the academic advisor, both of whom should submit supporting statements.

- a. Any petition based upon medical or psychological conditions must be supported by a written statement from an appropriate health professional stating the problem; the dates when the student was examined, treated, or counseled; and the recuperative difficulties, if any.
 - b. Students who claim a personal or family emergency may be asked to provide documentation and to account for the entire time during which they say they were, or will be, unable to attend classes or to study.
 - c. Cornell counselors and health professionals will not normally issue a recommendation for a withdrawal unless the student has consulted them at or near the onset of the problem.
 - d. Such recommendations, however, do not automatically constitute grounds for a WH. The Committee will in all cases consider the instructor's evaluation of the student's work in the course before the onset of the illness or emergency as well as the circumstances on which the student has based her or his petition. The Committee reserves the right to consult with anyone whom the student offers as a recommender or corroborator. Students on Probation or Probationary Suspension do have the right to petition for a WH, and their petitions will be considered in the same way as any other student's.
9. Students may add and drop parallel courses as follows:
- a. During the first three days of the first term, a student may replace both parallel courses with one single-term course.
 - b. Between the 15th and 21st days (normally the third Friday and the fifth Wednesday) as in item 6 above, if the student retains one of the parallel courses, he or she may add in the second term of the parallel sequence only a half-credit independent study or a vacation term. If the student drops both parallel courses, the student may add one single-term course in what would have been the second term of the sequence.
 - c. On the 33rd day (the 15th day of the second term) as in item 6 above.
10. Students who register for a course that requires an additional fee, e.g., a course taught off campus or one that involves field trips or special provisions, and later decide not to enroll must notify the instructor and the Registrar before the instructor's final deadline or, if no such deadline has been announced, then at least 60 days before the course is scheduled to begin. Students who drop after this deadline are liable for payment of the full cost of the program. Instructors calculate the cost of a trip, make reservations, and order materials based on anticipated enrollments. The loss of even one student may result in higher costs for the other participants or in the College's being charged a penalty by hotels, airlines, and cooperating agencies.

Reduced Programs

Students, other than seniors and those in the Continuing Education Program, who wish to enroll for fewer than eight term credits in an academic year, must obtain the permission of the Academic Standing Committee. Permission is usually granted if the student will (1) gain additional educational or professional experience related to the major or field of concentration, or (2) resolve physical, psychological, personal, or financial problems that may otherwise prevent her or him from continuing at Cornell. The petition must also contain a description of how and where the student plans to spend the terms when he or she will not be taking classes at Cornell. Students on reduced programs surrender, during those terms when they are not taking courses, the privileges of regularly enrolled

students and are, therefore, not permitted to live in College housing, to use College facilities, or to participate in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public. Students on reduced programs may not transfer to Cornell any coursework taken at another school during the regular academic year (September through May). The financial aid of students on reduced programs will be affected and such students should discuss the implications with the Financial Assistance Office.

Refunds and adjustments in a student's tuition, fees, and room and board charges are not made for vacation terms except, under certain conditions, for graduating seniors who can fulfill their degree requirements in fewer than eight terms. Because the ninth term is free, no refund is given to seniors or others who do not take it.

Satisfactory Academic Progress (SAP) Policy

The Higher Education Act of 1965, as amended, requires that each student maintain satisfactory progress in the course of study the student is pursuing in order to receive Federal Title IV financial aid. The concept of satisfactory progress mandates monitoring of both grade point average and the number of credits completed. In complying with this requirement, Cornell College has developed standards for Satisfactory Academic Progress cited in this *Catalogue* under "Academic Review." At Cornell, these standards are also applied to state and institutional aid programs.

The Cornell College Satisfactory Academic Progress standards apply to all students who wish to establish or maintain financial assistance eligibility. The standards apply to each student's entire academic record at Cornell, whether or not the student received financial assistance for previous terms of enrollment. In accordance with these standards, each full-time student can be enrolled for a maximum of 12 semesters to complete a baccalaureate degree. Continuing Education students can be enrolled for a maximum of 18 semesters to complete a baccalaureate degree. Specific assistance programs may require more than these minimum standards; additionally, an individual Cornell department may require the student to earn more credit hours or maintain a higher grade point average than required by minimum standards.

If a student is ineligible for financial aid due to lack of satisfactory progress and believes that his or her case has exceptional or extenuating circumstances resulting in this ineligibility, he or she may request within 10 days a review by the Academic Standing Committee in consultation with the Director of Financial Assistance.

Veterans Administration

Students receiving VA benefits should consult with the Registrar's Office for information and assistance. VA benefits recipients have the same rights and responsibilities as all other Cornell students and are subject to the regulations and policies described in this *Catalogue* except where the Federal Government has established laws or guidelines that are at variance with Cornell's rules. In such cases, the VA recipient is held accountable for satisfying both the College's and the Government's regulations.

Specifically, the points of difference are: (1) VA recipients will not be paid for a vacation term. (2) VA recipients will not be paid, or will be billed for overpayment, for any course from which they withdraw, i.e., receive a grade of W, WH, or WR, unless the VA approves their appeal on grounds of mitigating

circumstances. (3) VA recipients who are placed on Probation by Cornell College will be given two semesters (nine terms) to remove themselves from academic review. If, at the end of this probationary period, the recipient fails to demonstrate satisfactory progress, the recipient may have her or his benefits discontinued. (4) VA recipients who elect to undertake certain kinds of unstructured projects or internships that have not been approved by the VA will not be paid for the month or months in which they are engaged in such studies. The VA will not pay for any course numbered in the 900s (off-campus programs). Permission may sometimes be granted by the VA for a non-traditional educational experience upon petition in advance of the start of the project.

Declaration of Degree Candidacy, Majors, and Minors

1. On or before February 1 of their sophomore year, students must make one of the following declarations in the Registrar's Office (those admitted with senior standing must make their declarations within the first three months after entering Cornell):
 - a. declare themselves candidates for either the Bachelor of Arts or the Bachelor of Music degree by filing a Declaration of Major card;
 - b. declare themselves candidates for the Bachelor of Special Studies degree by filing a Declaration of Major card, and soon after that a completed Prospectus; or
 - c. declare themselves unable to make a decision by filing for a Curriculum Advisor. Students may ask any faculty member to serve as their Curriculum Advisor. Under this arrangement, the advisor will work with the student to determine her or his academic and career goals and the best methods for achieving these.

Sophomores who neglect to file their declarations on time will be subject to the regulations governing B.A. candidates and may be denied permission to register for their junior year. (See *Index. Degree Programs.*)
2. In all degree tracks, students are limited to some combination of majors and minors totaling no more than three. Only in the B.S.S. degree can this be a combination of three minors. Each of the other degrees requires at least one major. Students may not elect both a major and a minor in the same discipline or interdisciplinary program, though a student may complete two minors in the same department.
3. Students may choose one or more of the departmental or interdisciplinary majors described in the central section of this *Catalogue* (see the *Index* for particular subjects), or they may design an individualized major. Some departments offer two or more major options, one of which is a teaching major, approved by the State of Iowa and required of those intending to be licensed to teach that subject. A teaching major must always be combined with a second major in Secondary Education.
 - a. Departmental majors allow a student to study in depth a single discipline. Cornell currently offers 24 departmental majors (many of these also have teaching majors): Art, Biology, Chemistry, French, German, Russian, Spanish, Computer Science, Economics and Business, Elementary Education, Secondary Education, English, Geology, History, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Religion, Sociology, and Theatre. (There are also three

- teaching majors without an accompanying departmental major. They are Latin, Anthropology, and Theatre and Speech.)
- b. Interdisciplinary majors offer the opportunity for a student to specialize in a recognized academic field by taking courses from various related disciplines. Cornell's current interdisciplinary majors are: Biochemistry and Molecular Biology, Classical Studies, Environmental Studies, Ethnic Studies, International Business, International Relations, Latin American Studies, Russian Studies, Sociology and Anthropology, and Women's Studies.
 - c. Individualized majors are programs that students design themselves to meet their particular needs and interests. Such a major involves a minimum of nine course credits to include four courses at the 300 level or above from at least two disciplines (not counting the capstone experience); a capstone experience (e.g., a course, individual project, or internship) at the 300 level or above; at least six courses at or above the 200 level. A narrative that explains how these courses create a coherent major and describes how the capstone experience will synthesize the courses into a cohesive program of study is to be filed with the contract for this major. This type of major is a contract between the student and a committee of three faculty members chosen by the student. The contract for an individualized major must be signed by the student, the members of the committee, and the Registrar, acting for the Dean of the College. Any changes in the contract must be approved in writing by all members of the committee. The contract and any changes must be filed with the Registrar. The student must complete a minimum of 10 course credits after initially filing this form with the Registrar. For more information, consult the Registrar.

The requirements for departmental, interdisciplinary, and individualized majors are the same for both B.A. and B.S.S. candidates. A student is officially classified as a major only after he or she has been approved by the department or committee concerned and has filed the appropriate declaration with the Registrar.

There is no restriction on adding majors after the sophomore year and no penalty for dropping them except that all B.A. candidates must complete at least one major and B.S.S. candidates must complete the basic contract they signed when filing their Prospectus.

Students are expected to complete the major requirements that were in effect at the time of Spring registration for their second year of courses. Transfer students who are admitted with sophomore or higher standing satisfy the requirements in effect when they begin their first course at Cornell. Students who have withdrawn from Cornell and are later readmitted follow the requirements in effect at the time of their readmission. Exceptions may be made by the department concerned in response to the student's petition, provided that such changes are feasible for and agreeable to the department.

Cornell College alumni who wish to fulfill the requirements for an additional major after graduation must be accepted by the department (see procedure outlined above) and complete the necessary courses (there is no minimum number of credits that must be earned after graduation as long as the major requirements are met). Courses taken at another institution must be approved by the department in which the major will be granted.

Financial aid may not be available, and students are advised to consult the Office of Financial Assistance before enrolling. During the last course term of attendance, the student must meet with the Registrar to confirm that all requirements are completed. At the conference, the student will request that the additional major be recorded on his or her transcript. Upon completion, the additional major along with the date of completion will be recorded on the student's transcript.

4. A minor is a coherent collection of courses numbering at least five, with at least two of them being upper-level courses. Cornell currently offers minors in Anthropology, Art, Biology, Chemistry, Classical Studies, Computer Science, English, French, Geology, German, German Studies, Latin American Studies, Mathematics, Music, Philosophy, Physics, Politics, Psychology, Religion, Russian, Sociology, Spanish, Theatre, and Women's Studies.

When there is an overlap between courses required or accepted for a major in one department or program and a minor in another, at least two courses must be completed beyond the courses counted toward the major in order to earn the minor in the other department or program.

5. Some departments also offer suggestions under the heading "Concentration" for students who may not wish or have time to complete the faculty-approved major but who are interested in a particular area or career relevant to the departmental discipline. Unlike majors and minors, concentrations are informal combinations of courses and are not recognized officially by the College or named on a student's transcript. Candidates for the B.S.S. degree who do not choose to have an official major may call their individually designed program of specialization a concentration.

II. The next sections deal with what happens after academic work is completed.

Assessment of Student Experiences

An essential aspect of the mission of Cornell College is the evaluation of student experiences, perceptions, and academic achievement. Each student will be expected to participate in College and departmental assessment activities such as surveys, focus groups, tests, and personal interviews. Students will be asked to participate beginning with matriculation and continuing through graduation. Student involvement in these assessment activities will assist Cornell in providing current and future students with high-quality, satisfying experiences in keeping with the mission of the College.

Student Classification and Class Rank

1. All degree candidates are promoted at the end of each academic year according to the following scale:

Number of Course Credits Earned	Class Standing
0 - 6.75	First Year
7 - 13.75	Sophomore
14 - 22.75	Junior
23 -	Senior

2. At the end of each semester, the Registrar's Office ranks students within their class according to their cumulative grade point average, e.g., a senior ranked "10/200" would be the 10th highest in a class of 200 seniors. A

student's class rank is available upon request and is officially recorded on the student's transcript at the time of graduation. Students who are graduated with fewer than 16 credits earned in courses taken for grade point credit at Cornell will not be ranked. Also, students who "walk" at Commencement and later graduate will not be ranked.

The student's final cumulative grade point average and class ranking (if applicable) is determined at graduation and will not be affected by any grades subsequently earned should the student return to Cornell.

Credit By Transfer

Academic course credit earned prior to enrollment in Cornell or earned thereafter in summer sessions or in correspondence programs will be accepted if the work (1) is relevant to the curricular program at Cornell, (2) received a grade of C (*not* C-) or higher, (3) is not a repetition of a course taken at Cornell, and (4) was taken at institutions accredited by one of the following: Middle States, New England, North Central, Northwest, Southern, or Western Association of Schools and Colleges, or at an international university of comparable accreditation. Transfer credit is always evaluated on a course by course basis. No more than 64 semester or 96 quarter hours of credit (equal to 16 Cornell course credits) from a junior or community college may be transferred. Four semester hours or six quarter hours equal one Cornell course credit. No more than one-and-one-half course credits (six semester or 10 quarter hours) from extension or correspondence courses may be applied toward graduation. The Registrar is responsible for evaluating credit by transfer. Courses accepted by transfer are posted on a student's Cornell transcript without grades, i.e., only as course credits. Grades earned at other institutions are never included in calculating a student's Cornell grade point average.

Courses accepted by transfer do not necessarily satisfy the requirements for a major unless they are approved by the Cornell department concerned. Transfer students should confer with the chair of their major department as soon after admission to Cornell as possible to determine which of their transferred courses may be applied toward their major. Only transfer courses of three or more semester hours or four or more quarter hours may be used to satisfy a major or a general education requirement for the B.A. or B.Mus. degree.

A student who receives credit by transfer for a course and then takes a similar course at Cornell will have the transfer credit subtracted. In general, all introductory courses in the same academic discipline are considered to be similar even though their titles or actual contents may vary. A student who receives credit by transfer for a course and then takes a lower-level course that is a prerequisite for that course will have the transfer credit subtracted. Students who believe that their two courses are significantly different should consult the department chair for permission to receive credit for both. If granted, the chair must notify the Registrar in writing.

After a student has enrolled at Cornell, he or she should consult with the relevant academic department in advance, in order to ensure that the credit for work taken either in summer school or in a correspondence program will be accepted as a course counting toward graduation, toward a major, or toward fulfillment of a B.A. requirement. This advance approval, secured on a form available from the Registrar, is to protect the student from taking a course which will not transfer.

A student is not permitted to receive credit for evening, weekend, television, distance learning, or any other courses taken at another institution between

September and May while the student is also enrolled at Cornell. Exceptions may be granted by the Academic Standing Committee to juniors and seniors with a grade point average of at least 3.0 if recommended by the Cornell department concerned and approved by the student's academic advisor, provided that the course (1) is part of a sequence already begun and not available at Cornell either as a regular course or an independent study or (2) is required for a major or for a professional program but cannot be fitted into a student's schedule without the student's postponing graduation or forgoing completion of another major or professional program. In the latter case, the transferred work cannot be counted toward the minimum 32 course credits required for a Cornell degree.

Students who at the end of their senior year have earned at least 16 term credits at Cornell may transfer up to two course credits (eight semester or 12 quarter hours) from another school to complete their Cornell degree. Seniors with fewer than 16 Cornell term credits are not permitted to complete their degree by transferring courses. The senior year is defined as the nine terms preceding the student's completion of her or his final course at Cornell College.

Exemption, Advanced Placement, and Credit by Examination

In all cases, the final decision as to exemption or advanced placement, with or without credit, rests with the Cornell departments concerned and the Dean of the College.

Exemption without credit from a prerequisite for any course listed in this *Catalogue* may be granted by the instructor.

Exemption without credit from one or more of the general education requirements for the B.A. or B.Mus. degree is granted by some departments for superior achievement on certain examinations. (See *Index. Bachelor of Arts*, Paragraph 6.)

Cornell accepts the following examinations. The exemption, placement, or credit involved must be requested by the end of the student's ninth term at Cornell.

1. All College Entrance Examination Board's Advanced Placement (AP) Examinations except those in Studio Art, Art History, and Music Listening and Literature. For a score of 4 or 5 the student will receive course credit (except in foreign languages which require a score of 5 for credit); for a score of 3, only exemption and/or advanced placement (except in English Language and Literature, Environmental Science, foreign languages, Physics C, and Statistics). A complete list is available from the Registrar.
2. CLEP subject examinations in the following disciplines only (the minimum passing score and other criteria for granting exemption or credit are given in parentheses): American Government (55); either American Literature or English Literature, but not both (50 and departmental pass on essay); General Chemistry (60 and departmental pass on problems); Introductory Economics (48); Geology (49 and departmental pass on problems); and General Psychology (45 for exemption, 55 for exemption with credit). Please note that Cornell does not grant exemption, advanced placement, or credit for any of the CLEP general examinations.
3. The Oxford and Cambridge A-Level Examinations or their equivalents. One or two course credits, depending upon whether the exemption is for one or two courses, are granted for scores of E or higher.

4. The International Baccalaureate. Two course credits are granted for each score of 5 or above on a Higher Level examination, and one course credit for each score of 5 or above on a Standard Level examination, for a maximum of nine course credits.
5. Examinations prepared and administered by Cornell departments at their option are an additional means of earning credit or exemption, subject to the following conditions:
 - a. Exemption or credit by examination may be given only for courses listed in this *Catalogue*.
 - b. Credit by examination may not be given for any independent study, internship, group or individual project, tutorial, seminar, special topic, or research course.
 - c. A student who audits a Cornell course or who is tutored by a Cornell faculty member is not eligible to receive credit by examination for such work. A Cornell independent study course (see *Index. Courses 290/390* and b. above) is the appropriate vehicle for such work.
 - d. Credit by examination is an option offered to students who have mastered Cornell's course material through study by themselves, in high school or elsewhere (but not for a course for which the student also receives transfer credit), or through some life experience.
 - e. Students desiring credit by examination must first receive permission from the department concerned. A student may receive credit by examination for a maximum of seven courses (no more than two such credits may be in any one department). The examinations must be completed by the end of the student's ninth term at Cornell.
 - f. Credit will not be granted twice for passing two relatively similar topics. Students who believe that the two are significantly different should consult the department chair for permission to receive credit for both. If granted, the chair(s) must notify the Registrar in writing.

Credit by examination granted by another institution will not automatically transfer to Cornell; but where the examination is one that is used by Cornell, credit will be given if the student's performance meets Cornell's standards.

A student who receives credit for a course by examination and repeats that course at Cornell will have the examination credit subtracted. Also, students are not eligible to receive credit by examination for a lower-level course after they have completed or begun a course for which the other is a prerequisite.

Grades

1. Passing grades are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, and CR. Failure is denoted by F and NC.
2. W, WH, or WR are recorded when a student withdraws from a course (see above, "Adding and Dropping Courses").
3. P indicates satisfactory performance and is given to indicate completion (complete or partial) of fine arts participation activities that carry no course credits, e.g., MUS 701 (Music Performance Seminar).
4. The notation I is given only for work of satisfactory quality that is incomplete because of illness or emergency (supported in the same way as requests for withdrawals for reasons of health; see above, "Adding and Dropping Courses," paragraph 8). Permission to receive an Incomplete in any course for any reason must be secured from the Registrar before the instructor may record it on the final grade sheet. The petition for requesting an Incomplete is available from the Registrar's Office. Students are required

to indicate the length of time they and their instructor need to complete the course. The Registrar will normally approve any reasonable contract. An Incomplete which has not been removed by the end of the period specified in the contract will automatically be converted to an F if the student is still enrolled or will remain an I if the student has withdrawn from Cornell.

5. AU indicates a course audited for no credit (see above, "Auditing Courses").
6. IP indicates a course in progress or one for which a final grade has not been submitted by the instructor.
7. Only courses taken for grade point credit at Cornell College, exclusive of those graded CR, P, I, IP, AU, NC, W, WH, and WR, are used to compute the student's cumulative grade point average. For the student's convenience, this average is printed on the grade report issued at the end of every term.

Grade points are assigned according to the following scale:

A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
B+	3.3	C+	2.3	D+	1.3	F	0.0

The cumulative grade point average is calculated by dividing the total number of grade points earned by the total number of courses taken for grade point credit (including courses graded F). The student's final cumulative grade point average is determined at graduation, and will not be affected by grades subsequently earned, should the student return to Cornell.

8. Cornell does not have a Pass/Fail option; however, certain courses of the type listed below are graded either as Credit (CR) if the instructor certifies that the student has done work of "C" quality or better, or as No Credit (NC) if the student fails to achieve the minimum standard. All work transferred from other institutions, all credits earned by examinations or advanced placement, all courses numbered in the 900s, and certain other courses identified in this *Catalogue* by the notation (CR) at the end of their description are automatically recorded as Credit/No Credit. A few courses offer the student, with the approval of the instructor, the choice of a regular grade or Credit/No Credit, and these are marked with (OP) at the end of their description.
9. The grades earned in off-campus courses numbered in the 900s are recorded on the student's transcript as CR/NC, but are never computed into the student's Cornell grade point average.
10. Grades are reported by the Registrar (unless the student requests otherwise in writing) to the student, the academic advisor, and the student's parents or guardian. At the end of each term, the student's grade report is available on-line, and at the end of Term 9, grade reports are mailed to students at their home address. Students who wish these reports to be sent to them at some other address must make this request of the Registrar in writing before the end of the term. The parent's copy of the grade report will be sent to the parent whose address the student lists as "home." A duplicate copy will be sent without charge to the other parent at the student's request. (See above, "Confidentiality of Student Records.")
11. Students who believe that there is an error in the information reported on their grade report or that an injustice has been done them in the grading process should consult the Registrar immediately. After a lapse of one term from the issuance of the report, the information becomes a permanent part of the student's official transcript. A student who disputes a final grade should appeal first to the instructor. If not satisfied, the student should consult the department chair and then, if need be, the Dean of the College.

- Although the department chair and the Dean may act as mediators, the decision of the instructor is final.
12. If an instructor consents to change a grade, the instructor must submit a request to the Academic Standing Committee and explain the circumstances prompting the change, e.g., that he or she miscalculated or has re-evaluated the student's academic performance up through the close of the term. The Committee does not permit an instructor to change a final grade because of work submitted or revised after the instructor reported the original final grade to the Registrar.
 13. An instructor must report final grades to the Registrar by noon on the Monday following the close of the term in which the course was taught. Although a term technically ends at 5:00 p.m. on the 18th day of the course (normally a Wednesday), an instructor may, but is not required to, grant a student an extension of one or more days. In such cases, students are responsible for turning in their work early enough to allow the instructor to grade it and submit the grade to the Registrar by the Monday noon deadline. If the assignments are not finished and graded by this deadline, the instructor must issue a final grade based upon the work that the student has actually completed. No subsequent change of grade is permitted unless the student has been granted an Incomplete by the Registrar.
 14. Credits and grades are posted on the student's transcript at the end of each term. To request a transcript, contact the Registrar's Office.

The Dean's List

Twice each year—at the end of January and the end of May—the Dean of the College recognizes those students who have earned superior grades during the previous semester and enrolls them on the *Dean's List* based upon their semester grade point average.

Highest Honors	4.00
High Honors	3.80 - 3.99
Honors	3.60 - 3.79

To be considered for the *Dean's List*, students must earn grade point credit in at least four terms during the semester (Terms One through Four for the first semester, Terms Five through Nine for the second semester) and must not earn any grades of F, NC, W, or WR, nor have an unresolved Incomplete on their record. Grades earned in music lessons and ensembles are also calculated (except that the grade in FAA 701 is not calculated). The final grade earned in Term Five will be used for the purpose of computing the first semester average of a student who either takes a vacation or receives a WH, CR, or AU in Terms One, Two, Three, or Four; and when so used will not be included again in calculating the second semester average.

Graduation

The College confers degrees in May, August, and January; Commencement exercises, however, are held only in May. All candidates for graduation are required to attend the May Commencement unless granted permission by the Dean of the College to be graduated *in absentia*.

Students must file an application for graduation (see "General Requirements for Degree Programs," Paragraphs 2 and 3 and Notes 2 and 3). Transcripts of work taken at other schools before September of a student's senior year and statements of confirmation or exemption requested during the Senior

Conference must be received by the Registrar before December 31 if they are to be credited toward the student's graduation during that academic year.

Candidates who are not enrolled in the year in which they expect to receive their degree must notify the Registrar's Office before March 1 of their intention to be graduated. If there are any transcripts or other kinds of documentation needed to complete their degree requirements, the Registrar will specify the deadline. Seniors on off-campus programs that do not issue final grades before Cornell's deadline must necessarily postpone their graduation until August. Even though a student may complete her or his requirements immediately after Commencement, the degree will not be conferred, nor the diploma awarded, retroactively.

Students who, at the end of Term Nine of their senior year, are within two courses of completing their degree requirements, have earned at least 30 course credits, have a grade point average of 2.0 or higher, and have paid in full the balance on their Cornell accounts may participate in the Commencement exercises with their Class. In such cases the student receives a blank diploma jacket and is not considered a graduate. The student's diploma will be conferred at the next degree conferral date depending upon the date the student completes her or his degree requirements. Students who participate in the Commencement exercises as non-graduates may not participate again when their diploma is actually conferred. To apply for permission from the Academic Standing Committee to participate as a non-graduate and to be graduated in August, January, or the following May, consult the Registrar before March 1.

Students who elect to participate in Commencement as non-graduates do so with the understanding that they will not be ranked within the graduating class of that or any other year and may not be eligible for certain honors or for election to honorary societies that elect members from those seniors scheduled to be graduated in May. A student who believes that he or she may qualify for such honors should postpone graduation until the following May and thereby retain her or his eligibility.

Students who during their academic career at Cornell have distinguished themselves by their outstanding scholarship may be eligible for either or both of the following categories of Commencement Honors:

All-College Honors, based upon a cumulative grade point average for all courses taken for grade point credit at Cornell College, provided that such courses total 20 or more (16 or more for transfer students), are indicated on the diploma as follows if the student's average is within the indicated range:

<i>summa cum laude</i>	3.90 - 4.00
<i>magna cum laude</i>	3.70 - 3.89
<i>cum laude</i>	3.50 - 3.69

Honors in the Major, with the words "with distinction in [name of major]" printed on the diploma, may be awarded by a major to graduating seniors who have successfully completed (1) a major with a grade point average of 3.5 or higher in all courses taken within that major; (2) a project or paper judged to be of honors quality by the faculty of the major; and (3) a public oral examination on the project or paper (reviewed by at least three faculty representing two different departments and selected by the major advisor in consultation with the student) or a public exhibition or recital of artistic merit. Each major may specify further requirements and establish its own procedures for evaluating the project or paper. Students interested in earning Honors in the Major should confer with their department or program chair at the beginning of their senior year.

Graduation Rate

The graduation rate for the 1999 cohort is 66% for six years. The 2000 cohort is 63.5% for five years.

Transcripts and Verification of Enrollment

The Registrar's Office is responsible for issuing transcripts and verifying the enrollment of students. Requests for official transcripts must be made in writing to the Registrar's Office and are processed on Tuesdays and Fridays. There is no charge for transcripts picked up by the student or sent via regular mail. Transcripts sent via FAX or by an expedited delivery service require payment of a fee of \$5.00 per copy in addition to the cost of the expedited service. Currently enrolled students may request unofficial copies of transcripts without charge.

The Registrar's Office will verify the enrollment of students for insurance, employment, or other purposes as requested. In reporting enrollment status to organizations or agencies outside the College, students enrolled for a minimum of three term credits (12 semester hours) per semester will be reported as "full-time." Students enrolled for two term credits (eight semester hours) per semester will be reported as "half-time," and students enrolled for fewer than two term credits per semester will be reported as "less than half-time." Students can print enrollment verifications through the Registrar's Office secure website.

III. The last sections deal, as we must, with what happens when things go badly.

Academic Review: Warning, Probation, and Suspension

The Academic Standing Committee reviews the academic record of all students enrolled in the College. Students are expected (a) to maintain a cumulative grade point average (gpa) of 2.00 or higher, and (b) to earn one course credit (or term credit) every term except for an occasional vacation term, so that they will graduate in four years. That is, students are expected to earn eight term credits during their first year, should have 16 by the end of their sophomore year, and 24 after their junior year. Transfer students and students who withdraw from Cornell and then reenter are expected to keep up with their class, so a student who enters or reenters with sophomore standing should have earned at least 16 credits by the end of the sophomore year.

The gradations of academic review issued by the Committee are: Warning, Probation (Probationary Suspension), Suspension, and Dismissal. These citations are arranged in order of seriousness and reflect the likelihood of the student's graduation from the College.

Students who are in academic difficulty are expected to work with their instructors, their academic advisors, members of the counseling staff, the Writing Studio and other tutors, the Registrar, other professionals, and their parents to identify and resolve the problems that are causing their academic difficulties. Students in academic difficulty should give serious thought to revising their registrations to ensure their taking courses in which they have a greater chance of success. Failure to heed these citations and to seek appropriate help may result in suspension and dismissal.

1. Students are given an ACADEMIC WARNING
 - a. if at the end of a semester (Term Four or Term Nine) their cumulative grade point average is above 2.00, but their semester gpa is below 2.00;
or

- b. if after any term their gpa falls below 2.00 (*note—first-term students are allowed one C- before this category applies to them*); or
- c. if they will be unlikely to be graduated in four years (36 terms). For the purposes of this citation, students must earn at least seven term credits in their first year (or equivalent for students who enter after Term One, or who take a leave of absence, or who withdraw and then reenter), 14 credits by the end of their second year, and 23 credits by the end of their third year. Students who fail to achieve these numbers will be issued a Warning. This citation may last until a student has earned 27 term credits. Students will be notified when issued a Warning, and at the end of every semester thereafter as long as this condition applies.

Academic Warning is an indicator that the student may be liable for one of the following academic sanctions if grades do not improve. A student on Warning may be suspended at the end of a semester for an extremely poor academic performance (see 5.a. below). Therefore, the Committee may require a student on either academic citation, Warning or Probation, to draw up, sign, and fulfill a Learning Contract. The Contract will bind the student to additional conditions in order to continue as a student at Cornell.

2. Students are placed on ACADEMIC PROBATION at the end of a semester for the entire following semester
 - a. if their cumulative gpa is below 2.00 and their semester gpa is 1.25 or higher; or

students are placed on PROBATION after any term for at least the next three terms

 - b. if they have received a grade of F or NC, and their cumulative gpa has fallen below 2.00; or
 - c. if they will be unlikely to be graduated in four and one-half years (40 terms). For the purposes of this citation, students must earn at least five term credits in their first year (or equivalent), 13 term credits by the end of their second year, and 21 term credits by the end of their third year. Students who fail to achieve these numbers will be placed on Probation. This citation may last until a student has earned 27 term credits. Students will be notified when placed on Probation, and at the end of every semester thereafter as long as this condition applies; and
 - d. the Committee may also, at its discretion, place any student on Probation who has lost two term credits in the course of that semester (*note—the first vacation term taken in any academic year is not counted as a lost term credit*). Students are considered to have lost a term credit if they (a) take more than one vacation term per year; (b) receive a grade of F or NC; or (c) withdraw from a course with a grade of W, WH, or WR.

Once on Probation, a student is not allowed to withdraw from a course, or take more than one vacation term per year, without the permission of the Academic Standing Committee. Students who do either without permission will be subject to Suspension.

The words “withdraw” and “withdrawal,” as used here, refer to those situations in which students receive on their transcript the notation W, WH, or WR. Students, however, are always permitted to drop one course and add another in its place either before a term begins or during the first three days of a term.

3. Students continue on PROBATION

- a. if their cumulative gpa is below 2.00, but their semester gpa is 2.00 or higher; or
 - b. if they continue to have a deficiency in term credits, as listed in 2.c.
4. Students are removed from PROBATION if their cumulative gpa at the end of the semester is above 2.00, and if they achieve the minimum number of term credits for their year, as listed in 2.c.

Students on Probation have no restrictions on their right to take courses and participate in all the activities of the College. However, they need to monitor their activities to see that they do not fall into even greater difficulty. Students on Probation should seriously reconsider their commitment to any extracurricular activity: social life, participation in organizations, employment on or off campus, or athletics. Finally, students on Probation are not permitted to withdraw from a course without permission of the Academic Standing Committee (see *Index. Adding and Dropping Courses*, item 7).

5. Students are subject to ACADEMIC SUSPENSION
- a. if at the end of the semester their cumulative gpa is below 2.00, and their gpa for the semester is below 1.25; or
 - b. if they had been on Probation, and their semester gpa is below 2.00.
- Students are also subject to SUSPENSION after any term
- c. if they have been placed on Probation and they receive a grade of F or NC; or
 - d. if while on Probation they withdraw from a course without the permission of the Academic Standing Committee.

The phrase “subject to Suspension” means that the Academic Standing Committee places students on Suspension or leaves them on Probationary Suspension at its own discretion. Always the criterion is whether the student has a reasonable chance to graduate from Cornell if that student continues at Cornell, or whether the student would benefit from time spent away from the College.

Students whose academic record is such that they may be subject to Suspension at the end of a term or semester ought to present any pertinent information concerning mitigating circumstances to the Committee prior to the time the Committee meets to review student records for that term (usually the Monday following the end of a term). The actions of the Committee are not subject to appeal.

A student who is suspended for unsatisfactory scholarship, disciplinary, or financial reasons is denied permission to continue to attend classes, to enroll in subsequent terms, to reside in College housing, to receive Cornell-funded financial aid, and to participate in Cornell-sponsored extracurricular activities in ways that are not also open to the general public. The student must leave the campus within three days after notification unless granted an extension by the Dean of Students. Failure to leave in a timely and orderly manner may jeopardize a student's readmission.

6. The Committee uses the term PROBATIONARY SUSPENSION to describe those students who, although subject to suspension, have been granted a reprieve. This term is merely a different designation, and not a separate category. These students actually continue on Probation and have the same obligations and restrictions as any other student on Probation.

In deciding whether to Suspend or place on Probationary Suspension, the Committee may (but need not) choose to use Cornell's minimum gpa scale for class standing.

The minimum for a student's class standing is defined as the number of terms in which they have been enrolled at Cornell, whether or not they earned term credits for these, plus any other credits earned from adjunct courses, by examination, or by transfer, according to the following sliding scale:

Terms/Credits	Minimum GPA
4 - 6	1.5
7 - 10	1.6
11 - 18	1.7
19 - 26	1.8
27 -	1.9

7. Students are given ACADEMIC

DISMISSAL if they had been suspended once before in their career at Cornell, had been readmitted, and are now being suspended for a second time. Such students may not return to the College.

Leave of Absence

A non-academic leave may be granted by the Dean of Students because of medical, financial, personal, family, or other problems that are best treated away from Cornell. A student who takes an approved non-academic leave of absence is considered to have withdrawn from Cornell and Cornell's withdrawal policy applies. A non-academic leave of absence is approved if

the student has made a written request to the Dean of Students; and
the Dean of Students has determined that there is a reasonable expectation the student will return from the leave, and has granted written approval.
Failure to return by the agreed upon return date will result in the student being officially withdrawn from the College.

Cornell College policy restricts leaves of absence to a maximum of 90 days unless an extension is granted by the Dean of Students. The federal government restricts leaves of absence to a maximum of 180 calendar days during any 12-month period (defined as 12 months from the first day of the approved leave of absence). Multiple leaves within the 12-month period are permissible for military reasons or circumstances covered by the Family and Medical Leave Act.

During a leave, the student will be considered temporarily withdrawn from Cornell, thus, ineligible for Title IV (federal) financial assistance during that time.

During a leave of absence, the student surrenders the privileges of regularly enrolled students, and is, therefore, removed from registered courses, not permitted to live in College housing, use College facilities, or to participate in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public.

Conditions for return include the student continuing to fulfill payment arrangements with the College while on a leave of absence. Failure to fulfill this obligation will result in official withdrawal.

The student should consult with his or her insurance carrier regarding potential insurance claims or medical expenses that may be acquired during a planned leave of absence.

The student is advised that failure to return from the leave of absence as scheduled will affect the student's loan repayment terms. Consultation with an

official in Cornell's Financial Assistance Office is required before a leave will be approved by the Dean of Students.

For information on requesting an academic leave of absence for the purpose of participation in off-campus study programs not affiliated with Cornell, see page 174 .

Withdrawal from the College

To withdraw from Cornell College, a student must apply to the Dean of Students. Should a student leave without official permission, he or she will have the grade of F recorded for each course in progress. Students who have not attended classes for 60 calendar days and have not filed for a Reduced Program (see page 27) or a Withdrawal will be dropped from the College.

Students must vacate residence hall rooms within 48 hours of initiating the withdrawal process unless permitted otherwise by the Dean of Students.

Students who are recipients of financial aid or who hold Cornell scholarships or campus employment should, before withdrawing, discuss with the Office of Financial Assistance the consequences if they later wish to return to Cornell and need aid.

Students who plan to finish an academic year but not return the following fall may not participate in room selection and must notify the Dean of Students of their intended withdrawal by the final Wednesday of Term 8 or the student's enrollment deposit will be forfeited.

Readmission

A student who withdraws voluntarily, who is dropped for non-attendance, or who is suspended for academic, disciplinary, or financial reasons is not guaranteed readmission. Such persons may, however, apply for readmission to the Academic Standing Committee by sending their request to the Registrar at least one month before the start of the term in which they wish to re-enroll. In the case of a student who was suspended, the appropriate conditions, as stated in the letter of suspension, must have been satisfied before the Committee will act upon the request. Students, regardless of the type of withdrawal or suspension, will be evaluated for readmission on their academic achievement, good citizenship, and satisfactory discharging of their financial obligations to the College while at Cornell and subsequently.

A student who has been classified by the College as a "readmitted student" is not eligible to receive transfer scholarships offered by Cornell. Consult the Office of Financial Assistance with any questions or concerns.

At the time the student withdraws voluntarily, is dropped for non-attendance, or is suspended for academic, disciplinary, or financial reasons, they forfeit any financial assistance that was previously awarded. This includes any scholarship, grants, loans, or work study they may have had.

If the student is readmitted, their financial assistance will be reviewed at that time and based upon current academic and financial information.

Please contact the Financial Assistance Office if you have questions.

FPO

file: Courses of
Instruction

General Information about Courses

Numbering

The first of the three digits which designate the courses of this *Catalogue* generally indicates the following level or type of course:

- 1—introductory courses, primarily for first year students—if they have no prerequisites, they are asterisked on the Term Table;
- 2—courses for sophomores or advanced first year students—if they have no prerequisites, they are usually asterisked on the Term Table;
- 3—courses for juniors, seniors, and advanced sophomores, almost all with prerequisites and not generally open to first year students;
- 4—seminar, research, and thesis courses, almost all for seniors and/or departmental majors;
- 5—adjunct courses, almost all for $\frac{1}{4}$ course credit;
- 6—Special Studies, open only to B.S.S. degree candidates;
- 7—music performance lessons and ensembles, designated FAA, and Theatre participation activities; and
- 9—Cornell-affiliated off-campus programs.

Punctuation

When one course number is printed next to another, the following marks are used to indicate their relation to each other:

- hyphen—the first course is a prerequisite for admission to the second [MAT 327-328], or the second to the third [RUS 101-102-103];
- semicolon—the first course is designed for first year students and sophomores or non-majors, the second course for majors or other advanced students in the department [ART 231; 331].

Credit

Courses carrying one full course credit (the equivalent of four semester or six quarter hours) have no notation after their titles. Exceptions are indicated: ($\frac{1}{4}$) one quarter of a course credit; ($\frac{1}{2}$) one half of a course credit; ($\frac{1}{2}$ -1) one half or one course credit, as the student chooses and if the instructor concurs. (See *Index. One-Course-At-A-Time*, item 5.)

Prerequisites

If a prior course or courses must be taken before another course can be taken, that information is listed after the course description as “Prerequisite(s).” However, a student who has taken or learned the equivalent of the prerequisite elsewhere may take the course. Hence the phrase “or equivalent” is not generally used in this *Catalogue*. Similarly, since any instructor may with sufficient cause waive the prerequisite(s) for a course upon request, the phrase “or with permission of the instructor” is not generally used either. Hence, when the phrase “permission of the instructor” does appear as the sole prerequisite, it means that permission must be obtained before a student may register for the course.

Finally, for brevity, the phrase “junior standing” is considered to apply here to both juniors and seniors, and the phrase “sophomore standing” applies to all three upper classes.

Chronology

Courses that are described on the following pages without a chronological reference are normally offered every year. The notation “alternate years” indicates that the course is usually offered every other year. A few courses are “offered every third year.” Others are not offered on a regular basis and are designated as “not offered every year,” “offered upon request,” or “offered subject to the availability of faculty.”

When planning beyond the current year, students must take into account the fact that some of their courses may not be offered every year and must therefore schedule such courses in the years when they are offered. The actual offerings for any academic year are published the preceding spring in the TERM TABLE. For the scheduling of courses not offered annually or not advertised on the TERM TABLE, students should consult the department chair or the instructor.

Abbreviations

The following notations are used: (CR)—a course graded only Credit/No Credit; (OP)—a course where the student with the consent of the instructor may elect to receive either a regular grade or Credit/No Credit; however, students who desire a regular grade must inform the Registrar of this fact before the end of the third day of the term in which the course is undertaken.

Faculty

For a complete listing of all faculty engaged in the academic program, please refer to the website at <http://www.cornellcollege.edu/contact> and choose “Faculty By Department” from the sidebar.

The Catalogue of Courses, arranged alphabetically by Department.

Archaeology (ARC)

Advisor: John Gruber-Miller

Archaeology is a multi-disciplinary field that emphasizes the interpretation of material remains in order to understand a culture's history, demographics, religions, economic exchange, political systems, and social values.

Archaeologists can specialize in traditionally scientific areas, such as floral and faunal remains and forensic archaeology (biology), the chemical composition of ceramics or preservation of delicate paintings (chemistry), or the petrology and geomorphology of lithics and the ability to survey and map sites (geology).

Archaeologists use computer software to record and catalog data and to map, and sometimes reconstruct, ancient sites. Historical archaeologists must be able to read coins, inscriptions, and the preserved writings of a culture (languages). Finally, archaeologists need to be able to understand human interaction (anthropology) suggested by the art and artifacts of a culture (art history). In short, to be a good archaeologist, one needs a broad liberal arts education with emphases in one or more specific areas.

Students may develop an individualized major in Archaeology by following the recommendations given below and filing with the Registrar a *Contract for an Individualized Major*. See *Index. Individualized Major*. For students intending to attend graduate school in Archaeology, it is also highly recommended to have an additional major or minor in a related discipline (e.g., Anthropology, Art History, Classical Studies, Geology, History, Religion, or Spanish).

Archaeology faculty members: Rhawn Denniston, John Gruber-Miller, Christina McOmber, Alfrieta Parks Monagan

Major: A minimum of eleven course credits, at least four of which must be at the 300/400 level, from the following categories:

1. **Core courses:** ANT 101 (Cultural Anthropology), 110 (Introduction to Archaeology); two courses in biology, chemistry, or geology; and language through 205.

2. Courses defined by Time and Place:

Choose option 1 or 2 from each of the following two sections:

a. Time:

- (1) **Pre-historic:** ANT 105 (Human Origins); and either ART 202 (Ceramics I) or at least one additional course in science [e.g., CHE 202 (Analytical Chemistry); GEO 212 (Mineralogy), 222 (Climate Change), 320 (Geomorphology), 324 (Stratigraphy and Sedimentation)].
- (2) **Historical:** at least one 300-level course in the language of the region you are interested in studying.

b. Place:

- (1) **Old World:** three courses from art history, classical archaeology, or history [e.g., ART 251 (Greek and Hellenistic Art), 252 (Roman Art); CLA 381 (Greek Archaeology), 382 (Roman Archaeology); HIS 202 (Rome from Vergil to St. Augustine)].
 - (2) **New World:** three courses from anthropology, art history, Latin American Studies, or religion [e.g., ANT 202 (Indigenous Peoples and Cultures of North America), 206 (West Indian People and Culture); ART 263 (African Art and the Diaspora), 266 (Art of the Native Peoples of North America); HIS 141 (Latin American History); SPA 385 (Latin American Culture and Civilization); REL 355 (Religions of Ancient Mexico)].
3. **Two additional courses** related to archaeology approved by the student's archaeology advisors.
 4. **Senior Thesis 485** directed by a faculty member approved by the Archaeology Program Committee.

Highly recommended: ANT 359 (Advanced Topics: Introduction to Archeological Field Methods) and/or some fieldwork or museum experience.

Other relevant courses may count toward the major with the permission of the archaeology advisors.

485. Senior Thesis

Independent, interdisciplinary project, required of all majors during their senior year. Prerequisite: permission of the Archaeology advisor.

Art (ART)

Douglas Hanson (chair), Christina McOmer, Anthony Plaut

The offerings in Art are designed for the major who is involved in the production of art and the study of art history, the major intending to teach art, and the non-art major who wishes to develop insight into the fields of studio art and art history.

Major: A minimum of 10 course credits in Art, which include the following eight required courses: [1] three course credits in art history [AH], one of which must be 260; [2] three course credits in studio art [SA], one of which must be 103 or 104; [3] any two 300-level courses (excluding ART 371); [4] 483 (to be taken in the junior or senior year), or ACM 964; and [5] 487 (to be taken in the senior year). Transfer students must take a minimum of six art courses, including 483 and 487, from the Cornell College Art Department.

Teaching Major: The same as above, but to include one course credit in painting, one course credit in sculpture, and ART 371. Teaching majors are advised to take courses which provide experience in a variety of media. In addition to the foregoing requirements for the subject major, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minors: Two minors are available. *No courses, except ART 103 and ART 104, may be counted toward more than one minor under the supervision of the Department of Art.*

Art History Minor: A minimum of six course credits in Art which include at least four art history courses [AH] and two studio courses [SA], one of which must be 103 or 104. Individual projects and tutorials in art history or studio art will *not* be counted toward fulfillment of the minor.

Studio Art Minor: A minimum of six course credits in Art which include at least four studio courses [SA], one of which must be 103 or 104, and two art history courses [AH], one of which must be 260. Individual projects and tutorials in art history or studio art will *not* be counted toward fulfillment of the minor.

103; 203. Drawing I & II

Interaction with art elements, line, form, space, value, texture, pattern, and color, using limited media. May be repeated as ART 203 taken with a different instructor. Registration, when the course is taught in Mexico or Japan, entails additional costs. (Fine Arts) [SA]

104. Studio Art Basics

Introductory-level studio course exploring art elements, concepts, and history. Three versions are offered on a rotating basis: 2-D, 3-D, and Photo Imaging. (Fine Arts) [SA]

110 through 115. Studio Art Topics

Various introductory-level art offerings based on faculty availability and interest. See *Index. Topics Courses*. (Fine Arts) [SA]

151. Art and Culture

A thematic introduction to the subjects of art history, the language, and the methods used in the discipline, with a specific focus on the relationship of form and content. The course examines works of art as expressions of social, intellectual, religious, and aesthetic values. Offered three out of four years. (Humanities, Writing Requirement) McOMBER [AH]

202. Ceramics I

Complete process from preparation of clay to glaze firing, using hand building and wheel throwing techniques to produce ceramic artworks. Registration, when the course is taught in Mexico or Japan, entails additional costs. (Fine Arts) HANSON [SA]

207. Photography

An introduction to camera use, black and white film, and darkroom techniques with an emphasis on photography within an art context. Students must provide their own camera. Prerequisite: ART 103 or 104. (Fine Arts) DYAS [SA]

232; 332. Drawing Life I & II

A variety of drawing techniques and concepts explored with emphasis on the human figure. May be repeated as ART 332. (Fine Arts) PLAUT [SA]

235. Weaving

This course introduces both traditional handweaving techniques and innovative installation practices within a fiber arts context. Examines textile cultural history, folklore, and methods through the lens of contemporary art concepts. Prerequisite: ART 103, 104, 237, or 242. (Fine Arts) SCHUTT [SA]

237. Surface Design

A studio course tying the social meaning of clothing to the techniques of manipulating and transforming cloth. Emphasis on making art exploring personal and political identity using screenprint, dye, collage, and quilt techniques. (Fine Arts) SCHUTT [SA]

238. Papermaking

Studio course constructing artists' books, multiples, and experimental sculptures with paper. Includes the making of Western and Eastern style papers, and a review of current artists appropriating and manipulating paper to express ideas. Highlighting the distinctions between mass-produced, recycled, and handmade paper, and the flexibility of paper as both material and messenger. Prerequisite: ART 103, 104, 237, or 242. Alternate years. (Fine Arts) SCHUTT [SA]

242. Painting

An introduction to the use of paint as a fine art medium. A variety of materials, techniques, and concepts will be explored. (Fine Arts) PLAUT [SA]

251. Greek and Hellenistic Art

A review of the ancient art of the Mediterranean provides a foundation for an examination of the arts of ancient Greece from the Archaic to the Hellenistic periods. Offered every third year. (Humanities) McOMBER [AH]

252. Etruscan and Roman Art

Hellenistic era through the end of the Roman Empire, including the visual arts from the Etruscan peoples to the early Christians. Offered every third year. (Humanities) McOMBER [AH]

256. Italian Renaissance Art

The visual arts of Italy from the late medieval period through the end of the sixteenth century. Artists covered include Leonardo da Vinci, Michelangelo, Raphael, Donatello, and Titian. (Humanities) McOMBER [AH]

257. Medusa's Gaze: Art in the Age of Galileo

Visual arts of Western Europe, from the early seventeenth century to the mid-eighteenth century. Examples of seventeenth-century artists include Caravaggio, Bernini, Borromini, Gentileschi, Rubens, Rembrandt, and Vermeer. Alternate years. (Humanities) McOMBER [AH]

259. Nineteenth Century Art

Investigation of four European movements (Neoclassicism, Romanticism, Realism, and Impressionism) from the mid-eighteenth century through the nineteenth century. Offered every third year. (Humanities) McOMBER [AH]

260. Twentieth Century Art

Investigation of the development of Modernism and its demise during the second half of the twentieth century. Multiple styles are discussed from the late nineteenth century to the present. (Humanities) McOMBER [AH]

263. African Art and the Diaspora

Survey of the visual arts of ancient Egypt, the Equatorial Forest, and the Savannah regions of Africa. Introduces a wide range of African traditions and their continuation in the Americas. Students examine how institutions value African art. Offered every third year. (Humanities) McOMBER [AH]

266. Art of the Native Peoples of North America

Introduces students to traditional and contemporary art made by indigenous individuals and groups in North America. Participants examine sculpture, painting, pottery, textiles, and human adornment. The course is organized according to cultural areas; however, common thematic issues and the effects of colonialism are stressed in discussion and assigned readings. Offered every third year. (Humanities) McOMBER [AH]

271. Feminist Art

Investigation of the development of the feminist art movement from the 1970s to the present, as well as contemporary artwork by women artists. Readings and lectures focus on feminist approaches to the “craft/art” issue as well as ethnicity, class, and sexual orientation. Offered every third year. (Humanities) McOMBER [AH]

274 through 279. Topics in Art History

Various intermediate-level art history offerings based on faculty availability and interest. (Humanities) [AH]

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

Half-credit projects are not permitted.

291; 391. Studio Tutorial (1/2-1)

Sustained projects in studio art. Prerequisites: a minimum of three college-level art courses, experience in the medium of the tutorial, and permission of the instructor at least two terms in advance. May be taken on the Parallel Format. May be repeated for credit. [SA]

292; 392. Art History Tutorial (1/2-1)

An examination of one or more areas of art history not included in the regular offerings, or expanded research of a topic introduced in an art history course previously studied. Prerequisites: a minimum of two college-level art history courses, appropriate experience in the area of proposed study, and permission of the instructor at least two terms in advance. May be taken on the Parallel Format. May be repeated for credit. [AH]

302. Ceramics II

Advanced techniques in the formation and surface treatment of ceramic artworks. Registration, when the course is taught in Mexico or Japan, entails additional costs. Prerequisite: ART 202. (Fine Arts) HANSON [SA]

306. Intermedia

Production and analysis of time-based visual art, specifically performance art, video, and sound. Introduction to the practice, history, and theory of avant-garde visual art in the twentieth century. Prerequisite: ART 103, 104, 237, or 242. Alternate years. (Fine Arts) DYAS [SA]

307. Advanced Photography

Advanced work in photography, with opportunity for maximum creative activity. Prerequisite: ART 207. Alternate years. (Fine Arts) DYAS [SA]

310. Collage and Assemblage

Studio course centered on the making, presenting, and analysis of two- and three-dimensional art made from “found” materials. Students are responsible for acquiring suitable materials. Prerequisite: ART 103, 104, 237, or 242. Alternate years. (Fine Arts) PLAUT [SA]

311. Sculpture

The making of three-dimensional art forms using a variety of techniques, primarily with clay, plaster, and some mixed media. Prerequisite: ART 103, 104, 232, 237, or 242. (Fine Arts) HANSON [SA]

312. Sculpture—Casting

The making of three-dimensional art forms using mold-making techniques. Includes bronze and aluminum foundry work. Prerequisite: ART 103, 104, 232, 237, or 242. Alternate years. (Fine Arts) HANSON [SA]

335. Advanced Textiles

Investigation of the links between material combination, transformation, and artistic intent. Reviewing and interpreting both un/conventional and historical fiber art-making practices within a contemporary conceptual context.

Student-driven individual art projects with emphasis on refining relationships between art-making process and artistic intent. Prerequisite: ART 235, 237, or 238. ART 237 is strongly recommended. Alternate years. (Fine Arts) SCHUTT [SA]

343. Observational Painting

Upper-level painting course with an emphasis on looking at the physical world and recording these observations with paint. Subject matter will include still life, human figures, architecture, and landscapes. Prerequisite: ART 242. Offered every third year. (Fine Arts) PLAUT [SA]

344. Abstract Painting

Upper-level painting course with an emphasis on looking at the physical world and then responding with expressive, painterly, exaggerations. Prerequisite: ART 242. Offered every third year. (Fine Arts) PLAUT [SA]

345. Non-Objective Painting

Upper-level painting course that explores the possibility of making paintings that have little or no reference to material reality. Prerequisite: ART 242. Offered every third year. (Fine Arts) PLAUT [SA]

361. Saints and She-Devils

Examination of some of the most common depictions of women during the late Medieval and Renaissance periods, beginning with Eve and the Virgin Mary. Themes include popular images of the hag, the witch, and the prostitute as well as other depictions that demonstrate how man is led astray by feminine wiles. Readings span from the Bible and Thomas Aquinas to contemporary scholars in gender studies. Prerequisite: 200-level art history course or permission of the instructor. Offered every third year. (Humanities) McOMBER [AH]

371. Art Methods

Current K-12 methods in the teaching of art. Special emphasis on the materials and methods needed to be a creative art teacher. Lesson and unit design,

computer applications, student assessment, classroom management, and 30 hours of observation and practicum work in the local schools. Required of all Education majors seeking K-6 and/or 7-12 license recommendation(s) in art. Optional for general elementary education majors. This course cannot be used for credit toward an Art major or minor. Prerequisites: EDU 205, 215, 230, 240, and admission to the Teacher Education Program. PURINGTON

375 through 379. Advanced Topics in Art History

Examination of particular themes in art history. The course integrates material from other disciplines. Upcoming topics may include: The Sistine Chapel; Leonardo, Michelangelo, and Raphael; Monet and the Impressionists; Frida Kahlo and Georgia O'Keeffe; Classical Architecture; and the Legacy of Rome. Prerequisite: 200-level art history course or permission of the instructor. Alternate years. (Humanities) McOMBER [AH]

483. Art Seminar

Readings and discussions about theories of art in conjunction with a studio or art history practicum. Prerequisites: restricted to junior and senior Art majors who have had ART 260. PLAUT

487. Senior Thesis

A substantial culminating project for the Art major during the senior year. Usually consists of an exhibition, and/or a thesis paper, and a defense. Students should have a minimum of four courses in art history before writing an art history research paper. Prerequisite: ART 483.

514. Life Drawing (1/4)

Open studio for working from the human figure. Does not fulfill fine arts credit. (CR)

951. London and Florence: Arts in Context: see *Index. London and Florence (ACM)*.

952. Florence: see *Index. Florence (ACM)*.

964. Chicago Semester in the Arts: see *Index. Chicago Arts Program (ACM)*.

Biochemistry and Molecular Biology (BMB)

Advisors: Jeffrey Cardon, Craig Tepper

This interdisciplinary major is designed to prepare students for graduate school or a technical career in biochemistry/molecular biology. It is also a suitable preparation for most of the schools in the health professions. The curriculum is drawn from the Departments of Biology and Chemistry, with emphasis on cellular biology, genetics, and biochemistry, and laboratory techniques in these areas.

Major: A minimum of 13 course credits (12 courses if CHE 161 is taken) in Biology and Chemistry, which include these 12 required courses: BIO 141 and 142 (Foundations: Cellular Biology, and Foundations: Organismal Biology), BIO 205 (Cell and Molecular Biology), BIO 315 (Genetics); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), CHE 202 (Analytical Chemistry), CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory), CHE 334 (Biochemistry); BMB 485 (Problems); and one

course selected from BIO 305 (Advanced Topics in Molecular Biology), BIO 313 (Developmental Biology), BIO 326 (Microbiology), BIO 327 (Immunology), BIO 328 (Neurobiology), or CHE 323 (Physical Chemistry I).

Recommended courses are BIO 211 (Evolution); MAT 121 and 122 (Calculus of a Single Variable and Calculus of Several Variables); PHY 101-102 (Introductory Physics I and II) or PHY 111-112 (General Physics I and II) and PHY 114 (Laboratory Physics).

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

485. Problems

Investigation of a problem in biochemistry and/or molecular biology, including a review of the literature, collection and interpretation of data, and writing of a research report. For seniors and advanced juniors. Arrangements must be made with the instructor before registering. CARDON, CHRISTIE-POPE, or TEPPER

Biology (BIO)

Robert Black (chair), Jeffrey Cardon, Barbara Christie-Pope, Martha Condon, S. Andy McCollum, Craig Tepper

Major: A minimum of 13 courses (12 courses if CHE 161 is taken), including at least 10 courses in Biology, eight of which must be at or above the 200 level; also CHE 121-122 (or 161), and 225 (Chemical Principles I, II, or Accelerated General Chemistry, and Organic Chemistry I).

The courses in Biology must include the seven core courses listed below and at least one course from each of the other three groupings:

Core Courses

- BIO 141 Foundations: Cellular Biology
- BIO 142 Foundations: Organismal Biology
- BIO 205 Cell and Molecular Biology
- BIO 211 Evolution
- BIO 315 Genetics
- BIO 321 Ecology
- BIO 485 Biological Problems or BMB 485 Problems

Cell Grouping

- BIO 305 Advanced Molecular Biology
- BIO 313 Developmental Biology
- BIO 326 Microbiology
- BIO 327 Immunology
- BIO 328 Neurobiology

Plant Grouping

- BIO 209 Plant Morphology
- BIO 332 Plant Systematics

Animal Grouping

- BIO 254 Ornithology
- BIO 308 Invertebrate Zoology
- BIO 312 Vertebrate Zoology
- BIO 334 Animal Behavior
- BIO 337 Entomology

Appropriate supporting work in chemistry, physics, and mathematics is also strongly recommended.

Teaching Major: Identical to the general major except BIO 485 is not required. If the student's program permits, however, BIO 485 is strongly recommended. In addition to the foregoing requirements for the subject major, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of seven course credits (six courses if CHE 161 is taken), which include BIO 141, 142 and CHE 121-122 (or 161). Students may elect either of the following two ways to complete the minor: (1) CHE 225, BIO 205, and BIO 315; or (2) BIO 321 plus two additional upper-level elective courses in Biology. Environmental Studies majors may receive a minor in Biology by completing the first track, or by completing the second track only if the two upper-level Biology courses completed are courses *not* counted toward the Environmental Studies major.

Concentration: Students should consult with the Department concerning programs leading to graduate work in zoology, botany, or the health sciences; to high school teaching; to admission to schools of medicine and dentistry; and to various careers in the biological sciences.

Note: Students intending to take advanced work in Biology and all preprofessional students (medicine, dentistry, etc.) should take BIO 141 and 142.

103. Investigations

Investigative approach to the solution of biological problems, emphasizing designing, executing, and interpreting research. Specific research areas are confined to the interests of each instructor. Recommended for non-science majors. (Laboratory Science)

106. Biology for the Schools

Basic biology, emphasizing the investigative approach to solve biological problems. Students will design, execute, and interpret research. Class projects will teach application of scientific method and basic laboratory techniques. Research topics will vary with each instructor. Recommended for Education majors. (Laboratory Science)

108. Topics

Selected areas of biology, emphasizing the application of biological concepts and theory to humans and their environment. Topics vary each term. See *Index. Topics Courses*. Recommended for non-science majors. (Science)

141. Foundations: Cellular Biology

Study of living organisms, designed to introduce the principles of cell structure, cell function, energy production, information transfer, development, and physiology. This course is a prerequisite for most upper-level Biology courses. (Laboratory Science) CHRISTIE-POPE or TEPPER

142. Foundations: Organismal Biology

The topics of genetics, evolution, speciation, classification, the diversity of life, ecology, biological communities, and animal behavior. This course is a prerequisite for all upper-level Biology courses. (Laboratory Science) BLACK, CONDON, or McCOLLUM

205. Cell and Molecular Biology

Basic metabolism and organization of cells and intracellular organelles. Introduction to the structure and synthesis of biological macromolecules. Prerequisites: BIO 141, 142, and CHE 225. Same course as CHE 234. (Laboratory Science) CARDON or TEPPER

209. Plant Morphology

Structure and function of plants. Ecological, evolutionary, and physiological perspectives. Prerequisites: BIO 141 and 142. (Laboratory Science) CONDON

211. Evolution

Principles of evolution. Emphasis on modern theory, evidence, and hypothesis testing. Prerequisites: BIO 141 and 142. (Laboratory Science) CONDON

230. Conservation Biology

Ecological, evolutionary, and other biological principles and their application to the maintenance of global and local biodiversity. Prerequisite: BIO 142. (Science) McCOLLUM

254. Ornithology

Basic biology of birds, emphasizing taxonomy, structure, ecology, behavior, distribution, and natural history. Prerequisite: BIO 142 or permission of the instructor. May include an extended field trip. Alternate years. (Laboratory Science)

280/380. Internship: see *Index. Courses 280/380.*

281 through 285. Topics in Biology

Study of a selected topic of current interest or concern in biology.

290/390. Individual Project: see *Index. Courses 290/390.*

305. Advanced Molecular Biology

A continuation of BIO 205, with coverage of a topic of interest in molecular biology such as aging, cytoskeleton, gene regulation, hormones, or oncology. Prerequisite: BIO 205. (Laboratory Science) CARDON or TEPPER

308. Invertebrate Zoology

Structure, classification, physiology, reproduction, life history, natural history, ecology, and evolution of invertebrates. Prerequisites: BIO 141 and 142. Alternate years. (Laboratory Science) BLACK

312. Vertebrate Zoology

Survey of the biology of vertebrates, emphasizing structure, classification, physiology, reproductive biology, ecology, natural history, and evolution. Prerequisites: BIO 141 and 142. Alternate years. (Laboratory Science) BLACK

313. Developmental Biology

Principles of animal and plant development with an emphasis on early developmental changes. Cellular and molecular changes associated with gene expression, induction, and morphology. Prerequisite: BIO 205. Alternate years. (Laboratory Science) TEPPER

315. Genetics

Principles of inheritance in plants and animals. Emphasis on the laws of heredity and molecular genetics. Laboratory research in molecular genetics. Recommended for juniors and seniors. Prerequisite: BIO 205. (Laboratory Science) TEPPER

321. Ecology

Ecological theory. Why do individuals and species live the way they do, in the numbers they do, in the areas they do; and what environmental influences guided their evolution? Prerequisites: BIO 141 and 142. (Laboratory Science) BLACK or McCOLLUM

326. Microbiology

Survey of microbial world with emphasis on bacterial culture and identification, and the role of microbial activities in the environment. Prerequisite: BIO 205. (Laboratory Science) CARDON

327. Immunology

A study of the human immune system including the basic principles involved in host defense mechanisms and methods of immunology. Prerequisite: BIO 205. Alternate years. (Laboratory Science) CHRISTIE-POPE

328. Neurobiology

The molecular, cellular, and physiological aspects of the nervous system. Emphasis is placed on basic properties of nerve cells, neural circuits, and organization and function of the mammalian nervous system. Prerequisite: BIO 205. Alternate years. (Laboratory Science) CHRISTIE-POPE

329. Human Anatomy and Physiology I

An integrative approach to understanding basic anatomical and physiological relationships of the nervous, endocrine, immune, cardiovascular, respiratory, and excretory systems of the human. Prerequisites: BIO 141, 142, and CHE 225. Alternate years. (Laboratory Science) CHRISTIE-POPE

330. Human Anatomy and Physiology II

An integrative approach to understanding basic anatomical and physiological relationships of the human skeletal, muscular, digestive, and reproductive systems and the control of these systems by the nervous and endocrine systems. Prerequisites: BIO 141, 142, and CHE 225. Alternate years. (Laboratory Science) CHRISTIE-POPE

332. Plant Systematics

Evolution of vascular plants, treated from two points of view: (1) the mechanisms of evolution and techniques used to study these mechanisms; (2) the relationships between various groups, especially the families of flowering plants. Prerequisites: BIO 141 and 142. (Laboratory Science) CONDON

334. Animal Behavior

Evolution, development, causation, and function of behavior with emphasis on the origins and adaptive function of behaviors of vertebrates and invertebrates. Prerequisites: BIO 141 and 142. (Laboratory Science) McCOLLUM

337. Entomology

The evolutionary history, morphology, taxonomy, physiology, ecology, behavior, and economic importance of insects. Laboratories will focus on sampling, preservation, identification, and experimentation with insects. Prerequisites: BIO 141 and 142. Alternate years. (Laboratory Science) McCOLLUM

381 through 385. Advanced Topics in Biology

Advanced examination of a selected topic of current interest or concern in biology.

399. Preservation Ecology Summer Internship

Field experience during the summer under the auspices of the Iowa Nature Conservancy in preservation ecology techniques, including biological resource assessment, monitoring animal and plant populations, landowner contacts, mapping, preparing reports, and designated preserve management tasks. Prerequisites: (1) at least two of the following: BIO 209, 321, or 332; (2) at least two of the following: BIO 254, 308, 312, or 334; (3) junior standing; and (4) acceptance by the Nature Conservancy. See *Index. Courses 299/399*.

483. Senior Seminar in Biology

Readings, presentations, and discussions from the recent research literature focused on an area of interest and/or expertise of the instructor. Prerequisites: BIO or BMB major and senior standing. Recommended prerequisite: BIO 315.

485. Biological Problems

Investigation of a biological problem, including a review of the literature, collection and interpretation of data, and writing of a research report. May be repeated once for credit. Intended for seniors or advanced juniors. Arrangements must be made with the instructor before registering.

511. Extended Research in Biology (1/4)

Reading in depth on a topic of current interest and the pursuit of an experimental or theoretical problem related to the topic. This adjunct course must be taken over four successive terms. Prerequisite: permission of instructor.

963. Oak Ridge Science Semester: see *Index. Oak Ridge Science Semester (ACM)*.

Chemistry (CHE)

Addison Ault, Jeffrey Cardon, Charles Liberko (chair), Cynthia Strong, Craig Teague

The Department of Chemistry has been approved by the American Chemical Society (ACS) for the professional training of chemists at the undergraduate level.

Major: A minimum of 10 course credits in Chemistry (9 courses if CHE 161 is taken), which include the following: CHE 121, 122, 202, 225, 323, 324, 326, 327, and two additional courses at the 300 level, excluding 380; mathematics through MAT 122 (Calculus of Several Variables); and either PHY 111, 112, and 114 (General Physics I, II, and Laboratory) or, with permission of the Department, PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory).

ACS Certified Major: A minimum of 12 course credits in Chemistry (11 courses if CHE 161 is taken), which must include CHE 121, 122, 202, 225, 323, 324, 326, 327, 333, 334, 335, one additional course at the 300 level, excluding 380, and a major research experience. Also required are PHY 111, 112, and 114; and mathematics through MAT 221 (Linear Algebra). Students selecting this major should confer with the Department chair to make certain that they will satisfy all the requirements.

Teaching Major: The same program as specified for the non-teaching major. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Chemistry, excluding 280 and 380, which include CHE 202 and at least three additional courses numbered 200 or higher.

Concentration: Students should consult with the Department concerning major programs which lead to graduate work in chemistry, chemical physics, biochemistry, and medicine, or to industrial employment.

Note: The Summer Research Program of the Department of Chemistry provides an opportunity to spend a summer at Cornell College working on a research project with a member of the Chemistry faculty. Interested students should consult a faculty member in the Department.

103. Investigations in Chemistry

Hands-on investigation of selected topics in chemistry with an emphasis on contemporary topics with practical, real-world applications. Topics vary each term. Intended for non-science majors. (Laboratory Science)

108. Topics in Chemistry

Selected topics in chemistry with an emphasis on contemporary topics with practical, real-world applications. Topics vary each term. See *Index. Topics Courses*. Intended for non-science majors. (Science)

111. Chemistry in the Natural World

Basic concepts of chemistry and their implications for a technological society. Emphasis on qualitative and quantitative aspects of chemistry as they apply to topics of importance today. Intended for non-science majors. No previous study of chemistry required. (Laboratory Science)

121. Chemical Principles I

Fundamental concepts of chemistry, mole concept, energy, theories of the atom and the chemical bond, and molecular geometry. (Laboratory Science)

122. Chemical Principles II

Rates of chemical reactions, equilibrium, acids and bases, electrochemistry, and an introduction to thermodynamics. Reactions and properties of selected elements and their compounds. Prerequisite: CHE 121. (Laboratory Science)

161. Accelerated General Chemistry

Fundamental concepts of chemistry: atomic theory, quantum theory, bonding, states of matter, thermodynamics, equilibrium, and kinetics. The course is designed for students who have a good understanding of atoms, molecules, and mole calculations. This course is the equivalent of CHE 121 and 122. (Laboratory Science)

202. Analytical Chemistry

Concepts of analysis, volumetric techniques, and an introduction to instrumental techniques. Prerequisite: CHE 122 or 161. (Laboratory Science) STRONG

225. Organic Chemistry I Lecture

Chemistry of carbon compounds. Determination of molecular constitution and configuration and the chemistry of common functional groups. Prerequisite: CHE 122 or 161. (Science) AULT, CARDON, or LIBERKO

234. Biological Chemistry

Same course as BIO 205 (see for course description). Prerequisites: BIO 141, 142, and CHE 225. (Laboratory Science) CARDON, CHRISTIE-POPE, or TEPPER

260 through 266. Topics in Chemistry

Study of a selected topic in chemistry. See *Index. Topics Courses*.

280/380. Internship: see *Index. Courses 280/380*.

Does not fulfill major or minor requirement.

290/390. Individual Project: see *Index. Courses 290/390*.

323. Physical Chemistry I

Concepts of physical chemistry, including the kinetic-molecular theory of gases, atomic and molecular structure and energetics, and an introduction to classical and statistical thermodynamics. Prerequisites: CHE 122 or 161, and MAT 142. Recommended prerequisite: PHY 114. (Laboratory Science) TEAGUE

324. Physical Chemistry II

Thermodynamics, descriptions of systems of equilibria, molecular spectroscopy, x-ray diffraction, quantum mechanics, and rates and mechanisms of chemical reactions. Prerequisites: CHE 323 and PHY 114. (Laboratory Science) TEAGUE

326. Organic Chemistry II Lecture

Continuation of CHE 225. Methods of synthesis and the reactions of organic compounds. Prerequisite: CHE 225. (Science) AULT, CARDON, or LIBERKO

327. Organic Chemistry Laboratory

Practical laboratory aspects of organic chemistry. Isolation and purification of substances; one-step transformations of substances; and, possibly, synthesis projects. Prerequisite: CHE 326. (Laboratory Science) AULT, CARDON, or LIBERKO

328. Advanced Organic Chemistry

Selected advanced topics of reaction mechanisms or syntheses of organic compounds. Prerequisite: CHE 327. Not offered every year. (Laboratory Science) AULT or LIBERKO

333. Advanced Analytical Chemistry

Theory of analytical chemistry with an emphasis on instrumental methods. Prerequisites: CHE 202, 323, and 327. Not offered every year. (Laboratory Science) STRONG

334. Biochemistry

Cellular metabolism, including the oxidative degradation and biosynthesis of proteins, carbohydrates, lipids, and nucleic acids. The approach is primarily mechanistic with a quantitative discussion of kinetics, free-energy changes, and the electrochemistry of electron transport chains. Prerequisites: CHE 202, 234 (or BIO 205) and CHE 327. (Laboratory Science) CARDON

335. Advanced Inorganic Chemistry

Properties of inorganic compounds with emphasis on theories of bonding and the chemistry of coordination compounds. Prerequisites: CHE 323 and 327. Not offered every year. (Laboratory Science) STRONG

339. Advanced Physical Chemistry

Quantum mechanics, symmetry and group theory, and selected topics. Prerequisite: CHE 324. Not offered every year. (Science) TEAGUE

485. Chemical Research

Individual research in selected areas of chemistry. Prerequisite: a 300-level course in Chemistry or permission of instructor.

511. Extended Research in Chemistry (1/4)

Reading coupled with research on a specialized topic. This adjunct course must be taken over four successive terms. Prerequisites: departmental gpa of 3.0 or higher, prior completion of one course in the Department at or above the 200 level, and permission of instructor. (CR)

512. Reading and Conversation in Chemistry (1/4)

Reading and discussion of current articles, historical texts, or general interest books about chemistry. Readings are selected in consultation with the participating students. Course meets weekly for one semester. (CR)

963. Oak Ridge Science Semester: see *Index. Oak Ridge Science Semester (ACM)*.

Classical and Modern Languages

Jan Boney (chair), Charles Connell, Diane Crowder, Sally Farrington-Clute, John Gruber-Miller, Lynne Ikach, Carol Lacy-Salazar, Marcela Ochoa-Shivapour

Foreign Study: All students are strongly encouraged to develop their language skills through a study abroad experience. See *Off-Campus Programs*, especially ACM and SIT programs. Also described there is the Department's *Foreign Language Abroad Program (FLAP)*, which covers programs abroad run by other institutions in modern languages taught at Cornell.

Cornell students may participate in Lake Forest College's International Study/Internship Program in France through an agreement between the two colleges. Cornell students also have the opportunity to study some less-widely-taught languages during the summer at Beloit College.

In addition, the Department offers one-term courses taught by Cornell faculty in Greece (CLA 381), Italy (CLA 382), Mexico (SPA 206, 302, and 303), Quebec (FRE 206 and 302), Russia (RUS 384), and Spain (SPA 303 and 381), and a semester-long program in Bolivia.

Concentration: A flexible program leading to the B.S.S. degree or to an individualized major may involve work in other departments as well as in languages. Suggested concentrations include comparative literature, history, philosophy, religion, period studies, contemporary culture, area studies, international relations, and international business.

Courses in Translation: In order to introduce other cultures and literatures to students who have not had the opportunity to study the particular foreign languages, the Department offers the following courses in English translation. Such courses require no knowledge of the foreign language. A full description of each course is given under the appropriate language.

CLA 216 Classical Mythology
CLA 264 Women in Antiquity
CLA 364 Masterpieces of Greek and Roman Theatre
CLA 372 Epic Tradition
CLA 373 Love and Sexuality in Greece and Rome
FRE 254 French Women Writers

RUS 281 Introduction to Russian Culture and Civilization
RUS 341 Russian Literature, 1800-1880
RUS 351 Russian Literature, 1880-1932
RUS 355 Russian Literature, 1932-present

Classical Languages

Classics (CLA)

Classics courses are taught in English and require no knowledge of the ancient languages.

216. Classical Mythology

Development of the myth, legend, and folklore of the ancient world, especially their place in ancient Greek and Roman culture, and their survival in the modern world. (Humanities) J. GRUBER-MILLER

264. Women in Antiquity

Exploration of women's lives in classical Greece and Rome; women's role in culture, society, and the economy; their experience of childbearing, marriage, and death; ancient social constructs of the female. Sources include literature, history, medical texts, inscriptions, art, and architecture. Alternate years. (Humanities) J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

364. Masterpieces of Greek and Roman Theatre

Origins and rise of drama in ancient Greece and Rome; discussion of ritual, historical, and modern performance contexts of various plays; their influence on modern drama; ancient and modern interpretations of comedy and tragedy. Topics may vary from year to year. Course may be repeated with permission of the instructor. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

372. Epic Tradition

Examination in depth of Homer's *Iliad* or *Odyssey*, Vergil's *Aeneid*, or Ovid's *Metamorphoses* against the background of their time, and their influence on Milton, Joyce, Kazantzakis, or other examples of modern narrative. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

373. Love and Sexuality in Greece and Rome

The theme of love from Sappho and Plato to Catullus and Ovid; the construction of sexuality in the Greek and Roman world; women's place within the ancient tradition; its influence on the courtly love tradition in Europe in the early modern period and on modern attempts at understanding love. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

381. Greek Archaeology

Introduction to excavating techniques in Greek lands; study of the material culture of ancient Greece in order to understand the society, religion, and customs of Bronze Age and Classical Greece. Registration entails additional costs when the course is taught in Greece. Prerequisite: a course from Classical Studies or Anthropology. Offered every four years. (Humanities) J. GRUBER-MILLER

382. Roman Archaeology

Introduction to excavating techniques in Roman lands; study of the material culture of the ancient Romans in order to understand their history and civilization from the monarchy to the republic to the empire. Registration entails additional costs when the course is taught in Italy. Prerequisite: a course from Classical Studies or Anthropology. Offered every four years. (Humanities) J. GRUBER-MILLER

485. Advanced Classical Studies

An independent project undertaken in the senior year. Prerequisite: permission of the Classical Studies Committee.

Greek (GRE)**101-102. Beginning Classical Greek I & II**

Introduction to Ancient Greek based upon grammatical analysis and readings from the New Testament and Classical authors. No previous foreign language experience required. Offered every third year. J. GRUBER-MILLER

205. Introduction to Classical Greek Literature

Readings from one or more authors such as Plato, Herodotus, Euripides, Menander, Plutarch, or Lucian. Prerequisite: GRE 102. Offered every third year. J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

291. Intermediate Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: GRE 102. Offered on request, subject to availability of faculty.

327. The Greek Hero

Consideration of the Greek concept of heroism with attention to how performance, genre, gender, and social and cultural values shape the Greek view of the hero. Readings from Homer or the Attic dramatists in the original Greek. Prerequisite: GRE 205. Offered every third year. (Humanities) J. GRUBER-MILLER

334. Ancient Greek Politics, Society, and Culture

Readings and discussion of original Greek texts that cast light on the history, politics, society, and culture of Greece and the ancient Mediterranean. Authors may include Arrian, Herodotus, Lysias, Plato, Thucydides, Xenophon, or the Greek New Testament. Prerequisite: GRE 205. Offered every third year. (Humanities) J. GRUBER-MILLER

391. Advanced Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: GRE 291. Offered on request, subject to availability of faculty.

511. Greek Reading Group (1/4)

Maintenance of Greek language skills through reading a variety of Greek authors. Texts selected in consultation with the participating students. Course meets once a week for a semester. Prerequisite: GRE 102 or permission of instructor. (CR) J. GRUBER-MILLER

Latin (LAT)

A major in Latin is currently available only as a teaching major.

Teaching Major: A minimum of nine course credits, which include six course credits in Latin beyond LAT 101; two additional course credits in Classical Studies selected with the approval of the Department; ENG 311 (Grammar and the Politics of English) or LAL 352 (Linguistics); and LAL 308 (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

101-102. Beginning Latin I & II

Introduction to Classical Latin based upon grammatical analysis and reading. Latin prefixes found in English words. Techniques of etymology to increase recognition and comprehension of English vocabulary. Offered two out of every three years. J. GRUBER-MILLER

205. Introduction to Latin Literature

Readings from one or more authors such as Plautus, Catullus, Cicero, Caesar, Horace, Ovid, Petronius, Pliny, or Martial. Prerequisite: LAT 102. Offered two out of every three years. J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

291. Intermediate Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: LAT 102. Offered on request, subject to availability of faculty.

312. Age of Cicero

Fall of the Roman Republic, as seen through the eyes of Cicero and his contemporaries, Catullus, Lucretius, and Sallust. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

313. Age of Augustus

Golden Age of Latin literature. Readings from Vergil, Horace, Ovid, or the Roman love elegists. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

368. Roman Historians

Readings from Tacitus, Livy, or Caesar in order to assess the Romans' contribution to and influence upon the writing of history. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

391. Advanced Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: LAT 291. Offered on request, subject to availability of faculty.

511. Latin Reading Group (1/4)

Maintenance of Latin language skills through reading a variety of Roman authors. Texts selected in consultation with the participating students. Course meets once a week for a semester. Prerequisite: LAT 102 or permission of instructor. (CR) J. GRUBER-MILLER

Modern Languages

French (FRE)

Major: A minimum of eight course credits in French at or above the 300 level, which include FRE 301, either 303 or 304, 311, and 411. A maximum of two elective upper-level courses in other areas, approved beforehand by the Department as relevant to the major, may be substituted for two of the elective French courses.

Teaching Major: A minimum of nine course credits, to include FRE 301, either 303 or 304, 311, and at least four course credits in French at or above the 300 level; LAL 308 (Language Teaching Methodology); and one additional course at or above the 300 level which may be in another field if approved in advance by the Department as relevant to the major. It is strongly suggested that students complete FRE 411 within their program of study. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in French at or above the 300 level, which include FRE 301, either 303 or 304, and 311.

Study Abroad: French majors are strongly encouraged to study abroad, and up to four course credits taken on approved programs may be substituted for required major courses.

Note: Lectures and discussions in all 300- and 400-level courses are in French.

101-102-103. Beginning French I, II, & III

Pronunciation and grammar, with stress on facility in reading, writing, and speaking French.

205. Intermediate French

Special emphasis on conversation skills and communication strategies. Integration of grammar and vocabulary into discourse. Advanced grammar review. Contemporary materials for reading practice. Prerequisite: FRE 103.

206. Intermediate French in Montréal

Same as FRE 205 but taught in Montréal, Canada. The final course in the B.A. language requirement offered off-campus. Activities include tours, plays, and a weekend trip. Registration entails additional costs. Prerequisites: FRE 103 *and* permission of instructor. Alternate years. BONEY

254. French Women Writers in Translation

Works by representative women writers will be examined in light of contemporary views of feminism, femininity, and “female writing.” All work in English. No knowledge of French required. May be counted as a 300-level course for French majors with permission of instructor. Alternate years. (Humanities) CROWDER

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

301. Composition and Conversation

Intensive practice in speaking and writing. A variety of readings — short fiction, poetry, contemporary magazines, essays — to develop vocabulary and

reading skills in formal and informal genres. Oral presentations and class discussions. Introduction to research in French, using library and Internet resources. Prerequisite: FRE 205 or 206. CROWDER

302. Advanced Conversation in Montréal

For students who wish to achieve greater fluency and an understanding of life in Montréal, Canada. Extensive work on oral comprehension and speaking. Activities include tours, plays, and a weekend trip. Registration entails additional costs. Prerequisites: FRE 205 or 206 *and* permission of instructor. Alternate years. BONEY

303. Cultures of France and Francophone Africa

Contemporary French culture and African culture of French expression from the perspectives of media, politics, intellectual life, and popular culture. Through an exploration of the role of the French language in Africa, students consider the relationship of language to culture. Prerequisite: FRE 205 or 206. Alternate years. (Humanities) BONEY

304. Francophone Cultures of North America

Contemporary Francophone culture from the perspectives of media, politics, intellectual life, and popular culture. Particular focus on the cultures of Acadia, Louisiana, and Québec. Includes a five-day trip to Louisiana. Prerequisite: FRE 205 or 206. Alternate years. (Humanities) BONEY

311. Introduction to Literature

Introduction to the genres and major literary movements in French literature. Course centers on a theme, showing its treatment by authors in different periods. Development of reading strategies and skills, with attention to the advanced grammar needed for literary texts. Intensive writing to teach students the methods of analyzing and researching literatures. Prerequisite: FRE 301 or permission of instructor. (Humanities) BONEY

315. Medieval French Literature

Epic, courtly, and allegorical literature, chivalric romance, ribald tale, and comic theatre of the French Middle Ages. Prerequisite: FRE 311. Offered every third year. (Humanities) BONEY

321. The French Renaissance: Sixteenth Century Literature

Works by Rabelais, Montaigne, and the poets of the Lyon and Pléiade schools. The emergence of a national literature and the development of the Humanist tradition in France. Prerequisite: FRE 311. Alternate years. (Humanities) BONEY

331. Enlightenment: Eighteenth Century French Literature

The intellectual quest of the *philosophes* and the *Encyclopédistes*, with selected readings from Voltaire, Rousseau, Diderot, and Montesquieu. Development of the drama, the novel, and pre-Romanticism. Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

341. Nineteenth Century I: 1800–1850

The rise of Romanticism in post-Revolutionary France, examined through poetry, novels, and essays. The Napoleonic era, the return of the monarchy, and the writers who sparked a new French Revolution. The beginnings of realism. Prerequisite: FRE 311. Offered every third year. (Humanities) BONEY

342. Nineteenth Century II: 1850–1900

The Realist reaction against Romanticism—*Madame Bovary* and Baudelaire's poetry on trial for "indecenty." The impact of industrialism on the middle and

working classes as seen by Zola. The scandal of Rimbaud and Valéry, the new poetry of Mallarmé, and the ribald play *Ubu roi* to close the century.

Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

351. Contemporary Literature I: Writing as Political Action

The Surrealist movement grows out of WWI. The Négritude movement unites colonized people in Francophone Africa and the Caribbean. Camus rewrites WWII as *The Plague*. Wittig and the rise of feminism after the student "revolution" of 1968. Postcolonial Francophone literature. Prerequisite: FRE 311. Alternate years. (Humanities) CROWDER

352. Contemporary Literature II: Writing as Psychological Analysis

Proust and Robbe-Grillet portray obsessive love and jealousy. The theater of the absurd shows the breakdown of communication and language. Québécois literature reflects upon tormented sexualities in isolated towns. Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

365. Advanced Topics

Topics in French or Francophone literature or culture. Prerequisite: FRE 311.

411. Seminar

In-depth study of a literary movement, area, or author. Required of all French majors. Prerequisite: permission of instructor. Alternate years.

988. There are currently eight programs in France or Francophone countries run by the School for International Training. There are language and culture semesters in Cameroon, France, Madagascar, Mali, and Senegal. There is a language immersion semester in France, a semester with an emphasis on the environment in Madagascar, and a semester with an emphasis on international studies in Switzerland. See *Index. School for International Training*.

990. Semester in Paris

Cornell students are eligible to participate in Lake Forest College's Paris International Internship Program, a semester featuring intensive language study, culture, and an internship. For further information, see <http://cornellcollege.edu/french/Paris-LFC.shtml>.

German (GER)

Major: A minimum of eight course credits in German at or above the 300 level, which include GER 301 and either 302 or 311. A maximum of two upper-level courses in other areas, approved beforehand by the Department as relevant to the major, may be substituted for two of the elective German courses.

Teaching Major: A minimum of nine course credits, to include six course credits in German at or above the 300 level, including both GER 301 and 302; ENG 311 (Grammar and the Politics of English) or LAL 352 (Linguistics); LAL 308 (Language Teaching Methodology); and either HIS 315 (Diplomacy of War and Revolution) or HIS 324 (Modern Germany). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor in German: A minimum of five course credits in German at or above the 300 level, including GER 301 and either 302 or 311.

Minor in German Studies: GER 205 and at least five additional course credits chosen from the following list, or another course or courses approved beforehand by the Department as relevant to German culture and civilization: GER 301, 302, 311, 381, 383, 385; HIS 304 (Europe: the Sixteenth and Seventeenth Centuries), 315 (Diplomacy of War and Revolution), 324 (Modern Germany); MUS 323 (History of Western Music III), 352 (The Ring Cycle of Wagner); PHI 306 (Modern Philosophy: Nineteenth Century), 307 (Marx and Marxism); or REL 362 (Holocaust and Hope).

Note: *A student may not minor in both German and German Studies.*

Note: Lectures and discussions in all 300- and 400-level courses are in German.

101-102-103. Beginning German I, II, & III

Pronunciation and a survey of grammar. Facility in speaking and understanding spoken German is stressed. Readings emphasize literature and contemporary life in the German-speaking countries.

205. Intermediate German

Review of grammar, with a greater emphasis on reading and writing. Continued readings in simple literary texts. Prerequisite: GER 103.

301. Composition and Conversation I

Intensive written work designed to develop ability to write German clearly; practice in speaking to develop ability to converse fluently. Required of all German majors. Prerequisite: GER 205. CONNELL

302. Composition and Conversation II

Continued practice in developing ability to write and speak German clearly. Intensive work in reading German in various fields. Brief introduction to the history of the German language. Required of all German teaching majors. Prerequisite: GER 301. Alternate years. CONNELL

311. Introduction to Literature

Introduction to the genres and major literary periods in German literature. Development of reading strategies and skills, with attention given to the advanced grammar needed to read German intelligently. Short writing assignments to develop skill in analyzing texts. Prerequisite: GER 301. Alternate years. (Humanities) CONNELL

333. Goethe

Introduction to the man and his works, concentrating on *Faust*. Offered every third year. Prerequisite: GER 302 or 311. (Humanities) CONNELL

341. Romanticism

Survey of the German Romantic period, concentrating on Novalis and Kleist. Supplementary readings in Romantic Criticism and the philosophy of German idealism. Offered every third year. Prerequisite: GER 302 or 311. (Humanities) CONNELL

351. Modernism

Survey of major authors of the early twentieth century, especially Rilke, Thomas Mann, and Kafka, and their reactions to the modern world. Offered every third year. Prerequisite: GER 302 or 311. (Humanities) CONNELL

380. Internship: see *Index. Courses 280/380.*

381. Die Gründerjahre

A survey of the decade immediately following the unification of Germany under Bismarck in 1871. Readings and discussion of the history, society, and literature of those years when Germany became a world power, an industrialized country, and a militaristic society. Prerequisite: GER 302 or 311. Offered every third year. (Humanities) CONNELL

383. Weimar

A survey of the Weimar Republic, 1919-1933, when Germany struggled to overcome its defeat in World War I. Readings and discussion of its economic and political history, and the developments in society, literature and cinema. Analysis of Nazism's rise to power. Prerequisite: GER 302 or 311. Offered every third year. (Humanities) CONNELL

385. Die Trümmerjahre

A survey of Germany 1945-1963, when the two German successor states, and Austria, struggled with the legacy of the Third Reich. Readings and discussion of the development of East and West Germany and their political and economic incorporation into the Soviet and Western Blocs. The peculiar neutrality of Austria. The Wirtschaftswunder in West Germany and Austria, and its pale reflection in East Germany. Prerequisite: GER 302 or 311. Offered every third year. (Humanities) CONNELL

390. Individual Project: see *Index. Courses 290/390.*

485. Senior Tutorial

Similar to an Oxbridge tutorial, in which one paper per week on an assigned topic is prepared, then read aloud, criticized, and discussed. Prerequisites: four 300-level German courses. CONNELL

511. German Reading and Conversation Group (1/4)

Maintenance of German language skills through reading and conversation. Six meetings per term, with all student work done during the meetings.

Prerequisite: GER 102. (CR) CONNELL

990. Term, Semester, or Year in Germany: see *Index. Foreign Language Abroad Program.*

Japanese (JPN)

101-102-103. Beginning Japanese I, II, & III

Essentials of grammar emphasizing skills in reading, writing, speaking, and understanding Japanese. Classroom activities promote conversational skills. The 101-102 and 103-205 sequences are offered in alternate years.

205. Intermediate Japanese

Review of basic grammar. Continued development of skills in reading, writing, and speaking Japanese. Prerequisite: JPN 103.

923. Japan Study

An ACM program which offers a year at Waseda University in Tokyo. See *Index. Japan Study (ACM).*

There are also opportunities for students from ACM colleges to study Japanese during the summer at Beloit College.

Russian (RUS)

Major: A minimum of seven course credits in Russian at or above the 300 level, which include RUS 301 and at least two courses in Russian literature. A

maximum of two courses in Russian history may be applied toward the major: HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), and 323 (Russia from 1941).

Teaching Major: A minimum of eight course credits, to include the requirements for the Russian major listed above and LAL 308 (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Note: *A major in Russian Studies is also offered; however, students may not combine a major in Russian with the interdisciplinary major in Russian Studies.*

Minor: A minimum of five course credits in Russian which include RUS 205, 301 or 303, and three other Russian courses at or above the 300 level, at least one of which must be a literature course conducted in Russian. One course in Russian history may be applied toward the minor: HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), or 323 (Russia from 1941).

Note: *The Russian minor is not available to students with a Russian Studies major.*

Courses taught in Russia: see RUS 384 and 955 below.

101-102-103. Beginning Russian I, II, & III

Essentials of grammar, with practice in speaking, reading, listening, and writing Russian. IKACH

205. Intermediate Russian

Review of basic grammatical forms and continued development of speaking, listening, reading, and writing skills. Prerequisite: RUS 103. IKACH

280/380. Internship: see *Index. Courses 280/380.*

281. Introduction to Russian Culture and Civilization

Lectures, readings, and discussions on historical and contemporary trends in Russian culture with an emphasis on Russian identity and Russia's relationship to other cultures. Lectures, readings, and discussions in English. Offered subject to availability of faculty. Same course as RSS 281. (Humanities, Writing Requirement) IKACH

290/390. Individual Project: see *Index. Courses 290/390.*

301. Composition and Conversation

Intensive practice in writing and speaking, and introduction to complex grammatical structures. Compositions and discussions on a variety of topics. Prerequisite: RUS 205.

303. Readings from Contemporary Life

Practice in reading, writing, and speaking using a variety of authentic materials from contemporary sources, including on-line magazines and newspapers. Readings will focus on topics such as current affairs, politics, business, and popular culture. Emphasis on building vocabulary and comprehension of complex grammatical structures. Alternate years. Prerequisite: RUS 205.

311. Introduction to Nineteenth Century Russian Literature

Introduction to Russian literature of the nineteenth century, with readings of works by representative writers. Lectures, readings, and discussions in Russian. Offered every third year. Prerequisite: RUS 301 or 303. (Humanities) IKACH

312. Introduction to Twentieth Century Russian Literature

Introduction to Russian literature of the twentieth century, with readings of works by representative writers. Lectures, readings, and discussions in Russian. Offered every third year. Prerequisite: RUS 301 or 303. (Humanities) IKACH

315 through 319. Topics in Russian Literature

Reading and analysis of selected works of Russian literature. Topics may focus on a particular writer, theme, or genre. Lectures, readings, and discussions in Russian. Offered every third year. Prerequisite: RUS 301 or 303. (Humanities) IKACH

341. Russian Literature in Translation, 1800-1880

Examination of major works by Russian Romantic and Realist writers. Lectures, readings, and discussions in English. Offered every third year. Prerequisite: Writing-designated course (W). (Humanities) IKACH

351. Russian Literature in Translation, 1880-1932

Examination of major works of pre- and post-revolutionary Russian fiction, poetry, and drama. Lectures, readings, and discussions in English. Offered every third year. Prerequisite: Writing-designated course (W). (Humanities) IKACH

355. Russian Literature in Translation, 1932-Present

A survey of works by major writers of the Soviet and post-Soviet periods. Lectures, readings, and discussions in English. Offered every third year. Prerequisite: Writing-designated course (W). (Humanities) IKACH

384. Russia Today

The current scene in Russia. Registration, when the course is taught in Russia, entails additional costs. Offered subject to availability of faculty. Same course as RSS 384. (CR) GIVENS

391. Tutorial in Russian

Supervised reading in Russian literature and/or civilization, and discussions and compositions based on the reading. All work to be done in Russian. Prerequisites: RUS 205 *and* permission of instructor.

485. Advanced Russian Studies (1/2-1)

Reading or research in Russian. Prerequisite: permission of instructor. Same course as RSS 485.

501. Theatre in Russian (1/4)

Group reading, discussion, and preparation of one or more Russian plays. Rehearsals and performances in Russian. Prerequisites: knowledge of Russian and permission of instructor. Same course as RSS 501. (CR) IKACH

511. Russian Reading and Conversation Group (1/4)

Maintenance of Russian language skills through reading and conversation. Same course as RSS 511. (CR) IKACH

955. Semester in Russia (Krasnodar): see *Index. Russia (ACM)*.

Spanish (SPA)

Major: A minimum of eight course credits in Spanish at or above the 300 level, which include SPA 301, 311, 411, two elective courses (in Spanish or in other

areas approved by the Department as relevant to the Spanish major), and at least one course in each of the following categories:

Culture: SPA 381, 383, or 385

Peninsular Literature: SPA 321, 322, 351, or 352

Latin American Literature: SPA 355, 356, or 411 when the topic is Latin American Literature (see the Term Table on-line for the topic)

Teaching Major: A minimum of nine course credits, which include SPA 301, 311, 411; LAL 308 (Language Teaching Methodology); one course in each of the following categories:

Culture: SPA 381, 383, or 385

Peninsular Literature: SPA 321, 322, 351, or 352

Latin American Literature: SPA 355, 356, or 411 when the topic is Latin American Literature (see the Term Table on-line for the topic)

Language and Linguistics: ENG 311 (Grammar and the Politics of English), LAL 352 (Linguistics), or SPA 305;

and one other course, either in Spanish at or above the 300 level or in another area approved by the Department as relevant to the Spanish major.

In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Spanish at or above the 300 level which include 301, 311, one elective (in Spanish or in another area approved by the Department), and one course in each of two of the following categories:

Culture: SPA 381, 383, or 385

Peninsular Literature: SPA 321, 322, 351, or 352

Latin American Literature: SPA 355, 356, or 411 when the topic is Latin American Literature (see the Term Table on-line for the topic)

Latin American Studies Major: see *Index. Latin American Studies*.

Courses taught in Mexico, Bolivia, and Spain: see 201, 206, 302, 303, and 381 below.

Note: Lectures and discussions in all 300- and 400-level courses are in Spanish.

101-102-103. Beginning Spanish I, II, & III

Essentials of grammar stressing skills in understanding, speaking, reading, and writing with classroom activities promoting conversational skills. Short readings for cultural awareness and vocabulary development.

201. Basic Spanish

Independent, supervised study for students who wish to improve their skills in reading, writing, speaking, and understanding Spanish. Students take a placement test at the beginning and end of the term and the department assigns credit at a level reflecting students' accomplishments. Consult with Spanish faculty for additional information. (CR)

205. Intermediate Spanish

Review of basic grammar with a special emphasis on writing, speaking, and reading. Literary selections and cultural material from Spain and Latin America. Prerequisite: SPA 103.

206. Intermediate Spanish Abroad

Same as SPA 205 but taught in Mexico or Bolivia. The final course in the B.A. language requirement offered off campus. Includes a homestay with a Mexican or Bolivian family. Registration entails additional costs. Prerequisites: SPA 103 *and* permission of instructor. Alternate years.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301. Composition and Conversation

Intensive practice in speaking and writing Spanish designed to improve pronunciation and develop oral and written fluency. Emphasis on expanding vocabulary and developing cultural awareness. Daily writing assignments. Frequent oral presentations and class discussions. Required of all Spanish majors. Prerequisite: SPA 205 or 206.

302. Advanced Conversation Abroad

Taught in Mexico or Bolivia and designed for students who wish to achieve a higher level of fluency and a comprehensive understanding of life in Mexico or Bolivia. Includes a homestay with a Mexican or Bolivian family. Registration entails additional costs. Prerequisites: SPA 205 or 206 *and* permission of instructor. Alternate years.

303. Advanced Spanish Abroad

Alternative to 302 for advanced students who wish to study Spanish on their own in an approved language school in Latin America or Spain. Intended for students interested in achieving a high level of fluency and a comprehensive understanding of life in a Hispanic country. Includes a homestay. Registration entails additional costs. Prerequisites: SPA 205 or 206 *and* permission of the Department.

305. Advanced Spanish Grammar

Intensive study of Spanish grammar with an emphasis on those aspects of the language which are problematic for the advanced student. Prerequisite: SPA 205 or 206. Alternate years.

311. Introduction to Textual Analysis

Development of reading strategies and skills needed for analyzing and understanding literary texts. Organized around a topic based on a theme, period, or major writer and chosen to meet the needs of students who are just beginning upper-level coursework in Spanish. Special attention given to vocabulary development and to the advanced grammar required for understanding literary/cultural texts. Required of all Spanish majors. Prerequisite: SPA 301, 302, or 303. (Humanities)

321. Golden Age: Romancero and the Comedia

Heroes, legends, history, and the development of a national consciousness seen through popular ballads. The national theatre as an expression of Spanish ideals and aspirations: Lope de Vega, Tirso de Molina, and Calderon de la Barca. Prerequisite: SPA 311. Offered every third year. (Humanities)
LACY-SALAZAR

322. Golden Age: Don Quijote

Don Quijote in the context of the literature of the age. Readings from *Amadis de Gaula*, *Lazarillo de Tormes*, *El abencerraje y la hermosa Jarifa*. Renaissance

and Baroque elements, contribution to the modern novel, universal themes and cinematographic interpretations. Prerequisite: SPA 311. Offered every third year. (Humanities) LACY-SALAZAR

351. Twentieth Century Peninsular Novel and Poetry

Spanish novel and poetry from the “Generation of 1898” to the present, with emphasis on representations of the human condition in Unamuno, Baroja, A. Machado, and Garcia Lorca. Prerequisite: SPA 311. Offered every third year. (Humanities) FARRINGTON-CLUTE

352. Modern Hispanic Theatre

Theatre of Spain and Latin America in the twentieth century, including Valle-Inclan’s *esperpento*, Garcia Lorca’s lyric tragedy, and the experiment with magical realism in Latin America. Prerequisite: SPA 311. Offered every third year. (Humanities) FARRINGTON-CLUTE

355. Latin American Short Story and Novel

Representative modern fiction: novel of protest, magical realism, and fantasy in the short story and novel of the “Boom.” Authors include Quiroga, Garro, Ocampo, Valenzuela, Borges, Cortazar, Rulfo, Fuentes, and Garcia Marquez. Prerequisite: SPA 311. Offered every third year. (Humanities) LACY-SALAZAR

356. Latin American Poetry

Poetry from Modernism to the present, with emphasis on the encounter between reality and the poet and the creation of a new poetic world. Poets include Ruben Dario, women of 1910-20, Cesar Vallejo, and Pablo Neruda. Prerequisite: SPA 311. Offered every third year. (Humanities) FARRINGTON-CLUTE

381. Peninsular Culture and Civilization

Origins, development, and significance of various aspects of Spanish civilization, with special emphasis on how these influence contemporary economic, political, sociological, and artistic forces within Spain. Taught in Spain. Registration entails additional costs. Prerequisite: SPA 301, 302, or 303. Offered every third year. OCHOA-SHIVAPOUR

383. Latinos in the U.S.

Origins, development, and significance of various aspects of Latino life in the United States, with emphasis on Latinos in Iowa. Prerequisite: SPA 301, 302, or 303. Offered every third year. (Humanities) OCHOA-SHIVAPOUR

385. Latin American Culture and Civilization

Study of the most important cultural and political issues in Latin American civilization from Columbus to the present day. Chronicles, essays, and public speeches provide the main texts and sources of information for discussions. Prerequisite: SPA 301, 302, or 303. Offered every third year. OCHOA-SHIVAPOUR

411. Seminar

In-depth studies in the literature and culture of Spain and Latin America. Required of all Spanish majors. Prerequisites: at least two 300-level Spanish courses above SPA 311. May be repeated once for credit if topics are different. FARRINGTON-CLUTE, LACY-SALAZAR, or OCHOA-SHIVAPOUR

501. Theatre in Spanish—Workshop (1/4)

Group reading, discussion, and preparation of one or more Latin American or Spanish plays, with attention to meaning, interpretation, staging, and costuming. Rehearsals and performances in Spanish. Prerequisites: knowledge of Spanish *and* permission of instructor. (CR) FARRINGTON-CLUTE, LACY-SALAZAR, or OCHOA-SHIVAPOUR

511. Spanish Reading and Conversation Group (1/4)

Maintenance of Spanish language skills through reading and conversation. (CR)

941. Latin American Society and Culture in Costa Rica: see *Index. Latin American Culture (ACM)*.

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM)*.

988. There are currently 12 semester programs in Spain, Central America, and South America run by the School for International Training. There are language and culture semesters in Bolivia, Chile, Cuba, Ecuador, Mexico, Nicaragua, and Spain. There are semesters with an emphasis on the environment in Ecuador and Panama, economic development in Chile, regional development and social change in the Southern Cone, and a language immersion semester in Spain. See *Index. School for International Training*.

Language and Linguistics (LAL)

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

308. Language Teaching Methodology

Theoretical and practical issues involved in teaching foreign languages, including human learning, first language acquisition, cognitive variations in language learning, personality and sociocultural factors, linguistic aspects of language learning, and testing. Includes 5-10 hours of classroom observation and practice in teaching foreign language. Required of all foreign language and ESL teaching majors. Prerequisites: 205 course in a foreign language and EDU 215. Alternate years. Same course as EDU 308. GREEN-DOUGLASS

350. Philosophy of Language

Introduction to problems and methods in the philosophy of language: meaning, reference, the relation between speech and thought, the relation between language and reality, speech acts, metaphor. Alternate years. Same course as PHI 350. (Humanities)

352. Linguistics

A scientific view of languages, their characteristics, and their variations. Introduction to the fields of linguistics: syntax, phonology, phonetics, sociolinguistics, semantics, historical linguistics, psycholinguistics, and applied linguistics. Illustrations from English and other languages. Relationships between linguistics and other social sciences, showing research methods and conveying the view that language permeates both thought and culture. Offered subject to availability of faculty. (Social Science)

For each of the following programs, see *Index. Urban Education (ACM)*:

970. Dimensions of Multiculture and Global Awareness (January)

971. Theoretical Foundations of Teaching ESL (summer)

- 972. Foundations of Bilingual Education** (summer)
973. Methods and Materials for Teaching ESL (summer)
974. Assessment: Oral and Literacy Skills Development (summer)

English as a Second Language (ESL)

All students from nations in which English is not the native language are required to take written tests in English at Cornell College prior to their first registration. These tests will be used for placement in the courses in English as a Second Language. The Coordinator of the ESL program, in consultation with the instructors and the student, will determine when the student may be permitted to register for courses in other departments. Coordinator: IKACH

103. Elementary English as a Second Language

Rapid survey of English grammar. Intensive drills designed to improve practical skills in reading, writing, listening comprehension, and speaking. Continued practice in writing paragraphs. Discussions about American culture and history.

204. Intermediate English as a Second Language I

For students with an intermediate proficiency in English. Continued acquisition of language skills. Review of English grammar. Readings emphasize American culture. Daily short writing assignments. Introduction to the library, note taking, and paraphrasing. Prerequisite: ESL 103.

205. Intermediate English as a Second Language II

Continued grammar review. Greater emphasis on extensive reading. Practice in expository writing, paraphrasing, and summaries. Introduction to annotated writing. Prerequisite: ESL 204.

290/390. Individual Project: see *Index. Courses 290/390.*

306. Advanced English as a Second Language

For students with a minimal or a partial academic proficiency in English. Instruction in writing expository and argumentative prose. Practice in writing a short research paper. Readings in academic subjects. The class may visit other courses. Prerequisite: ESL 205.

Classical Studies (CLS)

Advisor: John Gruber-Miller

This interdisciplinary major is based on the study of language, literature, and civilization and allows for a creative and flexible program that will touch all aspects of the ancient world—its art, history, religion, philosophy, literature, society, and culture.

Major: A minimum of eight course credits, which include:

- I. Three course credits in either Latin or Greek at or above the 200 level;
- II. Two course credits in Greek and Roman literature in English translation selected from CLA 216, 364, 372, and 373;
- III. Three course credits in related areas selected from ART 251 (Greek and Hellenistic Art), 252 (Etruscan and Roman Art); CLA 264 (Women in Antiquity), 381 (Greek Archaeology), 382 (Roman Archaeology); HIS 202 (Rome from Vergil to St. Augustine); PHI 302 (Ancient Philosophy); REL

251 (Jesus in the Gospels), 252 (Epistles of Paul), 353 (Christian Foundations); and THE 341 (Tragedy Then and Now: Greek Tragedy and Contemporary Reworkings).

A term of independent research is highly recommended. With the permission of the major advisor, relevant courses from other departments

may be counted toward the major.

Minor: A minimum of five course credits which include two courses in either Latin or Greek at or above the 200 level; one course credit in Greek and Roman literature in English translation; and two other courses approved for the Classical Studies major.

Computer Science (CSC)

Tony deLaubenfels, Leon Tabak (chair), Andy Wildenberg

The technology of computing has developed with unprecedented speed and offers the prospect of continued rapid advance. Few technologies have so quickly become so pervasive. Few have so profoundly changed science, business and industry, and government. Some understanding of the potential and limitations of computing is essential to anyone who wishes to understand modern society.

Design, experiment, and analysis: these skills make the computer scientist part engineer, part scientist, and part mathematician. The student of computer science learns how to effectively communicate with teammates and clients to define problems and their solutions. Students learn how to divide a complex problem into pieces of manageable size, to organize and relate the pieces of information that describe the problem, and to order the steps of the solution. The study of computer science serves to increase a student's awareness of the necessity of constructing a hierarchy of abstractions as a means of building and understanding complex machines, the designer's need to give balanced consideration to competing goals, e.g., minimizing cost while maximizing computational speed, and the relationship between software and hardware.

Major: A minimum of nine course credits, including eight in Computer Science; also MAT 120 or 121 (Calculus of a Single Variable). The courses in Computer Science must include CSC 140, 144, 151,

213, 218, and at least three 300-level courses, excluding Internships, Individual Projects, and Group Projects. The faculty strongly recommends additional study of mathematics and statistics, to include INT 201 (Statistical Methods) and MAT 221 (Linear Algebra), for those students who intend to pursue software engineering careers or continue their study of computer science at the graduate level.

Minor: MAT 120 or 121 (Calculus of a Single Variable) and a minimum of six course credits in Computer Science which include CSC 140, 144, 151, 213, 218, and at least one 300-level course, excluding Internships, Individual Projects, and Group Projects.

131. Computing Practice and Perspectives

Reading, discussion, and writing on legal, ethical, and societal issues related to computing. Topics include first amendment issues, like filtering of on-line content; intellectual property issues, like "file sharing" and fair use exclusions to

copyright; and fourth amendment issues including a detailed examination of the nature of our “right” to “privacy.” Given these issues, classroom discussions often follow the format of group debates, both formal and informal. This course frequently carries the “Writing Requirement” designation. Throughout the course, there is an emphasis on building skills in locating, evaluating, and citing electronic-based information, including Internet and library resources. The lab portion of this course is project-oriented and introduces a variety of software including web page authoring and presentation software. Labs feature group work and emphasize learning how to learn software.

140. Foundations of Computer Science

Principal challenges in computer science and computer scientists’ methods for solving problems. Structure of object-oriented programs, syntax of a programming language, and practice writing programs. No programming experience is assumed. Prerequisite: CSC 151 or mathematical background in function notation.

144. Software Architecture

Disciplined design, coding, and testing of substantial programs. Specification of relationships among components of a program using composition and inheritance. Discernment of a client’s requirements. Evaluation of the communication between a computer program and its human user. Prerequisite: CSC 140.

151. Discrete Mathematics for Computer Science

Logic, algorithms, combinatorics, trees, graphs, and other topics from discrete mathematics used in computer science. Prerequisite: three and one-half years of high school mathematics. (Mathematics)

213. Algorithms and Data Structures

Measurements of complexity. Comparison of methods for searching and sorting data. Alternative ways of organizing data in lists, tables, and trees. Prerequisites: CSC 140, 144, 151, and MAT 120 or 121.

218. Computer Organization

A view of the layers in the design of modern computers that begins at the level of individual logic gates, and progresses upward through elementary circuits, microprogramming, and assembly languages. An examination of costs and advantages gained by shifting functions from hardware to software, or vice versa. Prerequisites: CSC 140 and 151. TABAK

255 through 260. Topics in Computer Science

A focus on some part of the social context in which computer scientists work: professional ethics, leadership, and creativity in the technical professions; the software engineer’s opportunities and responsibilities for helping to solve pressing social problems; or how innovations in the technology of computing are changing the way ordinary people live, work, and learn.

280/380. Internship in Computer Science

Participation in a computer-related area such as working with a business, government, or other appropriate institution under the direction of the organization’s leaders and a faculty supervisor. Prerequisites: junior or senior standing; at least two 300-level Computer Science courses; approval by the faculty supervisor, the participating institution, and the Department. The

maximum credit that may be earned in a Computer Science internship is two term credits. See *Index. Courses 280/380*. (CR)

289/389. Group Project: see *Index. Courses 289/389*.

290/390. Individual Project: see *Index. Courses 290/390*.

302. Electronics

Same course as PHY 302 (see for course description). Prerequisites: PHY 102 or 112 and CSC 140 or knowledge of a programming language. Alternate years. (Laboratory Science) LICHTY

311. Systems Software

Process scheduling and synchronization, interprocess communication, allocation of memory and disk space. Creation and use of software, libraries, tools, and methods for the production of efficient, reliable software. Prerequisite: CSC 213. Alternate years. TABAK

314. Data Management Systems

Concepts and structures necessary to design and implement a database management system. Relational and object database models. Prerequisite: CSC 213. Alternate years. deLAUBENFELS or WILDENBERG

315. Programming Language Concepts

Principles of design and implementation of high-level programming languages. Language definition structure, run-time behavior. Alternative programming paradigms, including functional languages. Programming examples from selected languages. Prerequisites: CSC 213 and 218. Alternate years. TABAK or WILDENBERG

321. Computer Graphics

Introduction to the concepts and algorithms of computer graphics. Architecture of display systems, 2D and 3D geometry and algorithms, viewing transformations, interactive techniques, color concepts. Prerequisites: CSC 213, 218, and MAT 221. Alternate years. TABAK or WILDENBERG

355 through 360. Advanced Topics in Computer Science

A study in greater depth of a topic covered in the core curriculum, an introduction to an area of specialization within computer science, or readings in the research literature. Intended to broaden students' perspectives on the range of opportunities that will be available to them in professional practice and graduate-level study. Recent topics have included Algorithms, Computer Networks, Robotics, Client Server Systems, Structure and Interpretation of Computer Programs, and Bioinformatics. See *Index. Topics Courses*. Prerequisites: CSC 140 and 151.

511. Extended Research in Computer Science (1/4)

Reading coupled with research on a specialized topic. This adjunct course must be taken over four successive terms. Prerequisites: departmental gpa of 3.0 or higher, prior completion of one course in the Department at or above the 200 level, and permission of instructor. (CR)

Economics and Business (ECB)

A'amer Farooqi, Santhi Hejeebu, Todd Knoop (chair), Jerome Savitsky, James Stout

Major: A minimum of 10 course credits, including nine in Economics and Business; also one course in statistics (INT 201 or MAT 347). The courses in ECB must include 101, 102, 151, 301, 302, and two courses selected from 320, 321, 323, 352, or 361.

Note: *A student may not major both in Economics and Business and International Business.*

Teaching Major: The same as above. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Economics: The following program in conjunction with a *teaching major* in Anthropology (individualized major), History, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and Economics: ECB 101, 102, and any two of the following: 223, 225, 301, or 302.

Concentrations: A combination of courses from several disciplines may be used as a basis for advanced training in law, government service, and a number of other professional programs. The Department will assist students in selecting interdisciplinary programs for special purposes, e.g., with the other social sciences and natural sciences for environmental studies, and with history and politics for international studies. Students interested in business may design a curriculum to develop (1) the broadly transferable skills needed in management, especially analysis, writing, and quantitative methods; and (2) an understanding of the government policies which affect business. In addition to ECB 151, 352, and 361, which meet requirements for the major, students may select courses from among ECB 243, 245, 253, 320, 340, 341, 351, 357, and 380. Related courses in other departments are PSY 384 (Industrial and Organizational Psychology) and SOC 337 (Work in a Changing World).

Quantitative Skills: For basic skills, majors should take CSC 131 (Computing Practice and Perspectives) and MAT 121 (Calculus of a Single Variable). For strong graduate school preparation in either economics or business, students should take CSC 140 (Foundations of Computer Science), MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), 221 (Linear Algebra), and possibly 347 and 348 (Mathematical Statistics I & II).

101. Macroeconomics

Basic macroeconomic theory. Analytical evaluation of the determinants of national output, inflation, and unemployment. Examination of fiscal and monetary policies and issues in international trade and payments. Introduction of tools necessary to analyze economic models. (Social Science)

102. Microeconomics

Basic microeconomic analysis of consumer choice, the business firm, and resource markets in labor, capital, and land. Analysis and critique of government policy in problem areas such as monopoly power and government regulations and expenditures. Prerequisite: two years of high school algebra. (Social Science)

151. Financial Accounting

Accounting concepts and principles. Asset and liability valuation, income determination, financial statement presentation and analysis, and the use of

accounting information for business decision-making. Objectives of accounting rather than bookkeeping techniques.

213. Economic Development

Economic development problems and policies of Third World countries. Profiles and historical records of developing countries. General theories of development, and the role of agricultural strategy, international trade and finance, population growth, income distribution, and savings and capital formation. Prerequisite: ECB 101. Offered subject to availability of faculty. (Social Science) FAROOQI

223. International Economics

Survey of international trade and finance with a theoretical emphasis. Why nations trade, the theory of protection, and commercial policy. Balance of payments, theories of exchange rate determination, and international macroeconomic theory and policy. Prerequisites: ECB 101 and 102. (Social Science) FAROOQI

225. Money and Banking

The role of financial institutions and financial assets in macroeconomic activity. The stock market, money markets, monetary policy, money supply and demand, interest rates, inflation, international financial markets, and the International Monetary Fund. Prerequisite: ECB 101. (Social Science) KNOOP

243. Investments

Investment alternatives from the investor's perspective. Stock market indices, trading procedures, evaluation techniques, and investment strategies. Dow, valuation, portfolio, and efficient stock theories. Government regulation of securities markets. Prerequisites: ECB 102 and 151. Alternate years. (Social Science) STOUT

245. Introduction to Marketing

Investigation of the modern marketing orientation toward business management. Study of the basic theories, tools, and methods of marketing. Exploration of the contribution of the social sciences to the development of marketing practices. Prerequisite: ECB 102. (Social Science)

253. Managerial Accounting

Continuation of ECB 151. Application of accounting data to management decisions. Prerequisites: ECB 102 and 151. STOUT

265 through 275. Topics in Economics and Business

Selected topics of current interest in economics and business. See *Index. Topics Courses*.

290/390. Individual Project: see *Index. Courses 290/390*.

301. Intermediate Microeconomics

Economic theory of choice in a price system. The forces that determine price and production decisions of business firms in competitive and monopolistic markets, and the allocation of resources through these markets. Economic analysis applied to decision-making in government and business firms, and to clarify social issues. Prerequisites: ECB 102 and junior standing. (Social Science) SAVITSKY or HEJEEBU

302. Intermediate Macroeconomics

Factors influencing the level of national income and employment, movement of prices, and behavior of other macroeconomic variables. Postwar economic

developments and contemporary monetary and fiscal policy problems. Problems of economic growth and international trade. Prerequisites: ECB 101, 102, and junior standing. (Social Science) FAROOQI or KNOOP

311. Industrial Organization

Theories of market structure: perfect competition, perfect monopoly, oligopoly, cartels. Theories of strategic behavior, emphasizing game theoretic approaches to the study of market structures. The economics of information. Prerequisite: ECB 301. Alternate years. (Social Science) SAVITSKY

320. Women, Men, and the Labor Market Seminar

The seminar examines male/female differences in labor market outcomes. Theoretical explanations will be confronted with empirical evidence. Topics to be covered include: labor supply behavior and the allocation of time in the household, human capital investments in education and labor market experience, discrimination against women in the acquisition of human capital, labor market discrimination against women and the pay gap, and the economics of anti-discrimination laws. Prerequisite: ECB 301. (Social Science) SAVITSKY

321. Macroeconomics Seminar

The role of money in the economy. Connections between the investment decisions of the firm, the financial milieu in which these decisions are made, and the impact of these decisions on the macroeconomy. The impact of monetary and fiscal policies on the financial sector. Financial crises and business cycles. Prerequisite: ECB 302. (Social Science) KNOOP

323. International Economics Seminar

Theory of international specialization and world trade, the institutions and mechanisms of world trade and payments, and major policy issues of concern to both industrial and developing economies. Prerequisite: ECB 223 or 302. (Social Science) FAROOQI

337. Economics of Recessions and Depressions

Investigation into the causes and economics of recessions, depressions, and expansions. Included will be a broad review of the history of macroeconomic thought, the development of which has focused on explaining business cycles. The Great Depression will be examined in detail. An introduction to business forecasting will also be covered. Prerequisite: ECB 302. Alternate years. (Social Science) KNOOP

340. Econometrics

Introduction to the use of statistics in economics and business, employing economic theory and real-world data in order to predict future demand for a product and to forecast levels of inflation and unemployment. Statistical methods include cross-section and time series analysis, and single and multivariate regression. Prerequisites: ECB 101, 102, and one course in statistics (INT 201 or MAT 347). Alternate years. KNOOP

341. Mathematical Economics

Application of mathematical techniques to economic analysis, with emphasis on the theory of demand and the theory of the firm. Constrained and unconstrained optimization. Decision-making under uncertainty. Linear programming. Prerequisites: ECB 102, MAT 121 or 122, and one course in statistics (INT 201 or MAT 347). Alternate years. (Social Science) SAVITSKY

351. Financial Management

Analytic tools of economics and accounting applied to a firm's financial value. Economics of the securities and financial markets in which firms obtain capital. Prerequisite: ECB 253. (Social Science) STOUT

352. Financial Management Seminar

A continuation of ECB 351 focused on completion of the valuation project begun in ECB 351. A week-long trip to the international financial district in Chicago is included at additional cost. Prerequisite: ECB 351. (Social Science) STOUT

357. Business Policy

Case studies. Application of analytical tools in the areas of economics, accounting, financial management, and organizational theory. Prerequisites: ECB 151 and either 245 or 253. Alternate years. (Social Science) STOUT

361. International Business Seminar

Problems and opportunities peculiar to multinational firms and those engaging in international trade. Marketing, financial, ethical, cultural, and political issues facing such firms and their host countries. Prerequisites: ECB 245 and 253. (Social Science)

365 through 369. Advanced Topics

Selected topics of current interest in economics and business. Check individual course description for prerequisite(s). See *Index. Topics Courses*.

380. Internship in Economics and Business

Observation of and participation in activities related to Economics and Business courses and to the career goals of the student. The student works with a business, government, or other appropriate institution under the direction of the organization's leaders and a faculty supervisor. Prerequisites: junior standing; courses that adequately prepare the student for the internship; and approval by the faculty supervisor. Internships are normally for two terms. The maximum credit that may be earned in an Economics and Business internship is three term credits. A maximum of two course credits may be counted toward satisfying the requirement of nine course credits numbered in the 300s or 400s for the Bachelor of Arts degree. (CR) See *Index. Courses 280/380*.

Education (EDU)

Kerry Bostwick (chair), Jill Heinrich, Gayle Luck, Stephanie Mackler

Admission to the Teacher Education Program and to Student Teaching

Cornell offers majors in both Elementary and Secondary Education. Students desiring to be licensed to teach in the public and private K-12 schools should apply before December 1 of their sophomore year to the Education Department for admission to the Teacher Education Program, using the forms available on-line (<http://www.cornellcollege.edu/education/admission>) and from the Education Office in Room 103 of College Hall. Those seeking admission to the Teacher Education Program after December 1 of their sophomore year must have special permission from the chair of the Education Department to apply.

The following additional conditions must be met before the Education Department will approve the application: the student must (1) have filed a Declaration of Degree Program and Major(s) with the Registrar; (2) have

completed two 200-level Education courses; (3) have a Cornell cumulative grade point average of 2.5 or higher; (4) have submitted one positive letter of recommendation from a faculty member outside the Education Department; (5) be in good standing – not on probation – academically and with the Cornell Division of Student Affairs; and (6) have successfully achieved passing scores on the Praxis I Pre-Professional Skills Tests.

Praxis I Pre-Professional Skills Tests

Successful completion of the Praxis I Pre-Professional Skills Tests is required for all Cornell students seeking admission to the Teacher Education Program.

These tests determine college-level competence in the areas of reading, writing, and mathematics. It is strongly recommended that students register to take the Praxis tests during the fall of their sophomore year. These exams are given by Educational Testing Service (at Iowa City and numerous other nationwide locations) during September, November, January, March, April, and June of each year. Registration is due one month in advance and score reports are available 4-6 weeks after the tests are taken. Specific dates for each academic year are posted early and the Registration Bulletin and sample questions are available at the Education Office in Room 103 of College Hall. The registration fee is approximately \$130.00 and is the responsibility of the student. Students must receive a score of 175 or above on the reading section, 173 or above on the mathematics section, and 173 or above on the writing section. If students score below the cut-off on one or more tests, they will be required to retake the test on which a low score was awarded. If the student's scores, after taking the test the second time, still fall below the minimum, admission is possible on the following criteria:

1. A score of at least 170 (computer score of 312) on any section of the Praxis I;
2. B or better grades in all Education courses completed at the time of taking the Praxis I;
3. Exceptional recommendations from Education faculty members;
4. Exceptional recommendations from the general faculty;
5. A grade of B or higher in a writing intensive course;
6. A grade of B or higher in any Cornell math or statistics course; and
7. An ACT score of 25 or higher in English and math.

All students must meet this requirement and have passing scores on file in the Education Department by February of their sophomore year before they can register for 300-level Education courses.

The final decision on admission rests with the Education Department and will be made after evaluating a completed application and the student's performance and professional teaching demeanor in the Cornell classroom. Before taking her/his first 200-level Education course, each student must access the department information on-line and study it carefully. Students may not undertake 300-level Education courses until they are admitted to the Teacher Education Program.

In order to be admitted to student teaching, students must have a cumulative grade point average of 2.7 or higher, complete a Student Teacher Application and Preference form by January 15 of the junior year, complete all the required 200-level Education courses with a minimum 2.7 grade point average and all 300-level Education courses with a minimum 2.7 grade point average, be recommended by the chair of the Education Department, pass a criminal

background check, and be accepted by a local mentor classroom teacher. Before being admitted to student teaching, a student seeking a license in Secondary Education must have completed six course credits in the teaching subject matter major. Student teaching must be done during three consecutive terms: preferably Terms One, Two, and Three of the senior year or a fifth year, unless unusual circumstances, certified by the student's advisor and the chair of the Education Department, demand otherwise. *Students desiring to student teach in Chicago must apply to the Academic Standing Committee by February 1 of their junior year. See Index. Off-Campus Programs.* All student teaching assignments are made within thirty miles of Mount Vernon or in Chicago unless exceptional personal circumstances exist. Students should refer to the Education Department's web site for an in-depth review of off-campus student teaching requests.

Recommendation for Licensure

After a student has successfully completed three consecutive terms of student teaching, the senior seminar, and has received a baccalaureate degree, the Education Department, in consultation with the student's cooperating mentor teacher, will make the final decision on Cornell College's recommendation for state licensure. A criminal background check is required. Completion of student teaching and the Education major does NOT guarantee recommendation for a teaching license.

All students should note that teacher licenses are issued by individual states; therefore, if students believe they may be moving to a location outside of Iowa after being graduated, they should examine the specific requirements for the state(s) in question and plan for meeting these additional requirements. Normally, Iowa license holders meet with little difficulty when applying for out-of-state licenses. Information on all state license requirements can be found in the Education Office in College Hall.

Teacher Education Program

Whether a candidate for the B.A., B.Mus., or B.S.S. degree, every teacher education major must complete the following requirements. B.A. candidates should note that not all the options for satisfying the B.A. requirements will satisfy the State of Iowa's General Education requirements for licensure, which are:

1. One course in the humanities selected from: (1) English and Foreign Language literatures, (2) History, (3) Philosophy, (4) Religion, or (5) Art history, Music history or appreciation, or Theatre history.
2. A college-level course in mathematics or statistics. Even though a student may have been exempted by Cornell from its B.A. Mathematics requirement on the basis of having the requisite ACT or SAT mathematics score, the candidate for licensure must still complete a college-level mathematics or statistics course. However, students who earned a score of 4 or 5 on the College Entrance Examination Board's Advanced Placement (AP) Calculus or Statistics examinations or exemption on the Cornell Calculus Advanced Placement test are not required to complete additional courses in mathematics. This requirement may also be satisfied by taking a summer school mathematics course approved in advance by the Cornell Department of Mathematics.
3. Two courses in natural science.

4. One course in a behavioral science selected from Anthropology, Psychology, or Sociology.
5. One course in a social science selected from Economics and Business, Politics, or, if not taken to satisfy the behavioral requirement, Anthropology or Sociology.
6. One of the following major programs:

Elementary Education Major: A minimum of 12 course credits in Education, which include EDU 205, 215, 230, 240, 314, 317, 318, 319, 410, 420, 430, and 483; two of the following courses: ART 371 (Art Methods), MUS 301 (Elementary School Music), or PED 324 (Elementary Physical Education Methods); and three courses, to be approved by the Education Department, in a department other than Education or in a recognized interdisciplinary major. A second major or the completion of a six-course license area in one of the following teaching subjects: history, science, language arts, or social studies is strongly recommended. Students seeking a B.A. degree in Elementary Education must earn 33 Cornell College credits to be graduated. Students should be careful to check the degree requirements of all states they may be considering for relocation. When recommended by the Education Department, the completion of the Elementary Education major qualifies the student for a K-6 elementary classroom teaching license in the State of Iowa.

Secondary Education Major: A minimum of 10 course credits in Education, which include EDU 205, 215, 230, 240, 328, 410, 420, 430, and 483; a methods course in your content area: ART 371 (Art Methods), EDU 308, 322, 324, LAL 308 (Language Teaching Methodology), MUS 331 (Music Education Seminar), or PED 331 (Physical Education Methods for Secondary Schools); and an approved teaching major in the area of licensure. A list of approved teaching majors is available from the Education Office. The requirements for these are set forth in the departmental listings under the rubric "Teaching Major." Students seeking teacher preparation in Music, Physical Education, French, German, Latin, Russian, or Spanish must consult the appropriate department for the special requirements pertaining to courses in methods of instruction. When recommended by the Education Department, the completion of the Secondary Education major and an approved teaching major qualify the student for a 7-12 teaching license in the State of Iowa.

Second Teaching Areas for Secondary Education Majors: Students who have a teaching major in Economics and Business, History, Politics, Psychology, or Sociology, or an individualized major in Anthropology must add one or more of the following areas as a second teaching license area: American Government, Anthropology, Economics, Psychology, Sociology, United States History, or World History. The requirements for these second teaching areas are described under the respective departmental listings and are also available from the Education Office. Students with teaching majors in Biology, Chemistry, Geology, or Physics should consider adding the all-science license area. Details on the requirements for these licenses are found in the Education Office.

Title II Reporting Summary. The annual report required by Title II of the 1998 Higher Education Act is on file in the Education Office, and the report can be accessed on the Web at <http://www.cornellcollege.edu/education/title2report>. The Cornell College Teacher Education Program is accredited by the Iowa Department of Education and meets all of the requirements of Title II. The Cornell College Teacher

Education Program is in good standing with the State of Iowa and the federal government and is NOT listed as a low-performing Teacher Education Program.

Transportation: Students are responsible for their own transportation, at their own expense, when coursework requires their presence in off-campus classrooms and internships.

205. Foundations of Education

The history of American education and the study of prominent educational philosophies. A careful examination of the school as an institution and the teacher's ethical, pedagogical, and legal responsibilities. (Humanities)
MACKLER

215. Educational Psychology

The factors that influence the nature and quality of growth, development, and learning during the educational process. Examination, through the use of recent research and illustrative examples, of important psychological characteristics of children and adolescents as learners, and of teachers and the teaching process in the elementary and secondary schools. Twelve hours of observation-practicum in the schools. Students must provide their own transportation. (Social Science)
BOSTWICK or CARRELL

230. Exceptional Learner

An introduction to the basic characteristics of persons with special needs and how they can best be educated in the K-12 schools. All categories of students served under IDEA '97 and Sec. 504 will be considered. Topics include legal mandates, inclusion, mental retardation, learning disabilities, emotional and behavioral disorders, speech and language disorders, hearing impairment, visual impairment, physical disabilities, and giftedness. Fifteen hours of observation-practicum in the schools. Students must provide their own transportation. (Social Science) LUCK

240. Human Relations

The study of prejudice and discrimination in race, ethnicity, gender, religion, age, and sexuality. Topics include the ways of life, history, cultural contributions, and educational experiences of Americans with African, Hispanic, Asian, and Native American Indian ancestry. A careful study of individual and group values, lifestyles, cultural and sexual diversity, and persons with handicapping conditions. Six hours of observation-practicum. Students must provide their own transportation. (Social Science) HEINRICH

308. Language Teaching Methodology

Same course as LAL 308 (see for course description). Required of all foreign language and ESL teaching majors. Prerequisites: 205 course in a foreign language and EDU 215. Alternate years. GREEN-DOUGLASS

314. Methods of Elementary Mathematics

Current elementary school methods, materials of instruction, lesson planning, computer applications, student assessment, and classroom management. Development of a mathematics curriculum unit. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. BOSTWICK

317. Methods of Elementary Science and Social Studies

Current elementary school methods in the teaching of natural science and social studies. Special emphasis on the development of interdisciplinary methods, the

development of curricular units, lesson design, computer applications, student assessment, and classroom management. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisite: EDU 314. BOSTWICK

318. Methods of Elementary Language Arts and Reading

Current elementary school methods in the teaching of reading, instructional planning, language acquisition, student assessment, and teaching materials in the field of elementary language arts and reading. Reading Recovery, Title I, and other reading support programs are addressed. Development of a curriculum unit in both subject areas. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisite: EDU 317. LUCK

319. Children's Literature

Comparative study of literary texts for children, including instructional planning, the teaching of reading, the use of literature with elementary students, and student assessment. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisite: EDU 318. LUCK

322. Secondary Arts, Languages, and Adolescent Literature

Current secondary school issues in pedagogy and classroom management, including subject matter and instructional planning in the methods of teaching art, English/language arts, reading, speech communications, adolescent literature, and foreign languages. Development of lesson plans, curriculum units, reading in the content area, the study of computer applications, and student assessment. Forty-eight hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. HEINRICH

324. Secondary Mathematics, Science, and Social Studies

Current secondary school issues in pedagogy and classroom management, including instructional planning and methods of teaching mathematics, natural sciences, social sciences, and history. Development of lesson plans, curriculum units, reading in the content areas, student assessment, and the study of computer applications. Forty-eight hours of observation-practicum in the schools. Students must provide their own transportation. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. MACKLER

328. Reading in the Content Area

Current best practice methodology, techniques, and strategies for teaching reading to middle and high school students. Lesson planning for incorporating reading and adolescent literature into all secondary curricular areas. Classroom management, computer application, student assessment, and 30 hours of observation-practicum in the local schools. Students must provide their own transportation. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. Must be taken prior to student teaching. HEINRICH

390. Individual Project: see *Index. Courses 290/390.*

410-420-430. Student Teaching I, II, & III

A 12-week clinical teaching experience under the direction of Cornell faculty and licensed K-12 school teachers in approved elementary or secondary schools. Weekly on-campus evening seminar. These three courses must be scheduled in

consecutive terms during the senior year or during a fifth year. Required for a teaching license recommendation. Students must provide their own transportation. Prerequisite: approval of the Education Department. (CR) BOSTWICK, HEINRICH, LUCK, or MACKLER

440. Student Teaching IV

An additional four-week term of student teaching required of those students seeking unrelated licenses or licenses at both the K-6 and 7-12 levels. Students must provide their own transportation. Prerequisite: EDU 430. (CR) BOSTWICK, HEINRICH, LUCK, or MACKLER

450-460-470-471. Music Student Teaching I, II, III, & IV

A 16-week clinical teaching experience under the direction of Cornell faculty and licensed K-12 school teachers in approved elementary or secondary schools. On-campus seminar. These four courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching license recommendation. Students must provide their own transportation. Prerequisites: MUS 331 (Music Education Seminar), 431 (Methods and Materials for Music Education), senior standing, and approval of the Music Department. (CR)

483. Senior Seminar

Critical examination of current educational controversies, reform ideas, ethical considerations, legal questions, and administrative problems facing modern American education. Students will compile a detailed professional portfolio in both notebook and electronic formats, a five-year professional development plan, and will receive evaluation and assessment feedback from faculty on their strengths, weaknesses, accomplishments, and future plans. Prerequisite: successful completion of EDU 430, 470, or ACM 966 (Urban Education). BOSTWICK, HEINRICH, LUCK, or MACKLER

966. Urban Education

Three terms of student teaching in Chicago – fall or spring. Students must apply to the Academic Standing Committee by February 1 of their junior year. This is a competitive application and all students may not be accepted. Students must provide their own transportation. Prerequisite: permission of the Education Department. See *Index. Urban Education (ACM)*. LUCK

For the following programs, see *Index. Urban Education (ACM)*. Check with the Registrar and the Education Department the year before, during registration, for current application deadlines and procedures. Prerequisite: admission to the Teacher Education Program or permission of the Program Advisor. LUCK

970. Dimensions of Multiculture and Global Awareness (May)

971. Theoretical Foundations of Teaching English as a Second Language (spring)

972. Foundations of Bilingual Education (spring)

973. Methods and Materials for Teaching ESL (spring)

974. Assessment: Oral and Literacy Skills Development (spring)

During the spring in Chicago, a student takes 973 and 974, and either 971 or 972 to qualify for teaching K-12 ESL or Bilingual Education. Students must provide their own transportation.

English (ENG)

Glenn Freeman, Leslie K. Hankins, Richard Martin (chair-Spring), Michelle Mouton (chair-Fall), Shannon Reed, Kirilka Stavreva

Major: A minimum of nine course credits in English beyond ENG 111 (or any course satisfying the Writing Requirement), which include ENG 210, 211, 212, 411, and one course selected from each of the following groups: ENG 321-326, 328-336, 343-351, and 361-372.

Teaching Major: The same as above, to include 311 and either 323 or 324; EDU 322 (Secondary Arts, Languages, and Adolescent Literature); and COM 121 (Speech Communication). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of six course credits in English beyond ENG 111 (or any course satisfying the Writing Requirement), which include two courses selected from among ENG 210, 211, and 212; and four courses selected from at least two of the following groups: ENG 321-326, 328-336, 343-351, and 361-372.

211. Topics in Literature, Film, or Cultural Studies

Seminar for first year students, an intensive engagement with a topic in literature, film, or cultural studies. See *Index. Topics Courses* for current topics and descriptions. (Humanities, Writing Requirement)

210. American Survey

Development of American literature from its beginnings to the twentieth century. Emphasis is both textual and historical. Prerequisite: writing-designated course (W). (Humanities) R. MARTIN

211. English Survey I

Development of English literature from its Anglo-Saxon roots through the “long” eighteenth century. Prerequisite: writing-designated course (W). (Humanities) REED or STAVREVA

212. English Survey II

Development of English literature from the Romantics to the present. Prerequisite: writing-designated course (W). (Humanities) HANKINS or MOUTON

213. Writing Fiction I

Beginning course in writing fiction. Students learn writing techniques, share work, and offer critiques. The course also includes the study of published fiction. Prerequisite: writing-designated course (W). Alternate years. (Fine Arts) G. FREEMAN

214. Writing Poetry I

Beginning course in writing poetry. Students learn writing techniques, share work, and offer critiques. The course also includes the study of published poets. Prerequisite: writing-designated course (W). Alternate years. (Fine Arts) G. FREEMAN

219. Writing Children’s Books

Writing for children focusing on short manuscripts of 900-5000 words. Participants read some outstanding recent books for children, read what respected authors in this field have written about writing for children, and work

on manuscripts of their own. Additional topics include manuscript submission procedures, and print and electronic resources for those interested in writing for children. Prerequisite: writing-designated course (W). (Fine Arts)

J.B. MARTIN

240. Theatre, Architecture, and the Arts in England

The study of English art and culture, particularly theatre and architecture, through visiting sites and regions significant in English history, attending theatrical events, and visiting galleries and museums. Team-taught in England. Registration entails additional costs. Alternate years. (Humanities) The 2005-06 trip will be led by Mouton and Stavreva.

290/390. Individual Project: see *Index. Courses 290/390*.

311. Grammar and the Politics of English

An examination of the structures and forms which currently govern standard usage of the English language. Encompasses a broad view of grammar as a subject by a wide-ranging investigation of the history and development of the language. Examines the social and political implications of the development of English as a global language. Course may include readings in Anglophone literature. Prerequisite: writing-designated course (W). Alternate years. (Humanities) REED

316. Advanced Creative Writing Workshop

Advanced course in creative writing. Manuscript of 10 pages in length may be requested before permission to enroll is granted. Course may be repeated once for credit. Prerequisites: ENG 213 or 214 or permission of instructor. Alternate years. (Fine Arts) G. FREEMAN

321. Medieval English Literature

Topical concentrations in Medieval literature, including cultural context. Topics may include: Anglo-Saxon epic, Arthurian romance, Chaucer's *Canterbury Tales*, the mystical tradition, chivalry. Prerequisite: writing-designated course (W). Offered in alternate years or every third year. (Humanities) STAVREVA

322. Medieval and Renaissance Drama: Shakespeare's Rivals

In this undergraduate research seminar, you will study the drama of Shakespeare's contemporaries and rivals—Marlowe, Middleton, Dekker, Ford, and Webster—within the context of the highly theatrical culture of early modern England. You will have the opportunity to carry out original archival research in the Rare Book collections of the Newberry Library in Chicago and participate in the Newberry's community of scholars. The course will also serve as an introduction to current models of historicist criticism, enabling you to make an informed choice of the critical methodology best suited to your final research project. Additional fees apply. Prerequisite: writing-designated course (W). Offered in alternate years or every third year. (Humanities) STAVREVA

323. Shakespeare I: Comedies and Romances

Analytical and performative approach to Shakespeare. Discussion of selected comedies and romances in their cultural context. In alternate years, the class culminates in a student play production, enabled by the Stephen Lacey Memorial Shakespeare Fund. Prerequisite: writing-designated course (W). (Humanities) STAVREVA

324. Shakespeare II: Histories and Tragedies

Critical analysis of the development of Shakespeare's histories and tragedies, with attention paid to their cultural contexts and performative aspects. Prerequisite: writing-designated course (W). (Humanities) STAVREVA

325. Renaissance Non-Dramatic Literature

English and Continental literature of the period 1500-1660. Topics may include the sonnet sequence, metaphysical poetry, intellectual prose, or an intensive examination of a particular theme across generic boundaries. Prerequisite: writing-designated course (W). Offered in alternate years or every third year. (Humanities) STAVREVA

326. Milton

Critical analysis of the works of John Milton with special attention to the social and political contexts. Prerequisite: writing-designated course (W). Alternate years. (Humanities) REED

328. Eighteenth Century English Literature

Works of major and minor authors of the period 1660-1798. Topics may include satire, the drama, gender and literature, or a selected theme. Prerequisite: writing-designated course (W). Alternate years. (Humanities) REED

329. Eighteenth Century Fiction

The context of the social changes that promoted the eighteenth century novel. Examination of the origins of eighteenth century prose in Restoration drama, and works of fiction and literary criticism from both the eighteenth century and the twentieth. Primary readings may include short fictional texts as well as novels. Prerequisite: writing-designated course (W). Alternate years. (Humanities) REED

331. English Literature: The Romantics

An examination of intellectual, political, and aesthetic movements of the English Romantic period 1789–1832. Topics may include Romantic poetics, the Gothic impulse, the city and the country, or constructions of childhood. Prerequisite: writing-designated course (W). Alternate years. (Humanities) MOUTON

333. Victorian English Literature

Poetry, novels, essays, and plays written between 1837 and 1901. May focus on a topic, such as English colonialism, political reform movements, or turn-of-the-century decadence. Prerequisite: writing-designated course (W). Alternate years. (Humanities) MOUTON

334. Nineteenth Century English Novel

A study of forms: the domestic novel, the Gothic novel, the serial novel, the novel of social critique. Authors may include Austen, Shelley, Dickens, Eliot, Trollope, and Wilde. Emphasis on social, cultural, and political context. Prerequisite: writing-designated course (W). Alternate years. (Humanities) MOUTON

335. Virginia Woolf

Novels and essays by Virginia Woolf, such as *A Room of One's Own*, *Jacob's Room*, *To the Lighthouse*, *Mrs. Dalloway*, *The Waves*, *Orlando*, *Between the Acts*, and *Moments of Being*. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HANKINS

336. Twentieth Century Fiction

Modern fiction in English chosen from authors such as Woolf, Joyce, Lawrence, Richardson, H.D., E.M. Forster, and/or others. May focus on a topic such as Modernism(s) or a collection of authors. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HANKINS

343. The American Renaissance

Literary and cultural trends in the early nineteenth century, a formative period of American literature. Authors may include Emerson, Thoreau, Hawthorne, Melville, and Fuller. Prerequisite: writing-designated course (W). Alternate years. (Humanities) R. MARTIN

345. Late Nineteenth Century American Literature

Literary and cultural trends which followed the Civil War and gave birth to the modern age. Authors may include Twain, Jewett, James, Wharton, Dickinson, Whitman, Crane, and Chopin. Prerequisite: writing-designated course (W). Alternate years. (Humanities) R. MARTIN

347. Modern American Literature

Literary and cultural trends following the First World War, concentrating on two or three of the writers whose work defined modern literature. Authors may include Hemingway, Faulkner, Fitzgerald, and Steinbeck. Prerequisite: writing-designated course (W). Alternate years. (Humanities) R. MARTIN

349. Jazz: Fact, Film, and Fiction

Jazz, the unique American art form, has posed a problem and a challenge for artists in other media. This course studies the ways other artistic media have tried to deal with, incorporate, or imitate this music and its environment. Course focuses on jazz itself and explores several jazz-based or jazz-influenced novels and short stories and various kinds of jazz-based or jazz-influenced films. Prerequisite: writing-designated course (W). Alternate years. (Humanities) R. MARTIN

350. American Nature Writers

Study of writers of many different backgrounds who share a concern with our relation to nature and our environment. Authors may include Muir, Leopold, Dillard, Carson, Abbey, and Kravauer. Prerequisite: writing-designated course (W). (Humanities) R. MARTIN

351. Studies in African-American Literature

The Harlem Renaissance of the 1920s and 1930s. Includes writers such as Zora Neale Hurston, Jean Toomer, Arna Bontemps, Langston Hughes, Counte Cullen, Nella Larsen, Wallace Thurman, Claude McKay, and Jessie Redmon Fauset. Close attention to the novel *Their Eyes Were Watching God* (1937) and *FIRE!!*, a facsimile reprint of a "little magazine" put out by members of the Harlem Renaissance in 1926. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) HANKINS

361. Modern Poetry

Modern poetry in English: Eliot, Pound, Stevens, Williams, Crane, Moore, Cummings, Auden, Zukofsky, Yeats, and H.D. Prerequisite: writing-designated course (W). Alternate years. (Humanities) G. FREEMAN

363. Contemporary Fiction

Intensive look at recent and experimental developments in fiction as represented by writers such as Sherman Alexie, Leslie Marmon Silko, Maxine Hong Kingston, Don DeLillo, and Tim O'Brien. Prerequisite: writing-designated course (W). Alternate years. (Humanities) G. FREEMAN

364. Contemporary Poetry

Poets whose work has come to prominence since 1950 and an overview of poetic trends in America. Prerequisite: writing-designated course (W). Alternate years. (Humanities) G. FREEMAN

365. Comparative Literature and Cinema

Study of connections between literature and film. May focus on a topic such as avant-garde film and Modernist little magazines and novels of the 1920s, women writers, directors, and film theorists of the 1920s and 1930s, or film adaptations of literary texts. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HANKINS

367. Multicultural Literature

Major authors across cultures. Critical analysis of texts by national and international writers of “minority” status. May include groups marginalized by ethnicity (non-Anglo-American), sexual orientation, and socioeconomic class. Prerequisite: writing-designated course (W). Alternate years. (Humanities) G. FREEMAN

370. AIDS Literature, Film, and Social Theory

This course will consider the history and consequences of AIDS through memoirs, novels, plays, documentary and feature films, and essays. In evaluating the way literature shapes our understanding of AIDS, we will explore pertinent issues of race, gender, nationality, and sexual identity. May include service learning component. Prerequisite: writing-designated course (W). Offered in alternate years or every third year. (Humanities) MOUTON

371. Critical Theory

Survey of critical theories or an in-depth focus on one theory. Possibilities include Narratology, Feminist theories, Reader-Response Theory, New Historicism, or Cultural Studies. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) HANKINS or MOUTON

372. Film and Film Criticism

Critical analysis of films as artistic and cultural texts. Focus may be on an individual director, such as Hitchcock, or a topic, such as Women Directors. (This is not a film production course.) Prerequisite: writing-designated course (W). (Humanities) HANKINS

374. Topics in Literature

A topic that integrates literature and material from other disciplines. See *Index. Topics Courses*. Prerequisite: writing-designated course (W). (Humanities)

380. Internship

Diverse internship options may include writing and editing in the commercial world, such as working for a newspaper, a magazine, a publishing house, or another communications medium. Prerequisite: writing-designated course (W). See *Index. Courses 280/380*. (CR)

399. Summer Internship

Diverse internship options may include writing and editing in the commercial world, such as working for a newspaper, a magazine, a publishing house, or another communications medium. Prerequisite: writing-designated course (W). See *Index. Courses 299/399*. (CR)

411. Senior Seminar

Study of various critical approaches to literature and of general literary problems. Prerequisites: English major and senior standing. (Humanities)

714. Literature in Action: The Shakespeare Play (1/4)

Participation in any of the many activities involved in the production of the English Department Shakespeare Play (or a similar play): acting in a major

role, scenery and props design and construction, costume/make-up design and construction, lighting and sound design and operation, stage management, theatre administration and publicity. Participation must be supervised by a member of the Department and the work carried out within a single semester. Can be repeated for credit. Alternate years. (Fine Arts) STAVREVA

715. Literature in Action: Editing (1/4)

Serving in one of the supervisory positions for the English Department literary magazine *Open Field* (or similar magazine): Editor, Assistant Editor, Web Editor, Art/Design Editor. Participation must be supervised by a member of the Department and the work carried out within a single semester. May be repeated for credit. (Fine Arts)

Environmental Studies (ENV)

Advisor: Rhawn Denniston

Major: A minimum of 12 courses (11 courses if CHE 161 is taken), to include four core courses, required courses from one of the three concentrations listed below, and electives selected by the student and approved by the program advisor. Internships, individual projects, and/or extended research may fulfill elective credits. Electives cannot also fulfill requirements for other majors or minors. To assure depth in at least one discipline, it is recommended that the Environmental Studies major be pursued with a second major.

Core Courses (Required of all Environmental Studies majors):

BIO 141 Foundations: Cellular Biology
BIO 142 Foundations: Organismal Biology
BIO 321 Ecology or an accredited off-campus ecology course
GEO 111 Physical Geology or GEO 114 Investigations in Geology

Concentrations:

Environmental Sciences

CHE 121-122 Chemical Principles I & II or
CHE 161 Accelerated General Chemistry
GEO 331 Environmental Geology
ENG 350 American Nature Writers or PHI 224 Environmental Ethics
POL 262 American Politics
POL 368 Environmental Politics or POL 371 Wilderness Politics
Two (2) electives

Environmental Policy and Values

ENG 350 American Nature Writers
GEO 331 Environmental Geology
PHI 224 Environmental Ethics
POL 262 American Politics
POL 368 Environmental Politics or POL 371 Wilderness Politics
Four (4) electives

Marine Sciences

CHE 121-122 Chemical Principles I & II or
CHE 161 Accelerated General Chemistry
CHE 202 Analytical Chemistry or CHE 225 Organic Chemistry I

ENV 380 Internship, ENV 390 Individual Project, or an accredited summer field course in marine science
GEO 105 Marine Science
GEO 217 Invertebrate Paleontology
Three (3) electives, at least two of which must be numbered 300 or above
Supporting coursework in mathematics and physics is strongly recommended for students interested in pursuing graduate study in marine science.

Electives must be at or above the 200 level, and must be chosen from the following courses (with recommendations for each concentration as indicated), or from the courses required for the three concentrations. GEO 512 (Geographic Information Systems) is recommended for all Environmental Studies majors but may not be counted as one of the required elective courses for the major.

Environmental Sciences Electives

BIO 209 Plant Morphology
BIO 230 Conservation Biology
BIO 254 Ornithology
BIO 308 Invertebrate Zoology
BIO 312 Vertebrate Zoology
BIO 332 Plant Systematics
BIO 334 Animal Behavior
BIO 337 Entomology
CHE 202 Analytical Chemistry
CHE 225 Organic Chemistry I Lecture
GEO 222 Climate Change
GEO 255 Modern and Ancient Carbonate Systems of the Bahamas
GEO 324 Sedimentology and Stratigraphy
GEO 320 Geomorphology
GEO 322 Quaternary Environments
PHY 228 Energy Alternatives

Environmental Policy and Values Electives

ANT 222 Applied Anthropology
ECB 223 International Economics
EDU 380 Environmental Outdoor Education Internship
GEO 222 Climate Change
PHI 202 Ethics
PHY 228 Energy Alternatives
POL 346 Political Economy of Developing Countries
POL 349 International Political Economy
POL 367 Urban Politics
SOC 313 Urban Community

Marine Sciences Electives

BIO 230 Conservation Biology
BIO 308 Invertebrate Zoology
BIO 312 Vertebrate Zoology
BIO 485 Biological Problems, especially when taught in the Bahamas
CHE 326 Organic Chemistry II Lecture
CHE 327 Organic Chemistry Laboratory
CHE 333 Advanced Analytical Chemistry
GEO 222 Climate Change

GEO 255 Modern and Ancient Carbonate Systems of the Bahamas
GEO 317 Paleocology
GEO 324 Sedimentology and Stratigraphy
GEO 485 Geological Literature
INT 201 Statistical Methods I or MAT 121 Calculus of a Single Variable
POL 240/340 Security at Sea
POL 368 Environmental Politics
POL 371 Wilderness Politics

290/390. Individual Project: see *Index. Courses 290/390.*

380. Internship in Environmental Studies

Working with a business, government agency, or other institution under the direction of the organization's leaders and a faculty supervisor. Prerequisites: junior standing; at least one of the three required 300-level courses; approval by the participating institution, the faculty supervisor, and the Environmental Studies advisor. See *Index. Courses 280/380.* (CR)

GEO 512. Geographic Information Systems (1/4)

See under *Geology* for description.

912. Tanzania: Studies in Human Evolution and Ecology: see *Index. Tanzania (ACM).*

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM).*

988. There are currently 15 semester-long programs run by the School for International Training that have an emphasis on environmental and ecological issues. They are located in Australia (2), Belize, Botswana, Brazil, Ecuador, Greece, Ivory Coast, Kenya, Madagascar, Nepal, New Zealand, and Tanzania (3). Some require previous training in a foreign language or coursework in environmental studies. See *Index. School for International Training.*

Ethnic Studies (EST)

Advisor: Alfrieta Monagan

The Ethnic Studies Program and the courses that make up its offerings address questions of ethnic identity and relations among ethnic groups and is supervised by a faculty committee composed of the course instructors.

In order to receive Ethnic Studies credit a course must devote a significant portion of its content to the study of subordinate racial or ethnic groups, where a subordinate group is understood as one whose members are, or have historically been, disadvantaged and subjected to unequal treatment by the dominant group in a society, the latter understood as a group whose members have superior access to or control over a society's economic, political, or social power. Specific courses may emphasize the cultural practices of one or more racial or ethnic groups or on the interrelationships between subordinate and dominant racial or ethnic groups.

Ethnic Studies faculty members:

Craig Allin, Jan Boney, Carol Enns, Leslie Hankins, Douglas Hanson, Lynne Ikach, David Loeb sack, M. Philip Lucas, Christina McOmber, Alfrieta Parks Monagan, Mary Olson, Catherine Stewart, Charles Vernoff

Major: A minimum of 10 course credits which include:

- I. EST 123.
- II. ANT 101 (Cultural Anthropology); EDU 240 (Human Relations); REL 222 (Religions of the World); and SOC 348 (Race and Ethnic Relations).
- III. Four courses selected from the following, at least two of which must be at the 300 level and no more than three of which may be chosen from one department: ANT 202 (Indigenous Peoples and Cultures of North America), 206 (West Indian People and Culture), 208 (Cross-Cultural Love and Family), 275 (The Black Woman in America); ART 202 (Ceramics, when taught in Mexico), 261 (Topics in Non-Western Art), 263 (African Art and the Diaspora), 266 (Art of the Native Peoples of North America); ENG 351 (African-American Literature), 367 (Multicultural Literature); FRE 304 (Francophone Cultures of North America); HIS 116 (Introductory Seminar in History, when the topic is "The Holocaust"), 251 (Federal Indian Policy), 255 (American Lives, when the topic is "African-Americans"), 350 (Colonial America), 354 (United States Social History Since 1940), 356 (African-Americans in U.S. History), 357 (Seminar in American History, when the topic is "Japanese-Americans"); MUS 220 (Jazz History); PHI 301 (Asian Philosophy); POL 335 (Seminar in International Relations and Comparative Government, when the topic is "Ethnicity and Ethnic Conflicts in Today's World"), 361 (Race, Sex, and the Constitution), 367 (Urban Politics); PSY 276 (Multicultural Psychology); REL 335 (Religions of Ancient Mexico), 342 (Judaism), 362 (Holocaust and Response); RUS 281 (Introduction to Russian Culture and Civilization); SOC 248 (Contemporary Native Americans), 343 (Women: Oppressions and Resistances), 376 (Civil Rights and Western Racism); SPA 383 (Latinos in the U.S.), and 385 (Latin American Culture and Civilization).
- IV. EST 485.

Similar courses, if approved in advance by the Ethnic Studies advisor, may also be chosen as electives. Students are encouraged to participate in relevant study-abroad programs. To count such programs toward an interdisciplinary major in Ethnic Studies, students must obtain the approval of the Ethnic Studies advisor in advance.

123. Introduction to Ethnic Studies

Examination of the meaning of ethnicity, race, and minority status. The relationship between race, class, and ethnicity. The psychology of prejudice. Structural discrimination. The evolution of ethnic interactions. The course is interdisciplinary in method and cross-cultural in perspective.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

485. Readings/Research in Ethnic Studies

Student-designed research paper or project supervised by an Ethnic Studies faculty member. Prerequisites: a declared major in Ethnic Studies, seven courses in Ethnic Studies including EST 123, permission of the instructor, and approval by the Ethnic Studies Program Advisor.

988. There are nine semester-long programs run by the School for International Training which have an emphasis on ethnicity. They are located in Australia, Brazil, Chile, China, Germany, Ghana (2), India (Tibetan Studies), and Mali. See *Index. School for International Training.*

Geology (GEO)

Rhawn Denniston (chair), Benjamin Greenstein, Emily Walsh

Major: A minimum of 11 courses, including GEO 111, 112, 212, 214, 217, 319, 320, 324; a field class, such as GEO 255, 329, or an accredited summer field camp; GEO 485; and the 300-level specialty course offered by the student's 485 advisor.

Supporting coursework in chemistry, physics, and mathematics is strongly recommended, including CHE 121-122 (Chemical Principles I and II) or CHE 161 (Accelerated General Chemistry); MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables); and PHY 111-112 (General Physics I and II), or 101-102 (Introductory Physics I and II).

Teaching Major: GEO 111, 112, 212, 214, 217, and three additional Geology courses at or above the 200 level; and PHY 221 (Astronomy) or 228 (Energy Alternatives). Supporting work in the other sciences and mathematics is strongly recommended. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education, as described under *Education*.

Minor: A minimum of seven course credits in Geology which include GEO 111, 112, 212, 214, 217, and two electives which must be at or above the 200 level. Supporting coursework in other sciences and mathematics is recommended. Environmental Studies majors may receive a minor in Geology only if the two elective Geology courses are not counted toward the Environmental Studies major.

101. Earth Science

Phenomena and processes within, upon, and above the earth. The exploration of a dynamic planet with an immense history. Includes discussion of modern and ancient climate, geologic time, and the processes shaping the planet today. Not open to students previously enrolled in GEO 111. (Science) GREENSTEIN

105. Marine Science

An introduction to the global marine environment, with emphasis on sea floor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, coral reefs and pollution, and exploitation of the oceans by humans. One field trip to the Shedd Aquarium, Chicago. (Science) GREENSTEIN

111. Physical Geology

The earth as a dynamic body whose materials and structures are continually being modified by the interactions of the geological processes; considers interrelationships between geological processes and human activity. Field trips as weather permits. (Laboratory Science) DENNISTON or WALSH

112. Historical Geology

Origin and evolution of the solid earth, atmosphere, and ocean; the origin of life; and the succession of life through geologic time. Prerequisite: either GEO 101, 105, 111, or 114. (Laboratory Science) GREENSTEIN

114. Investigations in Geology

Elementary-level field- and laboratory-based investigations of rocks, minerals, fossils, and surface processes. The information obtained will be used to

interpret their geologic histories. Not open to students previously enrolled in GEO 111. (Laboratory Science) WALSH

212. Mineralogy

Principles and processes of mineral growth; mineral chemistry and structure; physico-chemical stabilities of minerals; the foregoing leading to an understanding of the origins of minerals. Laboratory problems and mineral identification. Prerequisites: CHE 121 and GEO 111 or 114. (Laboratory Science) WALSH

214. Tectonics

An examination of plate tectonic processes on Earth. Topics will include the building of mountains, rifting of ocean basins, the structure of Earth's interior, paleomagnetism, and the driving forces behind plate movement. Structural geological methods will also be discussed. Includes an extended field trip. Prerequisites: GEO 111 and 112. (Laboratory Science) DENNISTON

217. Invertebrate Paleontology

Principles of paleontology, paleoecology, and taxonomy, with an introduction to major fossil invertebrate groups. Prerequisite: GEO 112 or BIO 141 and 142. (Laboratory Science) GREENSTEIN

222. Climate Change

An examination of changes in Earth's climate with particular focus on the last 20,000 years. Topics include greenhouse and icehouse worlds, climate reconstruction techniques, and factors driving climate change. (Science) DENNISTON

255. Modern and Ancient Carbonate Systems of the Bahamas

Field course on the geologic and biologic processes occurring in a modern carbonate system and the responses preserved in Pleistocene limestones. Days spent in the field investigating modern shallow marine environments (coral reefs, tidal flats, lagoons, beaches, dunes) and ancient analogs preserved in rock outcrops, caves, and sink-holes. Follow-up lectures and laboratory sessions in the evening. Snorkeling experience desirable but not essential; scuba diving opportunities will be made available. Taught at the Bahamian Field Station, San Salvador Island, Bahamas. May entail additional costs. Prerequisite: any 100-level Geology course. (Laboratory Science) GREENSTEIN

260 through 265. Topics in Geology

See *Index. Topics Courses*.

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

317. Paleoecology

Applications of principles of paleoecology to an understanding of the ecology of marine invertebrates that existed in eastern Iowa during Paleozoic time. Includes group research projects on various aspects of paleoecology using field- and laboratory-based studies of fossiliferous outcrops in eastern Iowa. Prerequisite: GEO 217. (Laboratory Science) GREENSTEIN

319. Igneous and Metamorphic Petrology

Origins and evolution of magmas. Compositions, structures, regional settings, and origins of resultant igneous rocks. Processes and controlling influences in metamorphic change. Compositions, fabrics, regional settings, and origins of

metamorphic rocks. Hand specimen and microscopic study of igneous and metamorphic rocks. Prerequisites: GEO 112 and 212. Alternate years. (Laboratory Science) WALSH

320. Geomorphology

The study of landforms, landscape evolution, and earth surface processes. Particular attention will be paid to glacial and post-glacial environments in the north-central U.S. Includes field- and laboratory-based group research projects on various local and regional topics, and reading of primary literature. Prerequisites: GEO 112 and either GEO 111 or 114. Alternate years. (Laboratory Science) DENNISTON

322. Quaternary Environments

An in-depth examination of Quaternary climates around the globe and the methods used to reconstruct them. Topics include ice cores, marine sediments, speleothems, pollen, tree rings, and geochemical techniques. Involves hands-on paleoclimate projects including computer simulations. Will also entail significant reading of the primary literature. Prerequisite: GEO 222 or 320. Alternate years. (Laboratory Science) DENNISTON

324. Sedimentology and Stratigraphy

Sedimentary processes and the stratigraphic record. Basics of particle transport, facies models, and methods of stratigraphic analysis. Hand specimen and microscopic study of sedimentary rocks. Prerequisites: GEO 111 and 112. Alternate years. (Laboratory Science) GREENSTEIN

329. Geology of a Region

Application of geologic principles in the field to explore the geology of a region: stratigraphy, structure, geomorphology, and geologic history. Interpretation of geologic maps. Typically alternates between Big Bend National Park (in Texas) and New Zealand. Entails additional costs. Prerequisites: GEO 111, 112, 215, and permission of instructor. Alternate years. (Laboratory Science) DENNISTON

331. Environmental Geology

Human interaction with the geological environment. Topics include groundwater, floods, soil and water contamination, landslides, subsidence, volcanic activity, and earthquakes. Field studies: water quality related to land use in a watershed basin. Prerequisite: either GEO 111 or 114. (Laboratory Science) DENNISTON

360 through 365. Advanced Topics in Geology

See *Index. Topics Courses.*

485. Geological Problems

Research on a subject or problem selected by the student and approved by the instructor, involving library and field or laboratory study. Comprehensive term paper and oral report.

511. Extended Research in Geology (1/4)

Reading on a specialized topic and a research project related to the topic. Must be taken over four consecutive terms. Prerequisites: grade point average of 3.0 or higher in the Department, prior completion of one course at or above the 200 level in the Department, and permission of instructor.

512. Geographic Information Systems (1/4)

Learning the fundamentals of geographic information systems (GIS) by means of tutorial exercises and exploration of selected web sites. Working with user-created and imported information, each student will design a project that addresses a geographic issue (e.g., environmental, demographic), and will use ArcView GIS to help resolve it. A final written report that includes maps is required. Must be taken over four consecutive terms. Prerequisites: GEO 111 or 114, and at least two upper-level courses from any one of the following departments: Biology, Economics and Business, Geology, Politics, or Sociology and Anthropology, or permission of instructor. (CR) DENNISTON

History (HIS)

Robert Givens (chair), M. Philip Lucas, Howard Miller, Catherine Stewart
Major: A minimum of nine course credits in History, at least five of which must be at or above the 300 level, to include three courses at or above the 300 level in one of the following fields: Europe to 1700 (HIS 304 or 331-336), Europe since 1700 (HIS 315-329), American and Latin American history (HIS 349-357, and 394); and any two courses in History outside the primary field. Only one course credit of Internship (280/380) may be applied to a History major.

Interdisciplinary Majors and Programs: The Department of History cooperates in offering several interdisciplinary majors and programs: Ethnic Studies, International Business, International Relations, Latin American Studies, and Russian Studies.

Teaching Certification: For information about teaching history at the secondary level and about a second teaching area in United States or World History, consult the chair of the Department of Education.

101. Europe: 800-1300

An introduction to the principal cultural and intellectual developments in Europe from the time of Charlemagne to the time of mediaeval and scholastic culture. *Not open to seniors without permission of the instructor.* (Humanities) MILLER

102. Europe: 1300-1700

An introduction to the principal cultural and intellectual developments in Europe from the Italian Renaissance to the Scientific Revolution. *Not open to seniors without permission of the instructor.* (Humanities) MILLER

104. Modern Europe and Its Critics

Social and intellectual development of Europe since 1700. *Not open to seniors without permission of the instructor.* (Humanities) GIVENS

111 through 120. Introductory Seminars in History

Reading of both primary and secondary sources as the basis for class discussion and papers. See *Index. Topics Courses.* *Not open to seniors without permission of the instructor.* (Humanities)

141. Latin American History

Introduction to Latin American studies, with special attention to major themes and selected countries. Same course as LAS 141. *Not open to seniors without permission of the instructor.* (Humanities)

153. Origins of the American Nation

From colonial origins through Reconstruction, with emphasis on the formation of local, sectional, and national communities. *Not open to seniors without permission of the instructor.* (Humanities) LUCAS

154. Making of Modern America

From the mid-nineteenth century to the present. Analyzes the “mass” nature of modern America by focusing on mass production, mass consumption, mass culture (movies and television), and mass movements (including civil rights and women’s rights). *Not open to seniors without permission of the instructor.* (Humanities) STEWART

202. Rome from Vergil to St. Augustine

Readings in Livy, Vergil’s *Aeneid*, Marcus Aurelius, Cicero, and St. Augustine’s *Confessions*, with attention to the transition from pagan to Christian Rome. (Humanities)

210. Warfare and Society in Modern Times

Changes in military conflict from the eighteenth century to the present. Interaction of warfare and social values. (Humanities) GIVENS

251. Federal Indian Policy

Relations between Native American nations and the federal government. Central theme is the clash of cultures in the westward movement. Treaties, removal, land allotment, federal recognition in the twentieth century, and a review of the current scene. Offered subject to availability of faculty. (Humanities)

252. Baseball: The American Game

The relationship of the national game to changes in the country such as industrialization, urbanization, labor unionism, and integration. (Humanities) LUCAS

255. American Lives

American history through autobiographies, memoirs, and biographies. (Humanities) LUCAS or STEWART

257 through 260. Topics in History

Introduction to specific historical problems. Topics vary according to specialization or interest of instructor. See *Index. Topics Courses.* (Humanities)

290/390. Individual Project: see *Index. Courses 290/390.*

304. Europe: the Sixteenth and Seventeenth Centuries

Europe in the Reformation and early modern eras. Prerequisite: HIS 102, 202, or permission of instructor. Alternate years. (Humanities) MILLER

315. Diplomacy of War and Revolution

The Twentieth Century Crisis: the rise of Fascism, World War II, and the Cold War. Prerequisite: junior standing or permission of instructor. (Humanities) GIVENS

316. Enlightenment and the French Revolution

Intellectual, social, and political history of Europe, 1715-1815. Emphasis on France. Prerequisite: junior standing or permission of instructor. Offered subject to availability of faculty. (Humanities) GIVENS

318. Growth of Industrial Society

Economic history of Western Europe from the beginnings of the Industrial Revolution to the end of World War II. Change from a traditional to an

industrial society, effect of industrialization on the working class, and impact of the Great Depression. Prerequisites: junior standing or permission of instructor; ECB 101 is recommended. Offered subject to availability of faculty.

(Humanities) GIVENS

321. Muscovite and Imperial Russia

Topics in the history of Russia from its beginnings to 1917. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities)

GIVENS

322. Revolutionary and Soviet Russia

The 1917 Revolution and the resulting Soviet state to the beginning of World War II. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities)

GIVENS

323. Russia from 1941

From the beginning of World War II to the present. Particular attention to successive attempts to reinterpret the revolutionary legacy in the light of contemporary problems. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities)

GIVENS

324. Modern Germany

German history between 1740 and 1945, with an emphasis on important events, such as the rise of Prussia, the Napoleonic Period, Bismarck and German unification, Hitler and the Third Reich. Prerequisite: HIS 104 or junior standing. Offered subject to availability of faculty. (Humanities)

CONNELL

331 through 336. Topics in European History

Topics vary according to specialization or interest of instructor. Prerequisite: junior standing or permission of instructor. See *Index. Topics Courses*.

(Humanities) MILLER

349. Topics in Latin American History

Same course as LAS 349 (see for course description). Prerequisite: HIS/LAS 141. Offered subject to availability of faculty. (Humanities)

350. Colonial America

The English colonies in North America to 1760. Prerequisite: junior standing or permission of instructor. (Humanities)

LUCAS

351. The Age of Revolution in America

The causes of the American Revolution, the writing and the implementation of the Constitution, and the War of 1812. Prerequisite: junior standing or permission of instructor. (Humanities)

LUCAS

352. The United States in the Middle Period

America from 1815 to 1850, with emphasis on the growth and consequences of political and economic stability. Prerequisite: junior standing or permission of instructor. (Humanities)

LUCAS

353. Civil War and Reconstruction

America at war with itself. The causes of the war and the attempt to rebuild the Union. Prerequisite: junior standing or permission of instructor.

(Humanities) LUCAS

354. United States Social History Since 1940

World War II as a turning point in civil rights, gender issues, class, foreign policy, and the consumer revolution. Prerequisite: junior standing or permission of instructor. (Humanities)

STEWART

356. African-Americans in U.S. History

Selected topics on the nature of the Black experience in America. Prerequisite: junior standing or permission of instructor. Alternate years. (Humanities)
LUCAS or STEWART

357. Seminar in American History

Examination of a particular theme or set of themes in American history. Topics vary from year to year. Not offered every year. May be repeated for credit. (Humanities)

364. The Documentary Imagination During the Great Depression

Explores the relationship between historical truth and fiction through an examination of documentaries made of Depression Era America. Through our examination of different types of documentary expression (e.g., photography, ethnography, literature, film, and oral history), students will learn to interpret these texts as historical sources. Students may experience first-hand the stages of documentary production by conducting oral history interviews, which they videotape and edit into a final documentary narrative. Offered every third year. (Humanities) STEWART

380. Internship in Public History

Application of historical concepts to an agency in the public sector (a museum, historical society, historic preservation program), a government agency, or a corporation with a history program. Prerequisites: junior standing and three courses in American history, at least two of which must be at the 300 level. See *Index. Courses 280/380*.

394. History and Theory

Survey of the influences in the field of history of Marxism, feminist theories, and theories of race and ethnicity. Prerequisites: one course in History and junior standing. Offered subject to availability of faculty. (Humanities)

485. Research Tutorial

A project, taken after any 300-level History course, enabling a student to engage in additional research on a theme related to that course. Prerequisites: a 300-level History course and permission of instructor. (Humanities)

Interdepartmental Courses (INT)

201. Statistical Methods I

Elementary study of describing data. Descriptive statistics, probability and sampling, estimation, and hypothesis testing as applied to one- and two-variable problems. Prerequisite: two years of high school algebra. *Not open to first year students.* (Mathematics)

202. Statistical Methods II

A continuation of INT 201, Statistical Methods I. This course will explore in more depth several methods of analyzing data. Topics covered will be chosen from linear regression (simple linear and multivariate), ANOVA, nonparametrics, and categorical data analysis. Prerequisite: INT 201. Alternate years. CANNON

International Business (IBU)

Advisors:

This interdisciplinary major has been designed to prepare students for graduate study in international business or for employment in business or government.

The curriculum consists of a four-year program of courses in Economics and Business, History, Politics, comparative culture, and at least one modern language.

Students may not major both in International Business and Economics and Business.

Major: A minimum of 14 course credits distributed as follows:

- I. Economics and Business (eight courses)
101 (Macroeconomics), 102 (Microeconomics), 151 (Financial Accounting), 223 (International Economics), 245 (Introduction to Marketing), 253 (Managerial Accounting), 302 (Intermediate Macroeconomics), and 361 (International Business Seminar).
- II. Modern Languages (zero - four courses)
FRE, GER, JPN, RUS, SPA 205 or equivalent. A student with previous language experience may be exempted from some or all of this requirement by examination.
- III. Basic Courses (three courses)
HIS 104 (Modern Europe and Its Critics); POL 242 (International Politics), 349 (International Political Economy).
- IV. Electives (three courses, at least two of which shall be non-Western courses). The courses shall be taken from this list or be approved by the International Business advisor as equivalent:
 1. Non-Western courses (at least two)
All ANT courses except 105 (Human Origins) and 110 (Archaeology); ART 261 (Topics in Non-Western Art); HIS 141 (Latin American History), 349 (Topics in Latin American History); MUS 225 (World Music); PHI 301 (Asian Philosophy); POL 346 (Political Economy of Developing Countries); REL 222 (Religions of the World), 326 (The Islamic Path), 331 (Mysticism: East and West), 335 (Religions of Ancient Mexico); SPA 355 (Latin American Short Story and Novel), 356 (Latin American Poetry), 385 (Latin American Culture and Civilization).
 2. General courses
ECB 213 (Economic Development); ENG 367 (Multicultural Literature); EST 123 (Introduction to Ethnic Studies); HIS 315 (The Diplomacy of War and Revolution); POL 243 (Comparative Politics), 348 (U.S. Foreign Policy).
 3. Specific Western-area courses
FRE 303 (Cultures of France and Francophone Africa); HIS 318 (Growth of Industrial Society), 323 (Russia from 1941); RUS 281 (Introduction to Russian Culture and Civilization), 384 (Russia Today); SPA 381 (Peninsular Culture and Civilization).
- V. The following courses are recommended as being relevant, though not required, for an International Business major:
ECB 323 (International Economics Seminar); FRE, GER, RUS, or SPA 301 (Composition and Conversation), FRE 302, GER 302, SPA 302/303 (Composition and Conversation II), FRE 352 (Contemporary Literature II); GER 385 (Die Trümmerjahre); INT 201 (Statistical Methods I), or MAT 347 (Mathematical Statistics I), MAT 141 and 142 (Calculus I and II); POL 111 (Politics); RUS 355 (Russian Literature in Translation, 1932-Present); the International Business courses listed below.

380. International Business Internship

Business internship with an international firm, taken for one or two terms (one or two course credits). Prerequisites: proficiency at the 301 level in a modern foreign language, junior standing, and permission of the International Business advisor. See *Index. Courses 280/380*. (CR)

390. Individual Project: see *Index. Courses 290/390*.

399. International Business Summer Internship

Business internship with an international firm, taken for at least two months (two course credits) during the summer between the junior and senior years. Prerequisites: proficiency at the 301 level in a modern foreign language and permission of the International Business advisor. See *Index. Courses 299/399*. (CR)

International Relations (IRE)

Advisor: Robert Givens

This interdisciplinary major has been designed to prepare students either for further study of international relations or for future employment in government or business. The curriculum consists of a four-year program in history, politics, and at least one modern foreign language.

Major: A minimum of 10 course credits, distributed as follows:

- I. HIS 104 (Modern Europe and Its Critics), 210 (Warfare and Society in Modern Times), and 315 (Diplomacy of War and Revolution);
- II. ECB 101 (Macroeconomics);
- III. POL 242 (International Politics), 346 (Political Economy of Developing Countries), 348 (U.S. Foreign Policy), and 349 (International Political Economy);
- IV. One course selected from the following: ECB 213 (Economic Development), 223 (International Economics), 263 (Multinational Corporation in Central America); FRE 303 (Cultures of France and Francophone Africa); HIS 323 (Russia from 1941); REL 222 (Religions of the World); RUS 281 (Introduction to Russian Culture and Civilization), 384 (Russia Today); SPA 381 (Peninsular Culture and Civilization), or 385 (Latin American Culture and Civilization);
- V. FRE, GER, JPN, RUS, SPA 205 or equivalent; and
- VI. Either one course for college credit taught outside the United States (to be approved in advance by the International Relations Committee) or the 301 (Composition and Conversation) course or its equivalent in a modern language. Students whose native language is not English or who have lived for at least one year outside the United States in a non-English-speaking country will be considered to have fulfilled the language/travel requirement.

380. Internship: see *Index. Courses 280/380*.

390. Individual Project: see *Index. Courses 290/390*.

988-IRL. Semester in Ireland: Peace and Conflict Studies: see *Index. School for International Training*.

988-MID. Semester in the Middle East: Peace and Conflict Studies: see *Index. School for International Training*.

988-SWZ. Semester in Switzerland: International Studies: see *Index. School for International Training*.

Latin American Studies (LAS)

Advisor: Sally Farrington-Clute

The Latin American Studies major encompasses courses in Spanish language and culture and offerings from at least four of the following areas: anthropology, art, economics and business, history, Latin American literature and culture, politics, and religion. Portuguese, if transferred from another institution, may be substituted for the courses in Spanish language and culture. The Latin American Studies program is administered by a committee made up of faculty members who teach courses on the approved list given below.

Major: A minimum of nine course credits from at least four departments participating in the Latin American Studies program; no more than three such courses may be in any one department. A study experience in a Latin American country is strongly recommended. Currently there are Cornell-sponsored courses in Mexico, Bolivia, and Guatemala. The requirements are:

- I. SPA 301 (Composition and Conversation), or equivalent in Portuguese, or 302 (Advanced Conversation in Mexico);
- II. LAS/HIS 141;
- III. Six courses selected from the following (not more than two asterisked courses may be counted):
ANT 256 through 260 (Topics in Anthropology) when the subject matter deals specifically with Latin America, 356 through 361 (Advanced Topics) when the subject matter deals specifically with Latin America; ART 202 or 302 (Ceramics I & II) when taught in Mexico, 375 through 379 (Advanced Topics in Art History) when the subject matter deals specifically with Latin America; ECB *213 (Economic Development), 265 through 269 (Topics in Economics and Business) when the subject matter deals specifically with Latin America; HIS/LAS 349; LAS 235 through 240 (Topics in Latin American Studies), 335 through 340 (Advanced Topics in Latin American Studies); POL 346 (Political Economy of Developing Countries), *348 (U.S. Foreign Policy); REL 335 (Religions of Ancient Mexico); SPA *352 (Modern Hispanic Theatre), 355 (Latin American Short Story and Novel), 356 (Latin American Poetry), 383 (Latinos in the U.S.), 385 (Latin American Culture and Civilization), 311 (Introduction to Textual Analysis) when the subject matter deals specifically with Latin America, and 411 (Seminar); a maximum of two appropriate independent study courses; relevant courses taken as part of an off-campus program and approved by the LAS Committee; with the approval of the LAS Committee, other courses not listed here but deemed relevant to Latin American Studies; and
- IV. LAS 487.

Minor: A minimum of five course credits and language proficiency to include:

- I. 205-level proficiency in Spanish or Portuguese;
- II. LAS/HIS 141;
- III. Four courses in at least two different departments, selected from ART 202 or 302 (when taught in Mexico); HIS/LAS 349; POL 346; REL 335; SPA 311, 411 (when the subject matter deals specifically with Latin America), 355, 356, 383; a maximum of one appropriate independent study course; relevant courses taken as part of an off-campus program and approved by the LAS Committee.

141. Introduction to Latin American Studies

A survey of Latin American history from the colonial era to the present. Special attention will be given to major themes and selected countries. Not open to juniors and seniors except with permission of instructor. Same course as HIS 141 when taught by a faculty member approved by the Department of History. (Humanities)

235 through 240. Topics in Latin American Studies

Study of a selected topic of interest and concern in Latin American Studies. May be repeated once for credit if topics are different.

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

335 through 340. Advanced Topics in Latin American Studies

Examination of a theme or set of themes. Topics vary from year to year. May be repeated once for credit if topics are different. Prerequisite: LAS/HIS 141.

349. Topics in Latin American History

Examination of a historical theme or set of themes. Topics vary from year to year. Prerequisite: LAS 141. Same course as HIS 349. (Humanities)

487. Senior Thesis

Individual research on an interdisciplinary topic approved and supervised by two faculty members from two different departments participating in the Latin American Studies program. Prerequisite: senior standing as a Latin American Studies major.

941. Latin American Culture and Society in Costa Rica: see *Index. Latin American Culture (ACM)*.

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM)*.

988. There are currently several programs in Central and South America run by the School for International Training. See *Index. School for International Training*.

Mathematics (MAT)

Stephen Bean, Fabian Candelaria, Ann Cannon, Tony deLaubenfels, James Freeman (chair)

Major: 10–12 course credits. Completion of the calculus sequence (through MAT 122); a minimum of seven Mathematics courses at the 200- or 300-level which include MAT 221, 236, 301, either 327 or 337, and two additional courses at the 300-level; CSC 151, 140; and INT 201 (if MAT 348 is not one of the 300-level courses completed). The department recommends that CSC 140, which provides knowledge of a programming language, be acquired by the end of the sophomore year. The following courses cannot be used to satisfy requirements of the mathematics major: MAT 110, 280/380, 290/390, 501, and 511.

Teaching Major: Completion of the requirements for the Mathematics major with the additional stipulations that MAT 231 is required to be one of the seven Mathematics courses and that the grade point average in all Mathematics courses must be at least 2.5. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Mathematics: The following program, in conjunction with a teaching major in another field, will enable the student to apply for licensure to teach both the major subject and Mathematics: MAT 231, either 327 or 337, either INT 201 or MAT 348, and have a grade point average in all Mathematics courses of at least 2.5.

Minor: Five or six credits. Completion of the calculus sequence (through MAT 122); a minimum of three Mathematics courses which include MAT 221, 301, and at least one other 300-level Mathematics course; and CSC 151.

110. On the Shoulders of Giants: Great Mathematical Ideas

Investigation of a variety of great mathematical discoveries past and present. The ideas investigated will not require significant previous mathematical background, but will require the student to actively participate in the process of mathematical discovery. Only by doing mathematics can the creativity, beauty, and mathematical importance of these great ideas be understood. Specific content varies with the course instructor, but may include subjects such as knot theory, origami, game theory, the nature of infinity, or chaos and fractals. Prerequisite: two years of high school algebra. Recommended for non-mathematics majors. This course is not open to students who have completed MAT 120 or higher. This course does not count toward a mathematics major or minor. (Mathematics) BEAN or J.FREEMAN

119-120. Calculus of a Single Variable Part I & II

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. This course emphasizes review of precalculus material and is appropriate for students who feel they need more time in order to succeed in calculus. Prerequisite: Three and one-half years of high school mathematics, including trigonometry. This course is not open to students who have completed MAT 121 or higher. (Mathematics)

121. Calculus of a Single Variable

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. Prerequisite: Three and one-half years of high school mathematics, including trigonometry, in addition to ACT Math score of 25 or above, or SAT Math score of 570 or above, or permission of instructor. This course is not open to students who have completed MAT 120. (Mathematics)

122. Calculus of Several Variables

Continuation of Calculus of a Single Variable, including further techniques of integration, vectors, and differential and integral calculus of several variables. Prerequisite: MAT 120 or 121.

221. Linear Algebra

Existence and uniqueness of solutions to linear systems. Linear transformations, linear independence, spanning vectors, vector spaces, basis and dimension, orthogonality, eigenvalues and eigenvectors. Students will be required to prepare written and oral presentations on a linear algebra application approved by the instructor. Prerequisites: either MAT 120 or 121 and either CSC 151 or MAT 122.

231. Fundamentals of Geometries

An examination of the assumptions inherent in the axiomatic structures of two-dimensional geometry through the parallel postulate and its alternatives. Additional topics may include projective geometries, finite geometries, coordinates and transformations, tilings, and higher-dimensional objects. Prerequisite: MAT 221. Alternate years. BEAN

234. Complex Variables

Differential and integral calculus of functions of one complex variable. Analytic and harmonic functions, contour integration, Laurent series, residue theory, and conformal mapping. Prerequisite: MAT 122. Alternate years.

236. Differential Equations

This course is about how to predict the future. Mathematical modeling with differential equations, initial value problems and their approximate solutions, systems of differential equations, qualitative solutions, stability analysis and an introduction to chaos, and Laplace transforms. Prerequisites: MAT 122 and 221. CANDELARIA

255 through 260. Topics in Mathematics

A topic of mathematics more computationally oriented than proof oriented. Prerequisite: MAT 122 and/or 221.

301. Introduction to Proof: Number Theory

An introduction—through the subject of number theory—to the ideas, logic, techniques, and reasoning used in writing a mathematical proof. Divisibility and factorization properties of integers, congruences, prime numbers, Diophantine equations, Fermat's Theorem, Wilson's Theorem, and Euler's Theorem, and applications. Prerequisites: CSC 151 and MAT 221.

317. Mathematical Modeling

An introduction to the process and techniques of modeling using tools from linear algebra, differential equations, and other mathematical disciplines. Appropriate mathematics and computational technology, including numerical methods, developed as needed. Models drawn from the physical sciences, life sciences, social sciences, and computing, with extensive use of case studies. Prerequisites: CSC 140 and MAT 236. Alternate years. CANDELARIA

327-328. Modern Algebra I & II

Formal systems of algebra (groups, rings, integral domains, and fields) and their relations to other disciplines. Prerequisite: MAT 301. Alternate years. J.FREEMAN

337-338. Analysis I & II

Topics from the theory of functions of a real variable. First term will include limits and continuity, differentiation and theories of integration. Second term will extend these results to sequences and series of functions. The second term will include student reading projects and presentations on theory and/or applications related to analysis topics. Prerequisites: MAT 122 and 301. Alternate years. BEAN

347-348. Mathematical Statistics I & II

Typically the first term covers probability, random variables, sampling distributions and collecting data. The second term covers theory of estimation and hypothesis testing, linear and multiple regression, analysis of variance, and techniques for categorical data. The second term also includes a substantial data analysis project including written and verbal presentations. Prerequisites: MAT 122 and 301. Alternate years. CANNON

355 through 360. Advanced Topics in Mathematics

A proof oriented topic in mathematics. Prerequisite: MAT 301.

380. Internship: see *Index. Courses 280/380.*

390. Individual Project: see *Index. Courses 290/390.*

501. Problem Solving (1/4)

Weekly participation in problem solving. To receive credit the student must participate in a recognized undergraduate mathematics competition, such as the Iowa Collegiate Mathematics or Putnam Competitions. Must be taken over four consecutive terms. No more than one credit of MAT 501 can be earned.

511. Extended Research in Mathematics (1/4)

Developing and proving statements in an interesting area of mathematics which are original to the student. Must be taken over four consecutive terms.

Prerequisites: CSC 151, MAT 122, a GPA in the department of 3.0 or higher and permission of instructor. No more than one credit of MAT 511 can be earned.

541. Intermediate Calculus (1/4)

A course to address differences in the curriculums of the old MAT 141 and the new MAT 121, namely the definition of the definite integral, the Fundamental Theorem of Calculus, and integration by substitution. Prerequisite: MAT 141.

Medieval and Early Modern Studies (MEM)

Advisors: Jan Boney, John Gruber-Miller

The Medieval and Early Modern Studies Program and the courses that make up its offerings are designed to help students gain an awareness of the interconnectedness of historical, cultural, and artistic developments in Europe from the eighth through the seventeenth centuries. Courses offered range from the study of revolutions in religious belief to the impact of the printing press on literature and culture; from artistic representations of she-devils to the writings of political and moral philosophers, from Charlemagne to Falstaff. Students may develop an individualized major in Medieval and Early Modern Studies by following the recommendations given below and filing with the Registrar a *Contract for an Individualized Major*. See *Index. Individualized Major*.

A total of nine credits, distributed in the following manner:

- I. A minimum of eight course credits from at least four departments, distributed between the first two categories. Of these eight, no more than four courses may be in a single department.

1. History, Philosophy, and Religion

At least three courses selected from among the following: HIS 101 (Europe: 800-1300), 102 (Europe: 1300-1700), 304 (Europe: the Sixteenth and Seventeenth Centuries); PHI 304 (Modern Philosophy: Seventeenth Century); REL 354 (Protestant Revolution); or, with the approval of the Medieval and Early Modern Studies advisor, other appropriate courses from History, Philosophy, and Religion;

2. Literature and the Arts

At least three courses selected from among the following: ENG 211 (English Survey I), 321 (Medieval English Literature), 322 (Medieval and Renaissance Drama, Excluding Shakespeare), 323, 324 (Shakespeare I & II), 325 (Renaissance Non-Dramatic Literature), 326 (Milton); FRE 315 (Medieval Literature), 321 (Renaissance Literature); MUS 321, 322 (History of Western Music I & II); SPA 321 (Golden Age: Romancero and the Comedia), 322 (Golden Age: Don Quijote); ART 256 (Italian Renaissance Art), 257 (Baroque Art: The Age of Galileo),

361 (Saints and She-Devils); or, with the approval of the Medieval and Early Modern Studies advisor, other appropriate courses from literature and the arts;

- II. MEM 485; and
- III. Competence in French, German, Greek, Italian, Latin, or Spanish at the 205 level, satisfied by one of the following: (1) 205 or the equivalent; (2) placement into a 300-level course through an examination; or (3) passing a proficiency examination at the 205 level.

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

485. Senior Project

Independent, interdisciplinary project, required of all majors during their senior year. Prerequisite: permission of the Medieval and Early Modern Studies advisor.

951. Semester in the Arts of London and Florence: see *Index. London and Florence (ACM)*.

952. Semester in Florence: see *Index. Florence (ACM)*.

962. Newberry Library Program in the Humanities, when the topic studied is relevant to Medieval and Early Modern Studies, with the approval of the Medieval and Early Modern Studies advisor.

Music (MUS)

Donald Chamberlain, Lisa Hearne (chair), Martin Hearne, James Martin, Jama Stilwell

Cornell College offers a major in Music within the framework of the Bachelor of Arts and Bachelor of Special Studies degrees. The Department of Music oversees the Bachelor of Music degree, with majors either in Performance or in Music Education (see *Index. Bachelor of Music Degree*).

The Bachelor of Arts allows the student with a strong interest in music the opportunity to explore various musical pursuits within the general liberal arts program of the College. Instruction in a performing medium and participation in solo performance and in ensembles are required components of the B.A. Music major.

Major:

- I. A minimum of 11 course credits in Music, which include:
 - 1. MUS 110, 210, 310, 343, 346, 321, 322, and 323;
 - 2. One and one-half course credits in Solo Performance courses (selected from 731-793), of which one course credit must be in one medium; and
 - 3. One and one-half course credits in Music Ensembles (selected from 711-720), of which one course credit must be earned in one ensemble;
- II. Passing the Piano Proficiency Requirement (see below);
- III. Completion of a senior project (see below);
- IV. All Music majors must enroll in a Solo Performance course (music lesson) and in a music ensemble during their final three semesters, unless excused by the Music Department; and

V. Receive a passing grade (P) in FAA 701 for a minimum of five semesters (see below, “Music Performance Seminar”).

FAA 701 must be taken along with every Solo Performance course. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of the general B.A. requirement for a minimum of nine courses numbered in the 300s or 400s.

All senior Music majors must complete a senior project. There are two categories from which to choose: recital (FAA 798 or 799); or paper/project (MUS 485). Students may choose both of these options if they wish.

Minor: A minimum of six course credits in Music which include MUS 110, 210, 310, and at least three additional courses in Music at the 200 level or above, selected in consultation with and approval by the Department, not to include MUS 212, 301, or 728.

Music Lessons at Cornell: Students register for Solo Performance courses (music lessons) at the beginning of Term One and Term Six. These courses are taught over four consecutive terms. Registration entails additional costs (see *Index. Music Lessons, Fees*). Students may withdraw from these courses only during the first of the four terms. If a student withdraws from a Solo Performance course during the drop period, he or she will be charged only for the lessons scheduled between the beginning of the course and the date when the course is officially dropped and no entry concerning the course will appear on the student’s transcript. After the drop period has passed, if a student ceases to attend, a grade of F will appear on the student’s transcript and the student will be billed for the full semester charge. All music scholarship students must be enrolled in music lessons to retain their scholarships.

Piano Proficiency Requirement: All Music majors, regardless of degree or program, must pass the Piano Proficiency Requirement by the end of the sophomore year. If this requirement is not passed, the student must take applied piano (FAA 761 or 762) until the requirement has been passed. The requirement consists of six components: performance of three prepared works; scales; arpeggios; sight reading; and melody harmonization. Also, as part of the requirement, Music Education majors must demonstrate their ability to perform an accompaniment with a singer or instrumentalist. A student may pass the requirement in segments.

Ensemble Participation: Participation in music ensembles (FAA 711 through 720) is required of all Music majors and music scholarship students, regardless of degree or program. Requirements vary, depending on the degree program. Regulations governing adding and dropping ensembles are the same as for Music Lessons (above), with the exception of MUS 718.

Music Performance Seminar: The Music Performance Seminar (FAA 701) is a semester-long program that consists of attendance at music events. The purpose of this Seminar is to help nurture an understanding of diverse musical styles and musical ensembles and to provide opportunities for student performances. Attendance at concerts, recitals, and Friday afternoon Music Performance Seminar Student Recitals is required of all Music majors and minors, as well as all other students who are enrolled in music lessons. (Students who have accepted a William Fletcher King Music Scholarship must

satisfy the recital attendance requirement for a Music minor until a Music major is declared. Students who have accepted a Trustees' Music Scholarship must satisfy, at minimum, the recital attendance requirement for a Music minor.) *The number of required events changes from semester to semester. Students should contact the Department of Music each semester for details.* Music majors must receive a passing grade in Music Performance Seminar (FAA 701) in a minimum of five semesters in order to complete the major. Failure to meet the attendance requirement will result in the student's receiving an F for Music Performance Seminar. No course credit is given for this Seminar. It is offered on a Pass/Fail basis.

101. Fundamentals of Music

Basic music reading skills for all interested students, while learning to listen to and recognize the structural and aesthetic elements of music. Preparation for MUS 110. This course satisfies the music requirement for Elementary Education majors to teach music in the elementary schools. (Fine Arts)

107. Vocal Diction (1/2)

Italian, French, German, and English diction as related to the art song and to choral music. Required of all students whose major performance medium is voice; also required of General Music Education majors. Alternate years.
L. HEARNE

110. Music Theory I

Fundamentals of music: harmony, melody, rhythm, scales, and forms; with a concentration on the common-practice period, 1600-1900 (with some twentieth century music). Application of these topics to analysis, writing, listening, sight-singing, and an introduction to music literature. (Fine Arts) STILWELL

116. The Aesthetics of Music – Popular Music

This course will explore a variety of topics relating to why we listen to and enjoy popular music. Topics will include what music means, how and why we respond to it emotionally, and how popular music relates to contemporary society and culture. Offered every third year. (Writing Requirement) CHAMBERLAIN

210. Music Theory II

Continuation of MUS 110, with the addition of keyboard techniques. Topics include the harmonic progression, triads in inversion, non-chord tones, and an introduction to phrases, periods, and their role in creating musical form. Prerequisite: MUS 110. (Fine Arts) STILWELL

212. Music Listening and Understanding

Learning to understand Western art music through historical study and perceptive listening. *Not open to Music majors.* Does not count toward the Music minor. (Humanities)

215. Jazz Improvisation

Improvisation in American jazz, including daily performing experiences in these styles. Prerequisite: MUS 310. Offered every third year. (Fine Arts)
CHAMBERLAIN

217. Opera

An introduction to opera as a genre and a study of selected masterpieces. The course will involve both traditional investigations and newer scholarly approaches from areas such as "queer studies" and feminist scholarship. Themes of the course will be those of the operas studied: politics, gender, class, love,

death, sexuality, the individual within society, religion, and, of course, the union of music and drama. Ability to read music *not* required. Offered subject to availability of faculty. May be repeated for credit with permission of instructor. (Humanities) J. MARTIN

218. Rock Music

Rock music from its origins in African-American blues to the present. The music's interaction with racism, capitalism, sexism, and politics. Open to all students. Offered subject to availability of faculty. (Humanities) J. MARTIN

219. Revolutionary Music of the Twentieth Century

Avant-garde music of the twentieth century and the ways it has challenged previously-held musical and aesthetic values. Ives, Satie, Futurism, Dadaism, Duchamp, Varèse, Cage, and beyond. Experimental works and ideas in arts other than music. Open to all students. Offered subject to availability of faculty. (Humanities) J. MARTIN

220. Jazz History

Jazz in America from its roots in Africa and Western Europe to present-day styles and practices. Open to all students. Offered every third year. (Humanities) CHAMBERLAIN

263. Women and Music

The roles of women in the history of Western music with special emphasis on the music of women composers. Exploration of issues surrounding gender and musical style. Prerequisite: writing-designated course (W). (Humanities)

270 through 275. Topics in Music

Study of a selected topic. May be repeated for credit if content is different.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301. Elementary School Music

Children's vocal development. Learning skills of rhythmic response, reading, and listening. Study of basic texts and materials. Thirty hours of observation-practicum in the schools. Recommended prerequisite: MUS 101.

302. Song Literature

Investigation of the solo repertoire for the voice. Required of all majors in voice performance. Open to others with permission of instructor. Offered upon request. L. HEARNE

303. Service Playing and Arranging

Selecting music for the church service, the playing of the service, and the study of chanting. Required of all students majoring in performance in organ. Prerequisite: permission of instructor. Offered upon request.

304. Literature of the Major Instrument

Study of the repertoire available for the primary instrument. Required of all majors in instrumental performance. Prerequisite: permission of instructor.

305. Orchestration (1/2)

Scoring for wind ensemble, orchestra, and chamber groups. Characteristics of modern instruments. Prerequisite: MUS 310. Offered upon request. CHAMBERLAIN

306. Conducting I (1/2)

Basic conducting skills for both vocal and instrumental ensembles. Baton technique, musical styles and interpretations, rehearsal techniques, and score reading. Prerequisite: MUS 310. M. HEARNE

307. Piano Pedagogy (1/2)

Examination and discussion of current ideas and methods of teaching piano to children and adults, including lectures, observation of individual and class piano lessons, and supervised practice teaching. Required of all piano performance majors. Open to other pianists with the permission of instructor. Not open to first year students. Offered upon request, subject to availability of faculty. J. MARTIN

308. Vocal Pedagogy (1/2)

Historical and pedagogical development of the art of singing and a study of the physiology of the singing process. Emphasis on teaching techniques and care of the voice. Required of all students majoring in voice. Open to other vocalists with the permission of instructor. Prerequisite: junior standing. Alternate years.

310. Music Theory III

Continuation of MUS 210. Topics include seventh chords, chord inversion, secondary functions, and an introduction to modulation. Prerequisite: MUS 210. STILWELL

315. Jazz Arranging

Scoring for the jazz ensemble. Study of contemporary practices for writing and arranging in the jazz idiom. Projects include arrangements for the conventional big band as well as for small jazz ensembles. Prerequisite: MUS 346. Offered upon request, subject to availability of faculty. CHAMBERLAIN

321. History of Western Music I: Medieval and Renaissance

Chronological development of Western music from ancient times through the late Renaissance. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. (Humanities) STILWELL

322. History of Western Music II: Baroque and Classical

Chronological development of Western music from the Baroque (seventeenth century) through Beethoven. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. (Humanities) J. MARTIN

323. History of Western Music III: Romantic and Twentieth Century

Chronological development of Western music from the Romantics through the twentieth century. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. (Humanities) J. MARTIN

331. Music Education Seminar (1/2)

Introduction to the music teaching profession, with an emphasis on student evaluation, planning, classroom management, teaching strategies, and audiovisual and computer applications. Twenty-five hours of observation/practicum in music in the schools. Prerequisite: MUS 310.

343-346. Music Theory IV and V

Continuation of MUS 310, with emphasis on aural skills, structural analysis, and formal designs of music from the common-practice period. Prerequisite: MUS 310. CHAMBERLAIN

348. Counterpoint

Fundamental contrapuntal principles that occur in polyphonic music. Prerequisite: MUS 346. Offered upon request. CHAMBERLAIN

349. Form and Analysis

Overview of the standard forms and genres found in the common-practice and twentieth century periods. Study of techniques for uncovering the structure of a specific work. Prerequisite: MUS 346. Offered upon request. CHAMBERLAIN

350. Mozart and Beethoven

Historical and analytical study of selected works. Relationships, structures, and meanings within the works selected. Prerequisites: writing-designated course (W) and the ability to read music (treble and bass clefs). Offered subject to availability of faculty. (Humanities) J. MARTIN

352. The Ring Cycle of Wagner

Wagner's four-opera epic cycle *Der Ring des Nibelungen*, consisting of *Das Rheingold*, *Die Walküre*, *Siegfried*, and *Götterdämmerung*. Viewing of a videotape of the *Ring*. Wagner's use of leitmotif, his operatic ideals, and his influence on others. Other areas include Marxist and Jungian interpretations, mythology, and philosophical background. Prerequisite: writing-designated course (W). Offered subject to availability of faculty. (Humanities) J. MARTIN

353. Wagner and Wagnerism (at the Newberry Library, Chicago)

An examination of Richard Wagner's Musikdramen, essays, theories, sources, and influences, including the phenomenon of Wagnerism. The course will include a focused study of one of his musikdramas. Prerequisite: writing-designated course (W). Alternate years. (Humanities) J. MARTIN

361 through 366. Topics in Music History and Theory

Topics vary from year to year according to the interests of the instructor or students. Prerequisites: two courses in music theory and one course in music history.

406. Conducting II: Band (1/2)**407. Conducting II: Choral (1/2)****408. Conducting II: Orchestral (1/2)**

Continuation of MUS 306. Advanced score analysis, advanced rehearsal and performance techniques. Course requirements include attendance at all rehearsals and performances of the ensemble involved and private instruction in analysis and conducting techniques. Taught by the regular conductors of the College ensembles. Prerequisite: MUS 306. Offered upon request, subject to availability of faculty.

431. Methods and Materials for Music Education

Preparation for teaching music in the elementary and secondary schools. Educational philosophies, conducting and arranging skills, the teaching of vocal and instrumental music, and teaching strategies for various ages. Twenty-five hours of observation-practicum in music in the schools. Prerequisites: MUS 331 and fulfillment of the Piano Proficiency Requirement.

432. Marching Band Techniques

Charting, arranging for, organizing, and directing a marching band, with particular emphasis on high school marching bands. Prerequisite: MUS 346. Offered upon request, subject to availability of faculty.

485. Independent Study in Music (1/2-1)

A project in an area of performance practices or some phase of music history, theory, or education. Prerequisite: permission of the instructor.

Note: *All Music courses numbered in the 700s are listed in the annual Term Table as FAA courses, except 718/728 which is listed as MUS 718/728.*

701. Music Performance Seminar (Zero Course Credit)

A semester-long program requiring attendance at a number of musical events.

The number of required events changes from semester to semester.

Students should contact the Department of Music each semester for details. (See "Music Performance Seminar" on page 112 .)

702. Composition (1/2-1)

Original composition for various media, beginning with smaller forms. May be repeated for credit. Prerequisite: permission of instructor. (Fine Arts)
CHAMBERLAIN

703 through 706; 708 Instrumental Techniques (1/4)

Development of basic performing techniques. Study and evaluation of procedures and materials for elementary and intermediate instrumental teaching.

703. Brass

704. Percussion

705. Strings

706. Woodwinds

708. Guitar

709 (1/4); 710 (1/2). Advanced Jazz Improvisation

A continuation of MUS 215 Jazz Improvisation. Study and discussion of the various approaches to jazz improvisation. Focus will be on chord/scale relationships, advanced harmonic substitutions, stylistic considerations, solo analysis, and relationships between harmony, melody, and structure. Students will also begin learning important pieces in the basic jazz repertoire. May be repeated for credit. CHAMBERLAIN

Ensemble and Solo Performance Courses: Music courses numbered 711 through 793 are open to all qualified students upon audition, may be repeated for credit, and may be counted toward the fulfillment of the Fine Arts Participation Requirement. Any combination of these courses that totals a full course credit will satisfy this requirement. These courses normally encompass four terms and are taken along with principal and concurrent courses. MUS 718/728 (Cornell Lyric Theatre) is an exception.

The regulations governing the adding and dropping of Solo Performance (music lessons) and Ensemble courses are given at the front of this section under "Music Lessons at Cornell" and "Ensemble Participation." These regulations apply to all students taking these courses whether or not they are Music majors. To enroll, students register directly and in advance with the Department secretary in Term One or Term Six.

Only juniors and seniors who are candidates for the B.Mus. degree with a major in Performance are permitted to register for a full course credit in a Solo

Performance course. Students considering the B.Mus. degree with a major in Performance should register each semester of their first and sophomore years for a half-credit lesson in their primary performance medium and for a full course credit each semester during their last two years. Other music students take lessons for a quarter-course credit each semester or, with the permission of the Department, for a half-course credit.

All students enrolled in a Solo Performance course must also enroll concurrently in FAA 701.

Ensemble Courses

- 711 (1/4) Chamber Ensembles**
- 712 (1/4) Choir**
- 713 (1/4) Jazz Ensemble**
- 714 (1/4) College Chorale**
- 715 (1/4) Orchestra**
- 716 (1/4) Concert Band**
- 717 (1/4) Chamber Singers**
- 719 (1/4) Accompanying**
- 720 (1/4) Steel Drum Ensemble**

718/728. Cornell Lyric Theatre (1/4-1)

Participation in an opera, operetta, or musical theater production. Open to all students by audition or with permission of instructor. Offered each year in Term 5. May be repeated for credit. (Fine Arts) THULL

722. Class Voice (1/4)

Group instruction in the fundamentals of voice production. Emphasis on various aspects of vocal technique such as posture, breath management, diction, and ease of production. Repertoire includes folk and classical songs in English. Open to all students except Voice majors. Required of Instrumental Music Education majors who do not participate in Choir (FAA 712) for at least one semester. *May not be used by Music majors to satisfy the Ensemble requirement.* Offered Terms One through Four only.

Solo Performance Courses

At the end of each solo performance course, every student must pass an examination before a jury of the faculty of the Department. The fees for music lessons are given in the section on *Financial Information*.

- | | |
|--------------------------------------|-------------------------------|
| 731 (1/4), 732 (1/2), 733 (1) | Brass Instruments |
| 741 (1/4), 742 (1/2), 743 (1) | Organ |
| 751 (1/4), 752 (1/2), 753 (1) | Percussion Instruments |
| 761 (1/4), 762 (1/2), 763 (1) | Piano |
| 771 (1/4), 772 (1/2), 773 (1) | String Instruments |
| 774 (1/4), 775 (1/2), 776 (1) | Guitar |
| 777 (1/4), 778 (1/2), 779 (1) | Harp |
| 781 (1/4), 782 (1/2), 783 (1) | Voice |
| 791 (1/4), 792 (1/2), 793 (1) | Woodwind Instruments |

798. Half Recital (1/2)

Usually performed in the junior year. Required of Music Performance majors. Available to any student with approval of the Department.

799. Full Recital

Usually performed in the senior year. Required of Music Performance majors. Available to any student with approval of the Department.

964. Chicago Semester in the Arts: see *Index. Chicago Arts Program (ACM)*.

Philosophy (PHI)

Paul Gray, Jim White (chair)

Essential to a liberal education is the ability to think, to detect bad arguments and evidence, to see more than one side of a matter and to decide which is best, to construct a coherent case, and to make words perform their tasks with clarity and precision. These principles, along with a concern for representing the principal areas of philosophical inquiry, and an emphasis on the careful, creative, and critical reading of important philosophical texts, guide the Department in planning its curriculum.

Major: A minimum of nine course credits, which include PHI 111 and 202; either 203 or 204; two courses selected from 302, 304, 305, 306, and 308; and four additional courses in Philosophy, at least three of which must be at the 300 level.

Minor: A minimum of six course credits in Philosophy which include PHI 111 and 202; either 203 or 204; either 302 or 304 or 305 or 306; and two additional 300-level courses in Philosophy.

111. Introduction to Philosophy

Problems of philosophy as they are discussed in the writings of major philosophers. Designed for first year students and sophomores. (Humanities)

201. Aesthetics

The nature of art, beauty, criticism, and the relation of art to science, religion, and society. Study of a number of classics in this area by philosophers such as Plato, Aristotle, Hume, Kant, Tolstoy, and Ortega. Offered subject to availability of faculty. (Humanities)

202. Ethics

The nature of moral experience, moral judgments, and moral principles, and the relation of each to the other. Readings from some major ancient, modern, and contemporary moral philosophers. (Humanities)

203. Logic and Critical Thinking

Principles and techniques useful for evaluating arguments and avoiding fallacious reasoning in ordinary life. (Humanities)

204. Symbolic Logic

An introduction to formal argument analysis, including first order predicate logic and mathematical logic. Offered subject to availability of faculty. WHITE

224. Environmental Ethics

Moral dilemmas associated with human populations, industrial productivity, a deteriorating environment, and generally, our treatment of the natural world. The course will critically analyze the conceptual framework within which questions about the environment are raised and debated, and provide biological

information relevant to those questions. Alternate years. (Humanities) WHITE and BLACK

225. Utopia

Philosophical study of selected works in Utopian literature such as: Plato's *Republic*, More's *Utopia*, Perkins-Gilman's *Herland*, Hilton's *Lost Horizon*, Rand's *Anthem*, Clarke's *Childhood's End*, and Lowry's *The Giver*. (Humanities) GRAY

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

301. Asian Philosophy

Study of Eastern philosophies such as Daoism, Carvaka, Buddhism, Saṃkhya, Yoga, Vedānta and Zen through their classic texts. Alternate years. (Humanities)

302. Ancient Philosophy

Advanced study of philosophers from the ancient period, such as the Presocratics, Plato, and Aristotle. Alternate years. (Humanities)

304. Modern Philosophy: Seventeenth Century

Study of the philosophers of the early modern era such as Bacon, Descartes, Hobbes, Locke, Spinoza, and Leibniz. Alternate years. (Humanities) GRAY

305. Modern Philosophy: Eighteenth Century

European philosophy from 1700 to 1800. Study of the philosophers of the middle of the modern era such as Hume, Voltaire, Rousseau, and Kant. Alternate years. (Humanities) GRAY

306. Nineteenth Century Philosophy

European philosophy from 1800 to 1900. Study of the philosophers of the late modern era such as Hegel, Schopenhauer, Kierkegaard, Mill, Marx, and Nietzsche. Alternate years. (Humanities) GRAY

307. Marx and Marxism

Primary emphasis on reading a comprehensive and balanced selection of the writings of Karl Marx. Reading will include some leading Marxists such as Lenin, Mao Zedong, and Marcuse. Alternate years. (Humanities) GRAY

308. Twentieth Century Philosophy

Study of philosophers such as Wittgenstein, Russell, Dewey, Heidegger, Foucault, and Rorty. Analytic philosophy, pragmatism, and continental philosophy, including postmodernism, will be examined. Offered every second or third year. (Humanities) GRAY

309. Existentialism

Reflections on death, the meaning of life, absurdity, alienation, despair, freedom, and the self. Study of selected works of Simone De Beauvoir, Albert Camus, and Jean Paul Sartre. Alternate years. (Humanities) GRAY

350. Philosophy of Language

Introduction to problems and methods in the philosophy of language: meaning, reference, the relation between speech and thought, the relation between language and reality, speech acts, metaphor. Alternate years. Same course as LAL 350. (Humanities)

352. Philosophy of Feminism

Exploration of philosophical theories on the nature of women, feminist critiques of Western philosophy, and current issues in feminist ethics, epistemology, and metaphysics. Alternate years. (Humanities)

353. Philosophy of Law

Inquiry into the nature of justice, liberty, equality under the law, the right to judge and punish, and the rule of law. Topics may include civil disobedience, international war tribunals, strict liability, the guilty mind, affirmative action, hate speech, pornography, or the reasonable man standard. Alternate years. (Humanities)

354. Political Philosophy

Intensive study of the work of a major political philosopher, such as *A Theory of Justice* by John Rawls. Offered every third year. (Humanities) GRAY

355. Philosophy of Religion

Philosophical examination of the major concepts and claims of the Western religious tradition. Topics to be discussed include the nature and existence of God, the problem of evil, the nature of religious language, the relation between faith and reason, the possibility of religious knowledge. Alternate years. (Humanities) WHITE

356. Philosophy of Science

Examination of science as a source of information about the world. Topics include the structure of scientific confirmation and explanation, the nature of scientific knowledge and progress, the difference between science and pseudo-science, and the moral evaluation of science. Alternate years. (Humanities) WHITE

357. Philosophy in Literature

Philosophical study of selected works of world literature by authors such as Bulgakov, Mishima, De Beauvoir, Calvino, Hesse, Alvarez, and Momaday. Alternate years. (Humanities) GRAY

358. Philosophy of Mind

Theories about the mind and mental phenomena: the relationship between minds and brains; consciousness; free will; artificial intelligence; and the philosophy of psychology. Alternate years. (Humanities) WHITE

360. Evolution and Philosophy

An examination of the theory of evolution—what it says, what support it has, what it can (and cannot) explain—in order to see what (if any) implications it has for religion, morality, philosophy, and the understanding we have of ourselves and our world. Alternate years. (Humanities) WHITE

361 through 366. Advanced Topics in Philosophy

Study of one major philosopher, one major problem, or one major philosophical movement. Offered subject to availability of faculty. (Humanities)

Physical Education (PED)

Steven DeVries (chair), Julia Moffitt, Ellen Whale

Emphasis is given to preparation for teaching physical education and coaching competitive sports, for a career as a physical fitness and wellness professional, and for specialized graduate studies. Within the major options and electives in

the Department, there is ample opportunity for selection of courses to meet the special interests and needs of individual students.

Fitness Concentration: A minimum of nine course credits in Physical Education, which include PED 111, 237, 308 (1/2), 313, 314 (1/2), 334 (1/2), 362, 380 (two terms), and at least one course credit selected from 365–369.

Teaching Concentration: INT 201 (Statistical Methods) and a minimum of 10 course credits in Physical Education to include: PED 111, 237, 308 (1/2), 312, 313, 314 (1/2), 318, 327, 334 (1/2), and either 324 or 331. PED 324 is required for students seeking K-6 certification. PED 331 is required for those seeking 7-12 certification. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in either Elementary or Secondary Education described under *Education*. Students who do not complete PED 324 or 331 and the requirements of the Education Program may complete a major in Physical Education by completing the other course requirements as specified in this paragraph.

Coaching Endorsement or Authorization: To obtain a *Coaching Endorsement* the individual must complete a major in either Elementary or Secondary Education and be granted an Iowa Teaching License. The *Coaching Authorization* is available to those who do not major in Elementary or Secondary Education or who do not hold an Iowa Teaching License. Both the *Endorsement* and the *Authorization* qualify an individual to be a head coach or an assistant coach in any sport offered in the Iowa public schools. Students who complete one of the following programs may apply for the *Endorsement* or the *Authorization* through the Office of Teacher Education.

Coaching Endorsement: PED 205 and 237, and completion of a major in Elementary or Secondary Education.

Coaching Authorization: PED 205 and 237.

101. Lifetime Physical Fitness and Activities

Instruction in the major components of fitness, the physiological basis of fitness, evaluation of personal fitness, and individual fitness programming. Instruction and participation in lifetime physical activities selected from badminton, bicycling, bowling, camping and canoeing, golf, hiking, racquetball, sailing, skiing, tennis, volleyball, and weight training. See *Index. Topics Courses*.

111. Foundations of Physical Education

Historical and philosophical foundation of physical education. Current issues in research and literature. Biological, physiological, and sociological aspects of sport and exercise. WHALE

205. Coaching Endorsement or Authorization

Structure and function of the human body during physical activity. Knowledge and understanding of human growth and development of children in relation to physical activity. Athletic conditioning, theory of coaching interscholastic athletics, professional ethics, and legal responsibility. Combined with PED 237, this course meets the requirement for an Iowa Coaching Endorsement for Education majors and Coaching Authorization for all other students. (See “Coaching Endorsement or Authorization” above.) DeVRIES

212. Sports and American Society

Exploration of the impact of amateur and professional sports on the American way of life. Sample topics include women in sports, sports and the

African-American community, sports as big business, and the relationship between sport and education. Readings reflecting a variety of viewpoints about the role of sports in American society will be selected from contemporary literature. (Social Science) DeVRIES

215. Psychology of Sport

Theory and issues related to psychological aspects of competitive sport and exercise contexts. Personality and sport, attentional control, anxiety and performance, motivation and attributions, aggression in sport, team cohesion, and exercise adherence. Intervention strategies for performance enhancement. (Social Science) DeVRIES

237. Care and Prevention of Athletic Injuries

Prevention and treatment of athletic injuries, taping experience, understanding the principles of athletic training, and first aid and emergency care. DYBVIG

255 through 259. Topics in Physical Education and Athletics

In-depth study of selected topics of current interest in the field of physical education and athletics. Alternate years.

290/390. Individual Project: see *Index. Courses 290/390.*

308. Kinesiology (1/2)

Scientific basis for movement of the human body. Advanced application of anatomical concepts, including kinematic analysis of human movement and fundamental study of biomechanics. Prerequisite: PED 313. MOFFITT

312. Management of Physical Education and Sports

Physical Education programs in elementary and secondary schools and in colleges. Topics include required Physical Education programs; intramural and interschool athletic programs; facility design and maintenance; legal and ethical aspects of sport; personnel management; and budget preparation and management.

313. Human Anatomy

Study of the human musculoskeletal, cardiovascular, respiratory, and nervous systems as they relate to physical activity. MOFFITT

314. Exercise Physiology (1/2)

Physiology as it relates to exercise and physical activity. The acute response and chronic adaptations to the muscular, respiratory, metabolic, endocrine, and cardiovascular systems during exercise will be discussed. Prerequisite: PED 313. MOFFITT

318. Techniques of Team, Dual, and Individual Sports

This course will study teaching/learning progressions, analysis of skills, and strategies of selected sports and games. Students will prepare teaching materials appropriate for use in schools and recreational settings. Course emphasis is on development of teaching skills and not personal sports skill development. Prerequisite: sophomore standing.

324. Elementary Physical Education Methods

Methods for teaching physical education to elementary school pupils. Rhythms, low and high organization games, elementary gymnastics, classroom management, and audiovisual and computer applications. Emphasis on movement education and curriculum development. Includes fifteen hours of observation-practicum in the schools. Prerequisite: Education major or permission of instructor. Alternate years. WHALE

327. Adaptive Physical Education

Philosophy and applications of physical education for persons with special needs and disabilities. Emphasis on designing appropriate programs and activities and teaching methodology. Includes fifteen hours of observation-practicum in the schools. Prerequisite: PED 111.

331. Physical Education Methods for Secondary Schools

Preparation for the teaching of physical education activities in the secondary grades. Current trends in curriculum, planning for lessons, selection of appropriate teaching and evaluation methods, classroom management, and audiovisual and computer applications. Includes fifteen hours of observation-practicum in the schools. Prerequisite: Secondary Education major or permission of instructor. Alternate years. WHALE

334. Motor Learning (1/2)

Process and factors related to the acquisition and performance of motor skills. General learning theories applied to motor learning and performance. Other topics include physical abilities and capabilities, psychological and mental factors influencing performance, training procedures, environmental and social factors. DeVRIES

338. Advanced Athletic Training

Advanced care and prevention of athletic injuries. The course deals with specific physical conditions, disorders, and injuries common to the athletic setting. Preventative measures, evaluation, treatment, and rehabilitation of athletic injuries are covered in depth. Prerequisites: PED 237 and junior standing. DYBVIG

Methods of Coaching Courses

Focus on skill techniques and development, game strategies, practice planning, program direction, and physical and mental conditioning for specific sports.

339. Methods of Coaching Soccer (1/2)

Alternate years.

341. Methods of Coaching Baseball (1/2)

Alternate years. FISHLER

342. Methods of Coaching Basketball (1/2)

Alternate years. DeGEORGE

343. Methods of Coaching Football (1/2)

Alternate years. REASLAND

345. Methods of Coaching Track (1/2)

Alternate years. SPEIDEL

347. Methods of Coaching Volleyball (1/2)

Alternate years. MEEKER

348. Methods of Coaching Wrestling (1/2)

Alternate years. PARIANO

350. Methods of Coaching Softball (1/2)

Alternate years.

352. Sport Marketing, Finance, and Sport Law

Examination of sport marketing practices, and the financial implications of interscholastic, intercollegiate, and professional sport and recreation

organizations. Budgeting, fundraising, contract law, licensing, advertising and promotion, ticket pricing and marketing, and facility construction at each level will be examined. Prerequisite: PED 312. Alternate years.

355 through 359. Advanced Topics in Physical Education and Athletics

In-depth study of selected topics of current interest in the field of physical education and athletics. See *Index. Topics Courses*. Alternate years.

362. Exercise Testing and Prescription

Professional application of physiological principles related to assessing physical performance and prescribing exercise. Assessment techniques of health-related components of fitness, including pre-exercise screening, body composition, cardiorespiratory fitness, muscular strength, and flexibility. Interpretation of results and prescription of personalized fitness plans. Prerequisites: PED 308, 313, and 314. Alternate years. MOFFITT

365 through 369. Wellness Seminars

Seminars consisting of readings and research in selected topics relevant to health, fitness, and wellness. Topic combinations may include nutrition, stress management, exercise and aging, cardiovascular disease, and eating disorders. Study in these areas will include reading of related research, physiological implications, and application of fitness/wellness and educational programs. Prerequisites: PED 313 and 314. Alternate years. MOFFITT

380. Internship in Physical Education

Observation of and practical experience in the specialized activities of a fitness and wellness program, an athletic or recreation management business or department, or other professional sport and exercise setting. Students work under the direction and guidance of a practicing professional with supervision by a faculty member. Internships are scheduled for two consecutive terms unless otherwise approved by the faculty supervisor. Prerequisites: junior standing, courses that adequately prepare the student for the internship, and approval of the faculty supervisor. See *Index. Courses 280/380*. (CR)

485. Advanced Studies (1/2–1)

An independent project. Prerequisite: permission of instructor.

511. Athletic Training Practicum (1/4)

Provides supervised practical experience in the prevention, evaluation, treatment, management, and rehabilitation of athletic injuries and illness. Participation in the administrative aspects of an athletic training program. Prerequisite: Must be accepted into the Cornell College Athletic Training Program. Application for admission to the program includes a written form, interview with the Head Athletic Trainer, and two letters of reference from Cornell instructors and/or coaches. (CR) SIMMONS

Physics (PHY)

Kara Beauchamp, Lyle Lichty (chair), Derin Sherman

Major: MAT 120 (Calculus of a Single Variable Part II) or 121 (Calculus of a Single Variable) and 122 (Calculus of Several Variables); PHY 111, 112, 114, 302, 303, 312; and either (A) four additional course credits in Physics at or above the 200 level, for a minimum of 12 courses; or (B) MAT 221 (Linear Algebra), 236 (Differential Equations), and three additional course credits in

Physics at or above the 300 level, for a minimum of 13 courses. Students planning for graduate work in Physics should elect option (B) and include PHY 305 and at least two of PHY 321, 322, 334. Students planning for graduate work are also strongly encouraged to take MAT 234 (Complex Variables), and CHE 323 and 324 (Physical Chemistry I and II).

Teaching Major: Option (A) and suggested work in Biology, Chemistry, and Geology. Students with other majors who intend to ask for certification in Physics as a second field are required to complete only MAT 120 (Calculus of a Single Variable Part II) or 121 (Calculus of a Single Variable) and 122 (Calculus of Several Variables), and PHY 111, 112, 114, 302, 303, and 312. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Physics which include PHY 111, 112, 114, 303, and at least one other course in Physics at or above the 300 level.

The Physics curriculum facilitates a wide range of interests from professional to cultural; graduate work in physics, astronomy, geophysics, medicine, meteorology, environmental engineering, business administration, law, health physics, and computer science. B.S.S. candidates and students contemplating an individualized major in the physical sciences are invited to discuss possible curricula with the Department.

Note: PHY 120, 125, 221, 223, and 228 have no formal prerequisites; 101 and 102 ask only reasonable facility in algebra.

101. Introductory Physics I

Non-calculus treatment of elementary physics covering the topics of mechanics, relativity, and waves. Emphasis on problem-solving. Prerequisite: two years of high school algebra including trigonometry. Students who have taken neither physics nor chemistry in high school should consider taking PHY 120 before PHY 101. (Science)

102. Introductory Physics II

Continuation of PHY 101 covering electricity, magnetism, and modern physics. Prerequisite: PHY 101 or 111. (Science)

111. General Physics I

Introduction to physics intended for physical science majors. Topics include Newton's laws of motion, concepts of work and energy, rotational motion, and conservation laws. Prerequisite: MAT 120 or 121. (Science)

112. General Physics II

Continuation of PHY 111. Topics include relativity and electricity and magnetism. Prerequisites: PHY 111 and MAT 122. (Science)

114. Laboratory Physics

A laboratory experience designed to complement either of the introductory physics sequences. Techniques of experimental measurement and analysis, with experiments drawn from all areas of introductory physics. Prerequisite: either PHY 102 or 112. (Laboratory Science) (CR)

120. Conceptual Physics

A conceptual presentation of elementary physical principles. Topics may include Newton's theory of motion, the phenomenon of resonance applied to acoustics and electronics, electricity and electronics, Einstein's theories of space and time, and the ideas of quantum theory. Emphasis on the logical structure of these theories rather than their mathematical content. Intended for non-science majors and students with an interest in physics who do not have a strong scientific background. Alternate years. (Science) SHERMAN

125. Science through Film and Fiction

Scientific topics and issues found in selected novels and feature films are used to investigate the foundations of science and the scientific process. Students will investigate specific scientific concepts and use them as case studies illustrating the historical development of science and the role of science and technology in society. Intended for non-science majors. Alternate years. (Science) SHERMAN

221. Astronomy

Development of the current understanding of the origin, evolution, and structure of the universe. Physical principles upon which this understanding is based. Intended for non-science majors. (Science) BEAUCHAMP or LICHTY

223. Acoustics, Music, and Audio Systems

Application of elementary physics principles to sound waves and vibrations, including the physics of musical instruments, room acoustics, hearing, harmonic analysis, and electronic production of sound. Intended for non-science majors. Alternate years. (Laboratory Science) LICHTY

228. Energy and the Environment

Survey of the problems and prospects of the major energy alternatives likely to be available in the twenty-first century: fossil-fuel, fission, fusion, solar, and geothermal. Emphasis on the physical mechanisms and technologies involved. Intended for non-science majors. Alternate years. (Science) BEAUCHAMP

255 through 259. Topics in Physics

Study of a selected topic in physics, such as cosmology, special relativity, light and color, and physics of sports. (Science)

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

302. Electronics

Principles of electronics, signal processing, and computer interfacing needed to understand, configure, and troubleshoot modern electronic and computer-based research equipment. Transducers, operational amplifiers, test equipment, integrated circuits, data transmission, computerized data acquisition, and analog to digital conversion. Prerequisites: PHY 102 or 112, and CSC 140 or knowledge of a programming language. Same course as CSC 302. (Laboratory Science) LICHTY

303. Modern Physics

Topics include thermodynamics, special relativity, photons, deBroglie waves, Heisenberg's uncertainty principle, the Schrödinger equation, atomic and nuclear physics, high-energy particles, and quarks. Prerequisites: PHY 112 and 114. Alternate years. BEAUCHAMP

305. Waves

Study of physical wave phenomena, especially optical and mechanical waves. Topics include superposition, reflection, refraction, dispersion, interference, diffraction, polarization phenomena, and the wave equation. Prerequisites: PHY 112 and 114. Alternate years. SHERMAN

312. Advanced Experimental Physics

An in-depth investigation of a physics experiment chosen by the student in consultation with the instructor. Includes design, construction, collection of data, analysis, interpretation, and presentation of the experiment. Prerequisites: PHY 302, 303, and one other 200- or 300-level Physics course. Alternate years. SHERMAN

321. Mechanics

Newtonian, Lagrangian, and Hamiltonian mechanics covering the motion of single particles, rigid bodies, systems of particles, fluid mechanics, and complex analysis. Prerequisites: MAT 221; PHY 112 and 114. Alternate years. SHERMAN

322. Electricity and Magnetism

Electric and magnetic fields and their sources, magnetic and dielectric materials, and Maxwell's equations. Prerequisites: PHY 112 and 114. Alternate years. BEAUCHAMP

334. Introduction to Quantum Mechanics

Development of the Schrödinger wave equation and its solution for the harmonic oscillator and Coulomb potentials. Orbital and spin angular momenta, and applications to simple atomic and molecular systems. Prerequisites: MAT 221; PHY 303, and either PHY 305 or 321. Alternate years. LICHTY

355 through 359. Advanced Topics in Physics

Study of a selected topic in advanced physics, such as general relativity, thermodynamics, advanced mechanics, chaos, particle physics, or condensed matter. See *Index. Topics Courses*.

501. Advanced Laboratory (1/4)

Experiments of an advanced character, permitting the student to work relatively independently. Must be taken over four consecutive terms. Prerequisite: permission of instructor. (CR)

511. Extended Research in Physics (1/4)

Reading in depth on a topic of current interest and the pursuit of an experimental or theoretical problem related to the topic. Must be taken over four consecutive terms. Prerequisite: permission of instructor. (CR)

512. Reading and Conversation in Physics (1/4)

Reading and discussion of articles or topics of interest in contemporary physics. Course meets once per term for nine terms. (CR)

963. Oak Ridge Science Semester: see *Index. Oak Ridge (ACM)*.

Politics (POL)

Craig Allin, David Loeb sack, Robert Sutherland (chair), Aparna Thomas

Major: A minimum of nine course credits in Politics, including at least four courses at the 300 level (excluding internships) and at least two courses in each of the three subfields: (1) *Political Thought*, (2) *International Relations and*

Comparative Government, and (3) *American Politics*. INT 201 (Statistical Methods) may be counted toward the nine credits in Politics. The Department also encourages majors to participate in a political affairs internship or comparable off-campus program while at Cornell.

Teaching Major: A minimum of eight course credits in Politics, to include POL 111, 222, either 242 or 243, 262, and four course credits selected from POL 325, 348, 361, or 363-368. Teaching majors are also urged to take courses in the related fields of economics, history, psychology, and sociology. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in American Government: The following program in conjunction with a *teaching major* in Anthropology (individualized major), Economics and Business, History, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and American Government: POL 262, 364, and two course credits selected from POL 325, 348, 361, 363, 365, 366, 367, or 368.

Note: Majors who intend to pursue graduate study in politics should take INT 201 (Statistical Methods) and a course in Computer Science. Majors who have a special interest in legislative and electoral politics should take POL 262, 280/380, 325, 363, and 364. Politics courses of particular value to pre-law students include POL 222, 262, 325, 361, 364, 365, and 366. Law schools will accept majors in any academic discipline.

Minors: Three minors, corresponding to the three subfields in the Department, are available. *No course may be counted toward more than one minor under the supervision of the Department of Politics.*

Political Thought: A minimum of five course credits in Political Thought, at least three of which must be at the 300 level. The Constitutional Law courses (POL 361, 365, and 366) may be counted toward the minor in Political Thought.

International Relations and Comparative Government: A minimum of five course credits in International Relations and Comparative Government, at least three of which must be at the 300 level. An appropriate internship may be substituted for one of the five courses. *Not available to students with an International Relations major.*

American Politics: A minimum of five course credits in American Politics, at least three of which must be at the 300 level. An appropriate internship may be substituted for one of the five courses.

GENERAL

111. Politics

Introduction to the three major subfields in the study of politics: political thought, politics among nations, and American politics. (Social Science)

251 through 255. Topics in Politics

Study of a selected topic in politics. See *Index. Topics Courses*. (Social Science)

280/380. Political Affairs Internship

Field experience in applied politics. Prerequisites: acceptance by a sponsoring agency or individual and approval of a formal prospectus by the faculty sponsor. No more than four terms of Internship and/or Summer Study may be counted toward the minimum 32 course credits required for graduation; no more than two terms toward a Politics major; and, if taken as 380, no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 280/380*. (CR)

290/390. Individual Project: see *Index. Courses 290/390*.

299/399. Summer Internship in Political Science

Field experience in applied politics. Prerequisites: junior or senior standing, acceptance by a sponsoring agency or individual, and approval of a formal prospectus by the faculty sponsor. May be repeated once for credit. No more than four terms of Internship and/or Summer Study may be counted toward the minimum 32 course credits required for graduation; no more than two terms toward a

Politics major; and, if taken as 399, no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 299/399*. (CR)

POLITICAL THOUGHT

222. Foundations of the First Amendment

Political thought from political practice to political philosophy. Recent U.S. Supreme Court rulings on the freedom of expression, the Constitutional background for the Court's ruling, and the arguments for freedom of expression. Readings include works by J. S. Mill and John Milton. (Social Science) SUTHERLAND

225. Ethics and Public Policy

Contemporary studies in the standards that apply to political leaders and how they are explained, interpreted, and enforced. When taught off campus, registration entails additional expense. (Social Science) SUTHERLAND

315 through 319. Seminar in Political Thought

Examination of a particular topic or issue in political thought. Content varies from year to year. Prerequisite: POL 222 or 225. Offered subject to availability of faculty. (Social Science)

325. Anglo-American Constitutional Thought

Richard Hooker, Thomas Hobbes, John Locke, Benjamin Franklin, and other Americans considered as guides to the much admired and imitated American experiment in writing a constitution. Prerequisite: POL 222 or 225. (Social Science) SUTHERLAND

327. Revolutionary Political Thought

Modern writings for and against revolution, including Rousseau's *Discourses*, Burke's *Reflections*, Marx's *Manifesto*, and Hardt/Negri's *Empire*. Alternate years. Prerequisite: POL 222, 225, or permission of the instructor. (Social Science) SUTHERLAND

INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

240/340. Security at Sea

Explores the problem of gaining security on international seas by strategies developed to protect territorial or national security. U.S. strategy is currently undergoing a sweeping reappraisal due to changing technology and the resulting debate provides insight into making and implementing national security policy. Travel will be an essential feature of the course and students must be prepared for additional expenses associated with transportation and housing. With permission of the instructor, juniors and seniors who have completed POL 240 may enroll in the course as POL 340, for which an additional research paper is required. Alternate years. (Social Science) SUTHERLAND

242. International Politics

Post-World War II international political system. Discussion of changes in the international power structure with emphasis upon the increasing importance of non-Western nation-states and non-nation-state actors. (Social Science) LOEBSACK or A. THOMAS

243. Comparative Politics

Various types of political systems, including liberal democracies, current and former communist systems, and mixed systems of the developing world. (Social Science) A. THOMAS

330. Women and Politics: A Cross-National Perspective

This course examines a variety of issues and debates within the field of Political Science that are particularly relevant to the study of women and politics. The course will examine women's participation in formal politics in a comparative perspective, by focusing on women's roles as voters, candidates, and officeholders. Course materials include case studies from various countries. Prerequisite: POL 243. (Social Science) A. THOMAS

331. Gender in Developing Countries

This course will critically investigate the complex ways in which gender relationships shape history, ideology, economy, and polity in developing countries. The role and status of Asian women will be examined to enable students to compare and contrast non-Western experiences with Western experiences. The forces of modernity and the impact on colonialism will also be discussed especially in relation to the economic and political conditions of the non-Western world and development. Prerequisite: POL 243. (Social Science) A. THOMAS

335 through 339. Seminar in International Relations and Comparative Government

Examination of a particular topic or issue in international relations or in comparative government. Content varies from year to year. See *Index. Topics Courses*. Prerequisite: POL 242 or 243. Offered subject to availability of faculty. (Social Science)

346. Political Economy of Developing Countries

Political-economic systems of selected developing countries of Africa, Asia, and Latin America. Discussions of independence movements, post-independence experiences of civilian rule, civil-military relations, and the evolving relationships between politics and economics in these countries. Prerequisite: POL 243. Alternate years. (Social Science) LOEBSACK

348. U.S. Foreign Policy

Process by which U.S. foreign policy is made and implemented, focusing on contemporary cases. Emphasis on how the political process and distribution of

authority affect policy. Prerequisite: POL 242. Alternate years. (Social Science)
LOEBSACK

349. International Political Economy

Analysis of the interrelationships between the international political and economic systems since 1945. Emphasis upon U.S.-Western European-Japanese and Western industrialized-Third World political-economic relations.

Prerequisites: POL 242, ECB 101, and junior standing. (Social Science)
LOEBSACK

AMERICAN POLITICS

262. American Politics

Survey of the theory and practice of constitutional government in the United States. (Social Science) ALLIN

355 through 359. Seminar in American Politics

Examination of a particular topic or issue in American politics. Content varies from year to year. Prerequisite: POL 262. Offered subject to availability of faculty. (Social Science)

361. Race, Sex, and the Constitution

Exploration of Constitutional principles including equal protection of the laws, privacy, and freedom of speech as they apply to issues of race, gender, and ethnicity: race and sex discrimination, equal opportunity, affirmative action, abortion, pornography, privacy rights, hate speech, political correctness, etc.

Prerequisites: POL 262 and junior standing. Alternate years. (Social Science)
ALLIN

363. Campaigns and Elections

Electoral process in the U.S., including discussion of the numerous factors which contribute to or diminish the probability of electoral success. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

364. Congress and the Presidency

In-depth study of the central institutions of the American political system and the evolving relationship between them. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

365. Constitutional Law: The American System

Structure and function of the American judicial system and its role in constitutional interpretation. The court's role in three great conflicts that have shaped the American experience: (1) nation vs. states—the struggle for sovereignty, (2) Congress vs. President—the struggle for supremacy over national policy, and (3) government vs. business—the struggle over government regulation of the economy. Prerequisites: POL 262 and junior standing.

Alternate years. (Social Science) ALLIN

366. Constitutional Law: Rights and Liberties

Rights of individuals in America. The court's role in three broad areas of civil liberties: (1) criminal prosecution, (2) free expression, and (3) race and sex discrimination. Prerequisites: POL 262 and junior standing. Alternate years. (Social Science) ALLIN

367. Urban Politics

Government in urban America. Issues of public policy, and their consequences for city dwellers and the nation. Feasibility and desirability of various solutions. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

368. Environmental Politics

Analysis of the policy process concerning energy and environmental issues, emphasizing the interrelated roles of Congress, federal and state agencies, the President, interest groups, etc., and including an evaluation of alternative policies. Prerequisite: POL 262. (Social Science) ALLIN

371. Wilderness Politics

An exploration of governmental policies designed to preserve and manage wilderness areas in the United States. Taught at the Wilderness Field Station and in the Boundary Waters Canoe Area. Registration entails additional costs. Prerequisites: POL 262 and permission of the instructor. Alternate years. (Social Science) ALLIN

372. Current Cases before the Supreme Court

Examination of selected cases to be heard by the Supreme Court through lecture, discussion, and oral argument. Case analysis by Judge Hansen and Professor Sutherland in the first half of the course; oral argument by students in the last half. Prerequisite: POL 262. (Social Science) SUTHERLAND and JUDGE HANSEN

981. Washington Center: see *Index. Washington Center.*

982. Washington Internship Institute: see *Index. Washington Internship Institute.*

Psychology (PSY)

Suzette Astley, William Dragon, Carolyn Enns (chair), Alice Ganzel

Major: A minimum of nine courses, including at least eight course credits in Psychology; also one course in statistics (INT 201 or MAT 347-348). The courses in Psychology must include three 200-level and two 300-level courses, plus 394 and 483. The required 200-level and 300-level courses may not include Individual Projects (290/390), Group Projects (289/389), or Internships (280/380). Statistics must be taken before 394. PSY 394 must be completed before the senior year and before 483. PSY 161 is strongly recommended but not required of majors.

Note: *Students must take a 200-level course before enrolling in any 300-level course.*

Teaching Major: PSY 161, 272, 273, 274, 277, 279, 381, one other 300-level Psychology course, and one course in statistics (INT 201 or MAT 347-348). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Psychology: The following program in conjunction with a *teaching major* in Anthropology (individualized major), Economics and Business, History, Politics, or Sociology will enable the student

to apply for licensure to teach both the major subject and Psychology: PSY 161 and any three of the following Psychology courses: 272, 273, 274, and 277.

Minor: A minimum of five course credits in Psychology which include PSY 161, at least one 200-level course, and two 300-level courses. Although students who are completing the minor are encouraged to enroll in the following courses for their own interest, these courses may *not* be included in the five course credits required for the minor: PSY 280/380, 290/390, and 394. A student must be a declared major in order to enroll in PSY 483.

161. Fundamentals of Psychological Science

Scientific study of behavior. Topics may include learning, development, personality, perception, physiological bases of behavior, the behavior of individuals in groups, and abnormal behavior. (Social Science)

255 through 260. Topics in Psychology

Selected topics of current interest in psychology. See *Index. Topics Courses*. (Social Science)

272. Cognitive Psychology

A critical examination of memory and thought processes. Topics are likely to include: object recognition, attention, concept formation, memory systems, visual imagery, problem solving, judgment, language, and individual differences in cognition related to age, gender, and culture. Laboratory sessions will give students first-hand experiences with the phenomena covered in the class.

Prerequisite: PSY 161. (Social Science) ASTLEY

273. Learning and Behavior

Experimental and theoretical approaches to the understanding of classical and instrumental conditioning. Among the topics to be covered are learning of causal relationships, choice behavior, learned food preferences, behavior modification, and biological constraints on learning. Prerequisite: PSY 161. (Social Science) ASTLEY

274. Social Psychology

An examination of the thoughts, feelings, and behaviors of individuals within their social environment. Topics will include: conformity, propaganda, persuasion, social cognition, self-justification, human aggression, prejudice, attraction, and loving relationships. Emphasis will be placed on critically examining experimentally-derived theories and testing them within naturalistic settings. (Social Science) DRAGON

276. Multicultural Psychology

An examination and critique of psychological knowledge from a multicultural perspective. Topics include: the social construction of Western psychology; cultural variations in concepts of personality, intelligence, human development, social behavior, gender, and abnormal behavior; research methodology issues; culture and communication; and psychological perspectives on oppression, prejudice, and racism. Alternate years. (Social Science) ENNS

277. Child Development

Physiological, cognitive, social, and cultural influences on development from conception through middle childhood. Emphasis on building an integrated picture of child development and an appreciation of how theory and data can be applied to the analysis of practical issues. Prerequisite: PSY 161. (Social Science) GANZEL or JANSSENS-RUD

278. Adolescence

Investigation of research on biological, cognitive, and cultural influences on adolescent development. Includes the impact of family, peers, school, media, and work, as well as identity, gender, and sexuality development. Also includes a discussion of problem behaviors (e.g., eating disorders, juvenile delinquency, alcohol use/abuse) often associated with adolescence. Course involves application of research findings to individual cases. Suggested prerequisite: PSY 161. (Social Science) GANZEL

279. Personality Theories

Survey of major research and theoretical approaches to personality, including psychodynamic, humanistic, learning, cognitive, and dispositional theories. Research evidence and theoretical consistency/usefulness concerning each approach. Current issues and debates. (Social Science) ENNS

290/390. Individual Project: see *Index. Courses 290/390.*

355 through 360. Advanced Topics in Psychology

Critical evaluation of an issue currently under serious discussion by psychologists or of a contemporary problem to which a psychological perspective is relevant. Topics courses for 2005-06 include: Topics in Health Psychology (PSY 353), Readings in Emotion: Understanding Passion (PSY 359), Counseling Children and Their Families (PSY 351, 1/2 credit), and Abnormal Child/Adolescent Psychology (PSY 352, 1/2 credit). See *Index. Topics Courses*. Prerequisite: any 200-level Psychology course. (Social Science)

370. Memory

Research and theory about remembering and forgetting. Topics will include: models of memory (including neural network approaches), brain processes in memory, the role of images in memory, reconstructive processes in memory, memory and development, and how to improve memory. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science) ASTLEY

374. Psychology of Women and Gender

Critical examination of theories, research, and historical perspectives relevant to women and gender. Topics include socialization, stereotyping and bias, life choices and roles, nature/nuture questions, physical and mental health, violence against women, and diversity among women and men. Prerequisite: PSY 161 or any 200-level Psychology course. (Social Science) ENNS

375. Drugs and Behavior

An examination of the interactions between humans and drugs. After basic materials on the nervous system and how drugs interact with it, the course will focus on the physiological and psychological effects of common classes of psychoactive drugs (depressants, stimulants, opiates, psychotherapeutic drugs, and psychedelics). There will be readings and discussion on addiction and treatment and on how our society approaches issues of drug use and abuse. Prerequisite: any 200-level Psychology course. Background in biology (high school or college) or PSY 376 recommended. (Social Science)

376. Biopsychology

Neural and endocrine systems and their relationships with sensation, learning and memory, eating and drinking, sleep, sex, emotion, consciousness, communication, and psychological disorders. Prerequisites: PSY 161 and one 200-level Psychology course.

379. Intimate Relationships

An examination of the theoretical and experimental psychological literature on loving and romantic relationships. Topics discussed include: interpersonal attraction, relationship development, sexuality, social power, communication, jealousy and envy, conflict and dissolution, loneliness, social networks, and relationship counseling. Prerequisite: any 200-level Psychology course. (Social Science) DRAGON

380. Human Services Practicum (1/2-1)

Application of psychological principles in an applied off-campus setting. Prerequisites: a declared major in Psychology, two course credits in Psychology relevant to the topic of the practicum, *and* permission of instructor. The maximum credit that may be earned in a Psychology practicum is three course credits. See *Index. Courses 280/380*. (CR)

381. Abnormal Psychology

Etiology, dynamics, and treatment of mental disorders. Problems of diagnosis, prevention, and therapy in relation to such disturbances as transient and long-term reactions to stress, depression, anxiety disorders, addictions, schizophrenia, somatoform and dissociative disorders, and other problems in living. Field trips to selected institutions. Prerequisite: any 200-level Psychology course. (Social Science) ENNS

382. Counseling and Psychotherapy

Major theories of therapy and counseling. Views of practitioners and theorists of various orientations. Prerequisite: any 200-level Psychology course. Recommended prerequisite: PSY 279. (Social Science) ENNS or GREEN

384. Industrial and Organizational Psychology

Psychology applied to work. Topics will include: personnel decisions, personnel training, performance appraisal, job satisfaction, work motivation, leadership, organizational communication, organizational development, union/management relations, and work conditions. Emphasis will be placed on critically examining the methods and practices of personnel decisions and performance appraisal through role-playing exercises and consideration of the theoretical and empirical literature on these topics. Prerequisites: two 200-level Psychology courses. Alternate years. (Social Science) DRAGON

386. Adult Development and Aging

Cognitive, social, and personality development from early through late adulthood. Themes of continuity and change in examining issues of family, work, gender, biological changes, and death and bereavement. Prerequisite: any 200-level Psychology course. Alternate years. (Social Science) GANZEL or JANSSENS-RUD

394. Research Methods

Examination of research designs, statistical tests, and procedures used to establish principles of psychology. Laboratory exercises and research reports written in APA style. Prerequisites: any 200-level Psychology course *and* statistics (either INT 201 or MAT 347-348). (Social Science)

483. Senior Seminar

Each participant chooses a topic within psychology to be explored through periodic presentations and discussion. A paper critically reviewing research and theorizing on the topic chosen. Group discussions of current issues in the field

such as gender and cultural diversity in psychology, the balance between research and clinical practice in professional development, and animal welfare. Prerequisites: PSY 394 *and* Psychology major with senior standing.

485. Research in Psychology (1/2-1)

Reading in depth on a topic in a selected area and the pursuit of an empirical problem related to the topic. May be repeated for credit to a maximum in both PSY 485 and PSY 511 of three course credits. Prerequisites: a declared major in Psychology, one Psychology course relevant to the topic, *and* permission of the instructor.

511. Extended Research in Psychology (1/4)

Reading in depth on a topic of current interest and the pursuit of an empirical problem related to the topic. Must be taken over four consecutive terms. Maximum number of credits allowed: same as for PSY 485. (CR)

512. Reading and Conversation in Psychology (1/4)

Weekly discussion of articles and topics of interest in psychology. Three meetings per term for four terms, with one or two hours of outside reading in preparation for each discussion. Prerequisite: one college-level course in Psychology. (CR)

Religion (REL)

Joseph Molleur (chair), Charles Vernoff

Within a broad comparative framework that explores major world religious traditions, the curriculum in Religion stresses examining two traditions lying at the base of Western civilization: Judaism and Christianity. These investigations are further enriched by drawing upon insights and approaches from related disciplines in the social sciences and humanities. The Religion program offers five areas of concentration: Comparative Religion [CM], Judaic Studies [JS], Christian Studies [CS], Jewish-Christian Studies [JC], and Human Studies and Religion [HR].

Major: A minimum of eight courses to include the following:

- I. A minimum of one course in Hebrew Scriptures (REL 241 or 242) and a minimum of one course in Christian Scriptures (REL 251 or 252); and
- II. A minimum of one 200-level and one 300-level course selected from one of the first three areas of concentration listed above, and a minimum of one 200-level and one 300-level course chosen from one of the remaining four areas of concentration; and
- III. REL 388.

Up to two of the following courses, each with religion-related content, may be included in the eight course major: ART 361 (Saints and She-devils); CLA 216 (Classical Mythology); ENG 326 (Milton); HIS 116 (when the topic is The Holocaust); PHI 301 (Asian Philosophy) and 355 (Philosophy of Religion).

Minor: A minimum of five courses in Religion which include REL 101 or 222; one course in Scriptural studies (REL 241, 242, 251 or 252); and one 300-level course in three of the five areas of concentration, at least two of which must be Comparative Religion, Judaic Studies, or Christian Studies.

GENERAL

101. Introduction to Religion

Role of religion in human experience, with attention to major historical forms of religion and a special focus upon the individual quest for meaning and religious understanding. (Humanities) MOLLEUR or VERNOFF

280/380. Internship in the Practice of Religion

Participation in the activities of a religious organization or institution. See *Index. Courses 280/380.*

290/390. Individual Project

Student-initiated research under the oversight of one or more faculty directors. See *Index. Courses 290/390.*

388. Seminar in Perspectives on Religion

Exploration of advanced issues in the study of religion, treating selected theoretical perspectives as they apply to diverse religious traditions. Content will vary from course to course. Emphasis on individual research. Prerequisites: three Religion courses and junior standing. Alternate years. (Humanities) VERNOFF

COMPARATIVE RELIGION

222. Religions of the World

Comparative in-depth survey of the major world religions, including the monotheistic traditions of Judaism, Christianity, and Islam; the Indo-European traditions of India, Persia, and Greece; and the religions of East Asia. Systematic attention to historical interrelations among traditions as well as differences in worldview and the significance of these differences for understanding human nature and culture. (Humanities) VERNOFF [CM]

324. The Hindu Vision

Hindu worldview as embodied and expressed in this tradition's major teachings, rituals, and social practices. Primary focus on such classical texts as the Vedas, the Upanishads, the Bhagavad-Gita, and the Ramayana. Some attention to developments within modern Hinduism, with particular emphasis on the writings of Mohandas K. Gandhi. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) MOLLEUR [CM]

325. The Buddhist Way

Primary teachings, formative figures, and major movements in the development of Buddhist thought in India, Tibet, China, and Japan. Special attention to the Buddhist understanding of reality, analysis of the human condition, and path to Nirvana or Enlightenment. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) MOLLEUR [CM]

326. The Islamic Path

Muslim beliefs and practices, theology, law, and rituals in the context of the historical development of Islam into a world religion, with attention to such contemporary topics as the relation of politics to religion, the status of women, and Islamic "fundamentalism." Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) [CM]

331. Mysticism: East and West

Mysticism in its historical diversity and possible essential unity. In particular, the problem of understanding and defining "mysticism," given the variety of its forms and practices, arising in world religions of Semitic, Indian, and Chinese origins, including analysis of classic mystical texts. Registration, when the course is taught in Chicago, entails additional costs. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) VERNOFF [CM]

335. Religions of Ancient Mexico

History and phenomenology of religions in Mesoamerica from Olmec beginnings, with special attention to the worldviews of Aztec and Mayan civilizations and their unique place in the global religious picture. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) VERNOFF [CM]

JUDAIC STUDIES

241. Israel and Torah

Historical development and character of Israelite religion through its reflections in Hebrew Scriptures from the Pentateuch to the founding of the monarchy. Consideration given to the problem of textual interpretation in light of differences between the traditional and critical approaches to the Bible. Alternate years. (Humanities) VERNOFF [JS]

242. Hebrew Poets and Prophets

Ancient Israelite religious worldview as reflected in a historical, literary, and interpretive study of the prophetic and hagiographic writings in Hebrew Scriptures. Problem of understanding the nature and significance of prophecy, both as a mode of religious experience and a development within the history of Israel's faith. Role of hagiographer in Israelite religion. Alternate years. (Humanities) VERNOFF [JS]

342. Judaism

Basic concepts, practices, and worldview of post-biblical Judaism. Interpretation of Jewish religious life as it existed in Eastern Europe until recent times. Background readings in the history of Jewish people, religion, and thought. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) VERNOFF [JS]

CHRISTIAN STUDIES

251. Jesus in the Gospels

Interpretation of Jesus in early Christian literature, focusing on the theological and historical problems in the Gospels. Alternate years. (Humanities) MOLLEUR [CS]

252. The Epistles of Paul

Life and writings of the apostle Paul, with special attention to the theological controversies that surrounded his proclamation of the Christian faith. Alternate years. (Humanities) MOLLEUR [CS]

353. Christian Foundations

Original development of some classic ideas of the Christian faith, with special emphasis on the idea of God. Texts will include the writings of such formative figures as Justin Martyr, Irenaeus of Lyons, and Augustine of Hippo, with

attention to early Church councils and creedal documents. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) MOLLEUR [CS]

354. The Protestant Revolution

Major figures and movements that contributed to the division of Western Christendom into Protestant and Roman Catholic communities. Primary emphasis on the writings of Luther, Calvin, and the leaders of the English Reformation, concluding with consideration of the activities and writings of John and Charles Wesley, founders of Methodism. Possible field trips to Amish and/or Amana communities. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) MOLLEUR [CS]

359. Issues in Christianity Today

Focus upon a particular issue that is of concern in contemporary Christianity, in the framework of an overview of nineteenth and twentieth century developments which define the issue's context. Among the issues that may be highlighted are: the question of faith, the problem of evil, modern concepts of God, the reality of religious pluralism, and feminist theological critiques of traditional Christianity. Particular issue will be specified in the current Term Table. Prerequisite: sophomore standing or permission of instructor. Alternate years. Not repeatable, even when topic is different. (Humanities) MOLLEUR [CS]

JEWISH-CHRISTIAN STUDIES

261. Jesus and Judaism

History and dynamics of Jewish-Christian relations from antiquity to the present as influenced by teachings concerning the nature and identity of Jesus. Emphasis on the interpretation of New Testament texts throughout history. Includes Jesus' Jewish identity, Jewish responses to Jesus and Christianity, and the theological roots of anti-Semitism. Alternate years. (Humanities) [JC]

362. Holocaust and Response

Theological developments in the contemporary interaction between Judaism and Christianity as shaped by the watershed events of the Nazi Holocaust, the return of the Jewish People to the Land of Israel, as well as the current political climate, with attention to the claim that basic changes in Western religious understanding are now inevitable. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) VERNOFF [JC]

363. Suffering and the Sacred

Jewish and Christian faith responses to human suffering based on the following biblical paradigms: lament, questioning, and protest; trust and relinquishment; defiant joy as spiritual resistance; self-sacrifice and redemptive suffering; and forgiveness. Hope is an undercurrent running throughout the course. Comparative analysis includes liberation, feminist, womanist, Black, contemplative, and post-Holocaust perspectives. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) QUEHL-ENGEL [JC]

HUMAN STUDIES AND RELIGION

273. Psychology, Ritual, and Spirit

Introduces religious practice as a spiritual remedy for the tensions of life, i.e., explores ritual as a strategy for coping with the problems, paradoxes, and

dilemmas inherent in, and psychologically challenging, individual human existence. Rituals considered include the Japanese tea ceremony as Zen discipline; the Catholic Mass with its contemplative roots; Native American purification ceremonies and vision quests; and everyday work as potential ritualization of ordinary life. Alternate years. (Humanities) FOX [HR]

274. Love, Power, and Justice

Introduction to religion as a source of wisdom for advancing toward harmony in life. Specifically addresses love, power, and justice, whose spiritual balance must be maintained to ensure the continuity of relationships necessary to human survival, individual or social. These themes and their interconnections, central to many religious concerns, will be examined from several vantages—religious, but also psychological, ethical, legal, etc.—with attention to a variety of historical efforts seeking their spiritual resolution. Alternate years. (Humanities) FOX [HR]

275. Religion, Magic, and Witchcraft

Cross-cultural perspective on religious beliefs, practices, and world views. Topics include rites of passage, death and dying, the spirit world, witches, magic, myths, syncretism, drugs, shamanism, and revitalization. Special attention is given to ethnomedicine. Prerequisite: ANT 101. Alternate years. Same course as ANT 210. (Social Science) MONAGAN [HR]

276. The American Dream

Applies social science and humanities disciplines to help explore Americanism as religion, seeking to grasp the American way of structuring and experiencing reality. Treats “freedom,” “the promise of the future,” American landscape including the “myth of the West,” the '60s, America’s Hebrew and Greek roots, “exceptionalism,” etc. Special focus on Midwest includes St. Louis field trip (small extra cost). Alternate years. (Humanities) VERNOFF [HR]

375. Religion, Spirituality, and Community

Examines the religious experience; the provision of meaning and belonging; religious commitment and conversion; official and nonofficial religion; the dynamics of religious collectivities; religion, cohesion, and conflict; religion and social inequality; and religious movements and social change. Topics may include women’s spirituality and modern witchcraft communities, Native Americans and the sacred earth, voodoo and the mystical experience, American Evangelicals and televangelism, and faith-based social change. Prerequisite: SOC 101 or permission of instructor. Alternate years. Same course as SOC 370. (Social Science) OLSON [HR]

376. Ritual, Symbol, and Behavior

Exploration of various theories of symbolic anthropology. Emphasis on mythology, festivals, and rites of passage. Topics include secular and religious ritual analysis, ritual drama, tricksters and *communitas*. Prerequisite: ANT 101. Alternate years. Same course as ANT 308. (Social Science) MONAGAN [HR]

377. Religion and the Literary Imagination

Examination of religious themes in contemporary literature and film, including works by such authors as Flannery O’Connor, Annie Dillard, Frederick Buechner, and Zora Neale Hurston. Methods of analysis are drawn from biblical narrative, feminist theory, developmental psychology, and mythic archetypes. Prerequisite: sophomore standing or permission of instructor. Alternate years. (Humanities) GILLESPIE [HR]

378. Religion and the Musical Imagination

Exploration of relations between religion and music, applying theoretical or other insights to concrete materials of the European musical tradition from ancient times through the late Renaissance. Individual or group-directed study based on MUS 321 (History of Western Music I). Details regarding additional readings, testing, etc. to be worked out with instructor. Available by student request. Prerequisites: two Religion courses, writing-designated course (W), ability to read music, and permission of instructor. (Humanities) STILWELL [HR]

379. Religion and the Artistic Imagination

Exploration of relations between religion and the visual arts, applying theoretical or other insights to concrete materials of European artistic tradition or a non-Western culture. Individual or group-directed study based on ART 256 (Italian Renaissance Art), 257 (Baroque Art: The Age of Galileo), or 266 (Art of the Native People of North America). Details of other readings, testing, etc. to be worked out with instructor. Available by student request. Prerequisites: two Religion courses and permission of instructor. (Humanities) McOMBER [HR]

Russian Studies (RSS)

Advisors: Robert Givens and Lynne Ikach

This interdisciplinary major has been designed to prepare the student for graduate school, government employment, or research in the field of Russian Studies. The curriculum encompasses a program of courses in Russian language, history, literature, and related fields. Students are encouraged to participate in at least one of the various programs that offer language study in Russia.

Major: A minimum of eight course credits, which include:

- I. RUS 103 (Beginning Russian III), 205 (Intermediate Russian), 301 (Composition and Conversation);
- II. Five courses (at least two of which must be courses in Russian history) selected from HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), 323 (Russia from 1941); PHI 307 (Marx and Marxism); POL 327 (Revolutionary Political Thought); and courses in the Russian Program at or above the 300 level.

The following courses are also recommended: ECB 223 (International Economics); HIS 315 (Diplomacy of War and Revolution); and POL 242 (International Politics). A major in Russian is also offered; however, *students may not major in both Russian and Russian Studies*.

Slavic Studies: for opportunities to study in the Czech Republic see *Index. Czech Republic*. For study in Russia, see RSS 384 and 955 below.

280/380. Internship: see *Index. Courses 280/380*.

281. Introduction to Russian Culture and Civilization

Lectures, readings, and discussions on historical and contemporary trends in Russian culture with an emphasis on Russian identity and Russia's relationship to other cultures. Lectures, readings, and discussions in English. Offered subject to availability of faculty. Same course as RUS 281. (Humanities, Writing Requirement) IKACH

290/390. Individual Project: see *Index. Courses 290/390.*

384. Russia Today

The current scene in Russia. Registration, when the course is taught in Russia, entails additional costs. Offered subject to availability of faculty. Same course as RUS 384. (CR) GIVENS

485. Advanced Russian Studies (1/2-1)

An independent project, undertaken in the senior year, and supervised by the Russian Studies Committee. Same as RUS 485.

501. Theatre in Russian (1/4)

Group reading, discussion, and preparation of one or more Russian plays. Rehearsals and performances in Russian. Prerequisites: knowledge of Russian and permission of instructor. Same course as RUS 501. (CR) IKACH

511. Russian Reading and Conversation Group (1/4)

Maintenance of Russian language skills through reading and conversation. Same course as RUS 511. (CR) IKACH

955. ACM Semester in Russia (Krasnodar): see *Index. Russia (ACM).*

Sociology/Anthropology

Christopher Carlson, Erin Davis, Alfrieta Parks Monagan (chair), Mary Olson, Richard Peterson

Sociology (SOC)

Major: A minimum of nine course credits, including eight in Sociology, which include SOC 101, 387, 398; a minimum of two courses in one of the three subfields, and a minimum of one course in each of the other subfields; and one statistics course (INT 201 or MAT 347-348). The three subfields are: *Hierarchy and Inequality* (SOC 248, 343, 348, 366, 376); *Social Organization and Social Control* (SOC 255, 313, 337, 362, 363, 365, 370); *Socialization, the Life Course, and Small Group Behavior* (SOC 220, 273, 334, 361).

Students planning to attend graduate school are encouraged to include an individual research project (SOC 290/390 or 485) in their major. Students planning careers in human services are encouraged to include an internship (SOC 280/380) in their major. One course credit in individualized research (SOC 290/390 or 485) or one course credit in internship (SOC 280/380) may count toward the major. Not more than two 200-level courses may be counted toward the minimum eight course Sociology requirement.

Note: *Students may not combine a major in Sociology with the joint major in Sociology and Anthropology.*

Teaching Major: Same as above. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Sociology: The following program in conjunction with a *teaching major* in Anthropology (individualized major), Economics and Business, History, Politics, or Psychology will enable the student to apply for licensure to teach both the major subject and Sociology: four course credits in Sociology approved by the chair of the Department.

Minor: A minimum of six course credits in Sociology which include SOC 101, 387, 398, and one course selected from each of the three subfields (*Hierarchy and Inequality*; *Social Organization and Social Control*; and *Socialization, the Life Course, and Small Group Behavior*). SOC 280/380, 290/390, and 485 may not be counted toward the minor. *Note: The Sociology minor is not available to students with a Sociology and Anthropology major.*

101. Sociological Perspectives: Structure, Diversity, and Interaction

Analyzing social life in order to understand the relationship between ourselves and the world around us. Consideration of the major areas of sociological investigation; social organization and control of behavior; race, gender, and class stratification; and socialization and the life course of individuals. Emphasis on the United States and industrial societies. *Not open to seniors without permission of the instructor.* (Social Science)

220. Youth: Cultures and Conflicts

Examines the historical construction of the social category youth, the contemporary barriers to youth's social integration, and subcultures of teenagers and young adults. Topics include class, race, gender, and geographical variations in group identity, political participation and grassroots activism, and subcultural forms of expression including music, writing, and fashion. Prerequisite: SOC 101. (Social Science) [Small Group]

248. Contemporary Native Americans

Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are influenced by their unique relationship with the federal government. An analysis of treaty rights, the nature of tribal self-determination, and the goals of current tribal activism. Topics covered include tribal efforts to control reservation development, to protect sacred environments, and to preserve tribal cultures. Alternate years. Prerequisite: SOC 101. (Social Science) OLSON [Hierarchy]

255. Media and the Public Mind

An examination of the underlying organization of the broadcast, print, and electronic media and their role in shaping perceptions, ideologies, and behavior. Special emphasis given to the news, advertising, public opinion, new information technologies, and the political economy of the media. Prerequisite: SOC 101. (Social Science) PETERSON [Organization]

256 through 260. Topics in Sociology

Selected topics of current interest in sociology.

273. Families in Social Context

The family in the United States as an institution and social system, including consideration of families in historical perspective, class and ethnic variations in family life, and contemporary problems and directions of change. Alternate years. Prerequisite: SOC 101. (Social Science) DAVIS [Small Group]

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

313. Urban Community

The social, spatial, and political processes of neighborhoods and cities in historical and contemporary context. Examination of the emergence of the spatial ordering of cities and the consequences of this new ordering for race,

class, and gender. The built environment, urban development, and the architecture of public and private worlds along with the processes of grassroots change in cities will be considered. Some field experience in neighborhoods. Prerequisite: SOC 101. (Social Science) PETERSON [Organization]

334. Individual and Society

Classic and contemporary sociological issues concerning the relationship between the individual and society such as self and identity, conformity and obedience, emotions, and the life cycle. Specific topics may vary from year to year. Prerequisites: two courses in Sociology. Alternate years. (Social Science) CARLSON [Small Group]

337. Work in a Changing World

An examination of the nature and structure of work in the new global economy. Historical development of the organization of work and the major changes in class, race, and gender — contingent employment, under-employment, and unemployment — brought about by globalization and the international division of labor. Major trends in the future of work and the possibility for the redesign of work and worker participation. Prerequisite: SOC 101. Alternate years. (Social Science) PETERSON [Organization]

343. Women: Oppressions and Resistances

Consideration of gender inequality as lived reality and locus of struggle. Topics include: cross-cultural analysis of issues of control and liberation in women's work, styles of mothering, aging, and patterns of partnering; sexualized/racial violence in war, slavery, and domestic service; origins of gender inequality in Christian West; women's resistances in civil rights, indigenous, and development struggles. Prerequisite: SOC 101. Alternate years. (Social Science) OLSON [Hierarchy]

348. Race and Ethnic Relations

Various theoretical perspectives on race and ethnic relations, focusing on the United States. Topics include assimilation, ethnic conflict and U.S. immigration policy, integration, nationalism and social change in civil rights, treaty rights and migrant farm worker struggles, prejudice and discrimination, and signs of change in contemporary race and ethnic relations. Prerequisite: SOC 101 or EST 123. (Social Science) OLSON [Hierarchy]

350 through 360. Advanced Topics in Sociology

Selected topics of current interest in sociology. See *Index. Topics Courses*. Prerequisite: SOC 101.

361. Crime and Deviance

Criminal and non-criminal deviance from the sociological perspective, considering the social causes of and societal reaction to deviant behavior. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Small Group]

362. Criminal Justice

Analysis of the criminal justice system in the U.S., including consideration of the police, the courts, and correctional institutions. Focus on contemporary problems and reform movements. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Organization]

363. Juvenile Justice and Delinquency

Examination of patterns of delinquent behavior, the development of the juvenile justice system, and the current organization and functioning of the juvenile

justice system in the United States. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Organization]

365. Sexualities

Investigates sexuality as a social phenomenon, encompassing a broad range of emotions, actions, identities, and communities. Examines the social organization of sexuality and social control over sexual behavior. Topics include the historical development of sexual norms in the United States, lesbian and gay activism, sex work, pornography, the sexual behavior of teens, and reproduction. Prerequisite: SOC 101. (Social Science) DAVIS [Organization]

366. Gender and Social Institutions

Examines gender from a sociological standpoint, exploring a number of theoretical perspectives and looking explicitly at how the social world shapes our knowledge, interpretation, and performance of gender. Considers the influence of social structures and institutions on gender roles at work, in the law, in education, and for interpersonal relationships. Prerequisite: SOC 101. Alternate years. (Social Science) DAVIS [Hierarchy]

370. Religion, Spirituality, and Community

Examines the religious experience; the provision of meaning and belonging; religious commitment and conversion; official and nonofficial religion; the dynamics of religious collectivities; religion, cohesion, and conflict; religion and social inequality; and religious movements and social change. Topics may include women's spirituality and modern witchcraft communities, Native Americans and the sacred earth, voodoo and the mystical experience, American Evangelicals and televangelism, and faith-based social change. Prerequisite: SOC 101 or permission of instructor. Alternate years. Same course as REL 375. (Social Science) OLSON [Organization]

376. Civil Rights and Western Racism

Examination of the modern Civil Rights Movement. Consideration of the development of the movement through social protest and legal action, goals of the movement from integration to Black Power, and factors involved in emergence of the movement including the development of a Western racial worldview and the emergence of anti-colonial movements worldwide. Prerequisite: SOC 101. Alternate years. (Social Science) OLSON [Hierarchy]

387. Research Design and Data Analysis

Basic methods in sociological research, including an examination and evaluation of specific research procedures and basic statistics. Prerequisites: two courses in Sociology including SOC 101, and one statistics course (INT 201 or MAT 347-348). (Social Science)

398. Sociological Theory

Classical theories of social structure and social change, focused on the works of Marx, Durkheim, and Weber. Prerequisites: SOC 101 and one 300-level Sociology course. (Social Science) OLSON

485. Readings/Research in Sociology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward the Sociology major or the Sociology and Anthropology major. Prerequisites: two courses in Sociology, including SOC 101. (OP)

Anthropology (ANT)

There is no departmental major as such. Individualized majors may be developed involving Anthropology and other disciplines, especially Art, Biology, Ethnic Studies, Music, Psychology, and Religion. See *Index. Individualized Majors*. See also the interdisciplinary major in Sociology and Anthropology and the Teaching Majors described below.

Note: *Students may not combine an individualized major in Anthropology with the interdisciplinary major in Sociology and Anthropology.*

Teaching Major: An individualized major in Anthropology, which includes at least eight course credits in Anthropology. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Anthropology: The following program in conjunction with a *teaching major* in Economics and Business, History, Politics, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and Anthropology: four course credits in Anthropology approved by the chair of the Department.

Minor: A minimum of six course credits in Anthropology which include ANT 101, 320, 322, one area studies course (ANT 202 or 206), and two electives, at least one of which must be at the 300 level. **Note:** *the Anthropology minor is not available to students with a Sociology and Anthropology major.*

101. Cultural Anthropology

Cross-cultural, critical perspective on human behavior and culture. Diversity of human cultures from hunter-gatherers to industrialized city dwellers. Implications of economic, social, political, symbolic, and religious systems for the lives of men and women. Emphasis on non-Western cultures. *Not open to seniors without permission of the instructor.* (Social Science)

105. Human Origins

Physical and prehistoric development of humankind, including primate and human evolution, "race" and racism, behavioral evolution, sexual evolution, the Darwinian revolution, and modern evolutionary theory. Offered every third year.

106. Language, Culture, and Community

An introduction to linguistic anthropology. Students will become familiar with contemporary issues, themes, and theories about language. Topics include communication as a sign system; language as a formal abstract system; and the relationship between language and culture, language and social identity, and language and ideology. Students will become critical thinkers about ways language and language use affect and are affected by individuals, social groups, cultural practices, and politics. Alternate years. (Social Science) SIEBERT

110. Archaeology

Theories, methods, and techniques of the interpretation of the material remains of human cultures. Reconstruction of human behavior, technology, and cultural developments. Offered every third year. (Social Science)

202. Indigenous Peoples and Cultures of North America

Ethnographic survey of the sociocultural systems developed by indigenous Americans north of Mexico. Ecological factors, subsistence practices, social

organizations, and belief systems, along with contemporary issues of change, contact, and cultural survival. Offered every third year. (Social Science)

206. West Indian People and Culture

Ethnographic examination of the descendents of East Indian and Chinese indentured servants, and African slaves. Topics include maroonage, retentions, kinship and gender roles, the spirit world, fiesta, and cultural pluralism. Registration, when the course is taught off campus, entails additional costs. Prerequisites: ANT 101 and permission of instructor. Alternate years. (Social Science) MONAGAN

208. Cross-Cultural Love and Family

Cross-cultural examination of family and kinship systems, with a focus on mixed families in the United States, the West Indies, and Brazil. Implications for kinship, syncretism, social stratification, values, and the cultural definitions of race, color, and ethnicity. Offered every third year. (Social Science) MONAGAN

210. Religion, Magic, and Witchcraft

Cross-cultural perspective on religious beliefs, practices, and world views. Topics include rites of passage, death and dying, the spirit world, witches, magic, myths, syncretism, drugs, shamanism, and revitalization. Special attention is given to ethnomedicine. Prerequisite: ANT 101. Alternate years. Same course as REL 275. (Social Science) MONAGAN

222. Applied Anthropology

The relevance of anthropological theories, methods, and findings in solving practical problems. Contemporary issues will include acculturation, modernization, tourism, overpopulation, health, and cultural survival. Registration, when the course is taught off campus, entails additional costs. Prerequisite: either ANT 101 or EST 123. Alternate years. (Social Science) MONAGAN

256 through 260. Topics in Anthropology

Selected topics of current interest in anthropology. Topics for 2004-05 include Mayan Culture.

271. Women's Roles in Cross-Cultural Perspective

Study of gender roles in cross-cultural perspective, with an emphasis on the symbolic approach to roles of women. Topics include socialization, religion, female symbols, matrifocality, rites of passage, taboos, work, aging, and modernization. Prerequisite: either ANT 101 or WST 171. Offered every third year. (Social Science) MONAGAN

275. The Black Woman in America

Focus on the cultural perceptions and societal roles of Black women in the United States and in the Caribbean. Slavery, maroonage, kinship, religion, aging, social activism, and feminism are among the topics covered. Anthropological literature is augmented by historical, autobiographical, and literary sources. Offered every third year. (Social Science) MONAGAN

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

308. Ritual, Symbol, and Behavior

Exploration of various theories of symbolic anthropology. Emphasis on mythology, festivals, and rites of passage. Topics include secular and religious ritual analysis, ritual drama, tricksters, and *communitas*. Prerequisite: ANT 101. Alternate years. Same course as REL 376. (Social Science) MONAGAN

320. Qualitative Research Methods and Fieldwork

Introduction to the theory and practice of anthropological research methods, including ethnographic interviewing, participant observation, photography, and qualitative approaches to the analysis of cultural data. Students engage in ethnographic research. Prerequisite: ANT 101. Alternate years. (Social Science) MONAGAN

322. The History of Ethnological Theory

Critical and historical study of theories of culture. Historical and contemporary schools of thought and major trends in ethnological theory, along with seminal theorists. Theoretical approaches in relation to biography, historical era, and sociocultural milieu of theorists, and to the function of anthropology in Western thought. Prerequisites: ANT 101 and junior standing. Alternate years. (Social Science)

356 through 365. Advanced Topics in Anthropology

Selected topics and current issues in anthropological theory. Topics for 2004-05 include Introduction to Archaeological Field Methods, and Language, Culture, and Race. Prerequisite: ANT 101, 110, or permission of instructor.

485. Readings/Research in Anthropology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward an individualized major in Anthropology or the Sociology and Anthropology major. Prerequisites: ANT 101 and one other course in Anthropology. (OP)

Sociology and Anthropology (SAN)

Major: An interdisciplinary major with a minimum of 10 course credits in Sociology and Anthropology, which include SOC 101; ANT 101; SOC 387 *or* ANT 320; SOC 398 *or* ANT 322; and six other courses, of which at least two are in each discipline, and of which at least three are at or above the 300 level.

No more than two course credits in individualized research (one in Sociology and one in Anthropology), and no more than three 100-level courses may be counted toward the total of 10 course credits.

Note: *Students may not combine this joint major in Sociology and Anthropology with a Sociology major, an individualized major in Anthropology, or a Sociology or Anthropology minor.*

Teaching Major: Same as above. Completion of the above requirements meets the standards for a teaching license in both sociology and anthropology. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Theatre and Communications Studies

Mark Hunter (chair), Scott Olinger

Theatre (THE)

Major:

- I. THE 115 or 215 or 310;
- II. THE 107 or 108;
- III. THE 311;
- IV. THE 201
- V. Any two of the following: THE 341, 342, 343, 344, 345, 376-379;
- VI. Two credits comprised of eight adjunct quarter-credit courses as follows:
one-half credit of THE 715; three quarter credits to be chosen from three of:
THE 751, 752, 753, 754; and an additional three quarter credits from THE
715, 751, 752, 753, 754; and
- VII. Three other full-credit courses from the Theatre Department or, by
permission of the Department, in theatre-related courses in other
departments (at least one must be at or above the 300 level).

Minor: THE 115 or 215 or 310; THE 107 or 108; THE 201, 311; any one of the following: THE 341, 342, 343, 344, 345, 376-379; one credit comprised of at least two different adjunct quarter-credit courses chosen from the following: THE 715, 751, 752, 753, 754.

103. Introduction to the Theatre

Production and performance overview of the theatre arts. Recommended for non-majors. *May not count toward a major in Theatre.* (Fine Arts)

107. Stagecraft

Introduction to methods and materials of building theatrical scenery for production. Students are required to help build scenery for upcoming Theatre Department productions through lab work, utilizing methods learned in classroom component. Stage lighting instruction covers basic electrical theory, functions and properties of light, and hanging and focusing of various theatrical lighting fixtures. (Fine Arts) OLINGER

108. Costume Construction

Introduction to costume construction technology, including sewing, pattern making, draping, and millinery through classroom and laboratory work. A brief survey of dress throughout history is included. Students are required to help in the construction of costumes for an upcoming Theatre Department production. (Fine Arts)

115. Basic Acting

Study and practice in the essentials of the art and craft of acting. (Fine Arts) CLARK or HOVLAND

201. Play Analysis

Study and practice of play analysis with an emphasis on exploring the potential for live performance embedded in a written text. Students will learn to employ a three-tiered approach to analyzing plays: textual/structural, dramaturgical/contextual, and creative/intuitive. Offered three out of every four years. (Fine Arts) HUNTER

215. Advanced Acting

Advanced study of the working process of the actor in both classical and contemporary plays. The work includes physical and vocal technique, performance of sonnets, monologues, scenes, and audition preparation.

Prerequisite: entrance by audition. Alternate years. (Fine Arts) CLARK or HOVLAND

260 through 265. Topics in Theatre Production

Various techniques and processes explored in relation to theatre production. Recent topics have included Rendering, Props, and Photoshop. See *Index. Topics Courses*. (Fine Arts)

266. Drafting for the Theatre

Instruction in computer-aided drafting for theatre applications. Focuses on scenic and lighting design. Course uses AutoCAD. Alternate years. OLINGER

267. Stage Make-up

Design and application of theatrical make-up in a laboratory setting. Alternate years. (Fine Arts) OLINGER

268. Scene Painting

Instruction in the craft of painting for the stage in a laboratory setting. Alternate years. OLINGER

276 through 279. Topics in Theatre History and Drama

Introductory studies in analysis, critical theory, and dramaturgical skills. (Humanities)

280/380. Internship: see *Index. Courses 280/380*.

281. Dance Workshop

Improvisation, technique, choreography, and historical perspective for beginning dance students. Offered subject to availability of faculty. May be repeated for credit. (Fine Arts)

290/390. Individual Project: see *Index. Courses 290/390*.

303. Scenic Design

Exploration of the role of the scenic designer in the design and production process. Emphasis on creating an environment for the play based on analysis of the script and utilizing elements of design – line, form, balance, composition, color, etc. Through project work, students explore the uses, problems and practical considerations of proscenium, thrust, and arena configurations. Building upon the principles learned in THE 107 and 266, students are expected to have an understanding of basic construction techniques and drafting. Prerequisites: THE 107 and 266. Alternate years (alternates with THE 304). (Fine Arts) OLINGER

304. Lighting Design

Exploration of the role of the lighting designer in the design and production process. Emphasis on employing a lighting inventory to develop mood, achieve focus, and provide visibility for theatrical productions, based on analysis of the script and the visual approach to the play. Project work focuses on the challenges and differences in designing lighting for the proscenium, thrust, and arena stages. Building upon the principles learned in THE 107 and 266, students are expected to have an understanding of basic lighting equipment and drafting. Prerequisites: THE 107 and 266. Alternate years (alternates with THE 303). (Fine Arts) OLINGER

305. Costume Design

Exploration of the role of the costume designer in the design and production process. Building upon skills learned in THE 108 and through script and

character analysis, students begin to develop the visual design of clothing for a play using line, color, silhouette, texture, etc. Project work focuses on developing research and rendering skills, as well as budgeting and allocation of costume technology assets. Prerequisite: THE 108. Alternate years (alternates with THE 267). (Fine Arts)

310. Acting Studio

Scene study and acting approaches for the advanced theatre student. Issues relating to solo performance, approaches to characterization, building an audition repertoire, and marketing of the working actor. Recommended for students who are seriously considering theatre graduate studies and/or professional theatre work. Prerequisite: entrance by audition. Alternate years. (Fine Arts) CLARK or HOVLAND

311. Directing I

Theory and practice of directing with emphasis on the realistic genre. Prerequisite: THE 115. Recommended prerequisite: one-quarter credit in a Theatre adjunct course (THE 715, 751, 752, 753, 754); 715 is particularly recommended. HUNTER

312. Directing II

Advanced directing with emphasis on rehearsal and production procedures. Prerequisite: THE 311. May be taught as a tutorial. Offered upon request.

315. Voice and Movement

Development of vocal and physical vocabularies for the stage. Prerequisites: THE 115 and junior standing or permission of instructor. Alternate years. CLARK

316 through 320. Topics in Theatre Performance

Special topics in acting and direction. See *Index. Topics Courses*. (Fine Arts)

321. Playwriting I

Techniques of, and practice in, writing scenes or short plays. Prerequisites: THE 115 and writing-designated course (W). Offered subject to availability of faculty. (Fine Arts)

322. Playwriting II

Development and implementation of skills learned in Playwriting I. Prerequisite: THE 321. May be taught as a tutorial. (Fine Arts)

341. Tragedy Then and Now: Greek Tragedy and Contemporary Reworkings

Examination of five or six extant tragedies in modern translation, as well as the historical context in which they were written and the manner of their production. Study of critical responses to the texts and the idea of the tragic generally and investigations into the ways in which Greek tragedy informs subsequent theatre practices, including a selective look at some contemporary reworkings and adaptations of classical texts. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) HUNTER

342. Early Modern Theatre: The Renaissance and Beyond

An examination of the theatre of Spain, England, and France four or five centuries ago. The course places important playtexts in historical context and seeks to account for the works' enduring popularity. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) HUNTER

343. Women and Theatre: Historical and Theoretical Perspectives

Examination of the historical role of women in theatre and the interrogation of gender and sexuality in contemporary theatre practice. The course has parallel tracks: a consideration of women's historical participation in the theatre as performers, writers, and directors; a critical inquiry into the ways that women have been represented in the theater from the seventeenth century to the 1990s. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) HUNTER

344. History of Music Theatre

Examination of the evolution of music theatre, from its beginnings in European operetta to its flowering in the Broadway theatre of the mid-twentieth century. Topics include music theater's unique fusion of music, lyrics, and libretto, and its elaboration and development in recent decades. Prerequisite: writing-designated course. Offered every third year. (Humanities) HUNTER

345. Twentieth Century Performance

An examination of representative works from the twentieth century that deal with ideas and formal elements that are not bound up in traditional narrative. The course explores the historical circumstances of the creation of these works and argues for an expanded understanding of theatre that encompasses all kinds of aesthetic performance. Prerequisite: writing-designated course. Offered every third year. (Humanities) HUNTER

350. Advanced Theatre Production

Prerequisites: permission of the Department and appropriate coursework and/or production work to fulfill the project. Available only as a tutorial. May be repeated for credit with the permission of the Department. Offered upon request.

376 through 379. Topics in Theatre History and Drama

Studies centering on a particular nationality, period, playwright, or genre. Prerequisite: writing-designated course (W). (Humanities)

485. Advanced Study

Advanced studies in the areas of directing, acting, design, theatre history, speech, or communications media. Prerequisite: permission of the Department. Offered upon request.

715. Directing and Performance (1/4)

Participation within a semester in one major role in a full-length play or the equivalent. (Fine Arts) (CR)

751. Scenery and Props (1/4) (Fine Arts) (CR)

752. Costumes and Make-up (1/4) (Fine Arts) (CR)

753. Lighting and Sound (1/4) (Fine Arts) (CR)

754. Theatre Administration and Stage Management (1/4) (Fine Arts) (CR)

964. Chicago Arts Semester: see *Index. Chicago Arts Program (ACM)*.

Communications Studies (COM)

121. Speech Communication

Introductory course on group discussion, role playing, impromptu and planned speeches, and nonverbal behavior, all as part of the communicative process.

228. Leadership

Analysis and application of both leadership styles and strategies. Coursework addresses general theories of leadership behavior and communication, and develops some of the specific skills identified as integral to effective leadership. Alternate years. WIGHTMAN

235. Oral Interpretation

Emphasis on the meaningful oral reading of poetry, prose, drama, and children's literature, after careful study and analysis of the literature selected. Some group projects in interpretation may be developed. WIGHTMAN

251. Organizational Communication

Studies and addresses communication behaviors and strategies in the organizational context. Coursework will examine both formal and informal environments, structural impact on communication strategies, and concepts for creating a communicative environment. Alternate years. WIGHTMAN

276 through 279. Topics in Communications

Introductory studies in communications-related fields. See *Index. Topics Courses*.

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

323. Media, Politics, People

Addresses the impact of mass media such as television, radio, newspapers, and magazines on social issues and audience perception as a communication environment. The class explores the communication relationship between mass media and the public. Prerequisite: COM 121. Alternate years. WIGHTMAN

326. Argumentation and Debate

Principles of argumentation and styles of debate. Students develop and present well-reasoned arguments on a variety of topics. Prerequisite: COM 121. Alternate years. WIGHTMAN

376 through 379. Advanced Topics in Communication

Critical evaluation of current issues in communication or study of a selected topic in communication.

561. Speech Activities (1/4) (CR)

Theatre and Speech (THS)

Advisor: Mark Hunter

The following interdisciplinary major is available only as a teaching major:

Teaching Major in Theatre and Speech: A minimum of 11.25 course credits in Theatre and Communications Studies, which include:

- I. COM 121, 235, 323, 326; THE 115 or 215 or 310, 201, 311, 312, 107 or 108; any one of the following: THE 341, 342, 343, 344, or 345;

- II. one-and-one-quarter credits composed of five adjunct quarter-credits as follows: one-half credit of THE 715; two quarter-credits to be chosen from: THE 751, 752, 753, 754; and one additional quarter-credit of either THE 715 or COM 561.

In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Women's Studies (WST)

Faculty: Craig Allin, Jan Boney, Diane Crowder, Erin Davis, Carolyn Zerbe Enns, John Gruber-Miller, Leslie Hankins, Mark Hunter, Stephanie Mackler, Christina McOmber, Alfrieta Parks Monagan, Michelle Mouton, Mary Olson, Shannon Reed, Kirilka Stavreva, Catherine Stewart, Amanda Swygart-Hobaugh (chair), Aparna Thomas

The program in Women's Studies, which includes this interdisciplinary major, is supervised by a Committee composed of faculty members who teach courses dealing with the position and concerns of women. Cornell's offerings about women consist both of courses lodged in departments and courses offered by Women's Studies itself. This model seeks to integrate feminist scholarship into the curriculum of the disciplines themselves while also providing key courses that draw upon the interdisciplinary nature of Women's Studies.

Major: A minimum of eight course credits, which include WST 171, 271, one 300-level Advanced Topics course, and 411; also four course credits selected either from additional Women's Studies courses, or from this list of relevant courses:

ANT 271 (Women's Roles in Cross-Cultural Perspective), 275 (The Black Woman in America); ART 271 (Feminist Art), 361 (Saints and She-Devils); CLA 264 (Women in Antiquity); ENG 325 (Renaissance and Non-Dramatic Literature when the topic is Women Writers in the Age of Shakespeare), 335 (Virginia Woolf), 351 (African-American Literature), 372 (Film and Film Criticism); FRE 254 (French Women Writers in Translation); HIS 255 (American Lives, when taught by Stewart), 354 (United States Social History Since 1940), 357 (Work and Leisure in Modern America); PHI 352 (Philosophy of Feminism); POL 330 (Women and Politics: A Cross-National Perspective), 331 (Gender in Developing Countries), 339 (Seminar in International Relations and Comparative Government when the topic is Gender and Politics in Developing Countries), 361 (Race, Sex, and the Constitution); PSY 374 (Psychology of Women and Gender); SOC 273 (Families in Social Context), 343 (Women: Oppressions and Resistances), 365 (Sexualities), 366 (Gender and Social Institutions); THE 343 (Women and Theatre: Historical and Theoretical Perspectives). Consult your advisor for other relevant courses that may be counted toward the major.

Minor: A minimum of five course credits which include WST 171, 271, one Advanced Topics course at the 300 level, and two additional courses selected from the Women's Studies topics courses or other departmental courses approved for Women's Studies credit. These two additional courses may *not* be counted toward a major in another department or program.

171. Theory and Methodology of Women's Studies

Explores analytical frameworks for the study of gender-defining institutions, focusing on women in society. The course emphasizes approaches and methods that recognize the diversity and similarity of women's experiences across class, racial, and ethnic groups. A. THOMAS

271. Feminist Theories

Examination of different theoretical approaches within Western feminism. Comparative analysis of theoretical constructs and outcomes. Relationship between concepts of gender, ethnicity, class, and sexuality in feminist theory. Prerequisite: WST 171. A. THOMAS

255 through 279. Topics in Women's Studies

Study of a selected topic of interest and concern in Women's Studies. The topics course for 2005-06 is Feminism and Fairy Tales; or Don't Bet on the Prince (WST 258). See *Index. Topics Courses*.

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

301 through 388. Advanced Topics in Women's Studies

Topics selected by the Women's Studies Committee. The topics course for 2005-06 is Selling Sex: Feminist Discourses on the Sex Work Industry (WST 303). See *Index. Topics Courses*. Prerequisite: WST 171.

411. Seminar in Women's Studies

In-depth examination of the relationship between feminist theories and women's studies research. Topics include feminist epistemology, recent theoretical developments in women's studies, and their relationship to conducting research. Researching and analyzing a topic selected in consultation with the instructor. Prerequisites: WST 171 and at least two additional courses that count toward a major in Women's Studies. Alternate years. CROWDER

485. Research in Women's Studies

Individual research on a topic approved in advance by the Women's Studies Committee and directed by a faculty member approved by the Committee. The subject may fall within a traditional discipline or be interdisciplinary. Prerequisite: WST 171.

988-JAM. Semester in Jamaica: Gender and Development. See *Index. Jamaica (SIT)*.

Topics Courses

The following descriptions provide information for courses which are not fully detailed in the departmental section of the Catalogue. These are courses with variable content which may change from year to year, or they are courses which are experimental and may be offered only once or twice before gaining approval to be listed along with other departmental or program courses. B.A. distribution requirements satisfied by these courses are shown at the end of each description.

ART**1-110. Studio Art Topic: Cultural Expression in Ceramics**

A course in the Ceramic Arts exploring ideas and processes from ethnic cultures. The ceramics of Japan, Mexico, Native America and Nicaragua are

among those to be studied. We will concentrate on those processes which can be completed within the framework of one term. (Fine Arts) HANSON

4-375. Advanced Topic in Art History: Art of the American West

An exploration of how the westward expansion in the United States was depicted and conceptualized in painting, sculpture, photography, prints and illustrations from the 19th into the early 20th century. Subjects include the landscape, indigenous peoples, exploration and settlement by Euro-Americans, and encounters with animal life from the Great Plains to the Pacific coast. Prerequisite: a 200-level art history course. (Humanities) STAFF

BIOLOGY

7-108. Topic: Food and Environment

Introduction to basic biology with an emphasis on agricultural ecology, the environmental implications of our current globalized food system, and the benefits of sustainable agriculture and local food. (Writing Requirement, Science) KROUSE

8-108. Topic: Insect Fact and Folklore

An introduction to the biology of insects – the most diverse class of multicellular organisms on the planet. Examines how they feed, breed, grow, invade our homes and crops, and benefit us economically, and includes discussion of many insect myths and coverage of insects in literature and art. Each student will develop a set of pages to contribute to the existing Insect ABC web site. (Science) McCOLLUM

CHEMISTRY

7-108. Topic: The Science of Food

We will consider the chemistry of human nutrition, the use of science to make policy, and the physical, chemical and biological processes by which we convert raw materials into food. (Science) CARDON

9-108. Topic: Forensic Science: Real Life CSI

Introductory course intended for non-science majors. Basic scientific principles as applied to the analysis of crime scenes and the presentation of scientific evidence in a court of law. The course will focus on what and how scientists can learn from evidence, and the portrayal of forensic science and forensic scientists in the media will be examined. At least one field trip. (Science) TEAGUE

9-261. Topic in Chemistry: Forensic Chemistry

An analysis of how chemistry is applied to solving crimes. Discussion of appropriate techniques, instrumentation, and their limitations for particular types of evidence. Examination of how scientific data is integrated with legal argument. At least one field trip. This course will not count toward chemistry or BMB majors. Prerequisites: CHE 202 or 327, and permission of instructor. (Science) TEAGUE

COMMUNICATIONS

6-276. Topic: Dyadic Communications

This is a course designed to explore interpersonal communication with particular emphasis on theory. The course will examine shared understandings and assumptions that are instrumental in dyadic communication in all types of situations. WIGHTMAN

COMPUTER SCIENCE

2-356. Advanced Topic: Computer Networks

This course introduces principles and current trends in computer networks. The TCP/IP Reference Model will be used as the framework with the course progressing top down from application to transport, network, link and physical layers. Topics include motivation and objectives of computer networks, overview of network architectures, layered architectures, performance analysis, virtual circuits, datagrams, routing flow control, local area networks, internetworking, security, and client-server programming. Lab experience includes the design and implementation of projects such as simulation of the network/transport layer functions, routing, congestion control, and applications using TCP/IP or remote procedure calls, primarily in Java. Prerequisites: CSC 140 and 151.
deLAUBENFELS/TABAK

5-359. Advanced Topic: Robotics

Discusses the field of robotics, with an emphasis on autonomous guided vehicles based on Lego Mindstorms. Will be a project centered class, with teams building vehicles to accomplish simple maze-related tasks. Programming techniques will include basic artificial intelligence, real-time programming, incorporating feedback from sensors, unknown variable estimation using a variety of filtering and control techniques. Prerequisites: CSC 213 and 218.
WILDENBERG

ECONOMICS AND BUSINESS

8-265. Topic: Health Economics

Introduction to the economic analysis of the health care system. Use of analytical tools to examine the structure of the health care industry, the production and cost of health care, and behavior of market participants (patients, physicians, hospitals and insurers). Evaluation of government policy and health care reform. Prerequisite: ECB 101 or 102. T. MILLER

5-267. Topic: Economies of East Asia

Examination of the East Asian “economic miracle”, with an emphasis on the causes of rapid growth, impact on income distribution, the nature of government economic management and the role of international trade. The dynamics of economic change are explored through a look at the economies of Japan, South Korea, China and Hong Kong. (Social Science) FAROOQI

6-269. Topic: Labor Market Issues

Exploration of a variety of current issues in labor markets from an economics perspective. Why do professional athletes, rock stars and movie stars earn so much more than the rest of us? What is the market value of a college degree? Why do some college majors earn more than others? Does it make economic sense to go to graduate school? Who really pays for and benefits from on-the-job training? Are workers really better off when the government regulates safety in the workplace? Do employers benefit from discriminating against women, African Americans and other minorities? Why has union membership fallen so dramatically during the last 30 years? Who benefits from and who is hurt by increased international competition? Prerequisite: ECB 101 or 102. (Social Science) SAVITSKY

4-270. Topic: U.S. Business and Economic History

The thrust of the course will be to understand the transition in American business from small family firms to large joint-stock multidivisional enterprises. The course will cover specific firms, celebrated entrepreneurs, and key industries emphasizing their organizational attributes. Is the family firm an early stage in

the evolution of the giant corporation? Or are there unique contexts in which family firms thrive and industrial corporations may not? Are large corporations natural responses to changing technology or to changing social relations or to opportunities created by the state? Prerequisites: ECB 102 or permission of instructor. (Social Science) HEJEEBU

ENGLISH

1-111-A. Jane Austen, Technology, and Literacy

Writers in Austen's time encountered pressing problems due to advances in printing and a growing literacy rate. How could readers find good books without wasting time on bad ones? How could readers tell if a source was credible? Could writers prevent the circulation of misinformation? What did it mean to be well-read? Today, readers and writers may face similar problems with abundant information sources through the internet. While reading nineteenth-century novels about technology and literacy, students will learn how to find, evaluate, and use credible information to produce strong academic writing. Requirements include three papers, revisions, and writing workshops. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) MOUTON

1-111-B. After *Hamlet*

This course begins with an investigation of the major interpretive puzzles of *Hamlet* by attending to the sound of the dialogue and the differences among the three "basic" texts of the play dating from Shakespeare's era. We will also study the interpretive choices of directors, actors, and designers in several film adaptations of the play. Finally, we will discuss other writers' creative adaptations, which re-interpret the characters and conflicts in *Hamlet* in daring and imaginative ways. The course is designed to hone students' analytical and research skills, reflect on the writing process, and engage in writing revision. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) STAVREVA

2-111. International and Avant-Garde Films of the 1920s

The class will screen and analyze an array of influential silent films from the 1920s chosen from classics of early Soviet cinema, such as Pudovkin's *Storm Over Asia*; innovative French avant-garde films such as Germaine Dulac's *Smiling Madame Beudet*; and German films such as Wiene's expressionist *The Cabinet of Dr. Caligari* and Lotte Reiniger's silhouette films. We will also screen British films, such as Hitchcock's *The Lodger* and *Blackmail*, American classics such as Chaplin's *The Gold Rush*, and some rare American avant-garde films. Students will research and write critically about film; they will write and revise papers, from film criticism to research-informed film studies. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) HANKINS

3-111-A. Madness and Revolution in American Society

What is freedom? Does freedom imply that anything goes? If not, who draws the line and where? This course will examine behavior and thinking that exists on the borderlands. We will explore how words such as "freedom," "revolution," and "madness" are at the core of how a given society understands itself and defines the individual within that society. We will use literary figures such as Jack Kerouac, Ken Kesey, and Sylvia Plath to examine the shifting nature of such concepts in American Culture during the 1950s and 1960s, an era of great social change when such terms were being radically redefined. Not open to

students who have previously completed ENG 111. (Humanities, Writing Requirement) G. FREEMAN

3-111-B. Fairy Tales, Walt Disney, and Cultural Criticism

The Disney Corporation's influence on American culture is pervasive, but until recently, it has been largely unexamined. This course will focus on critical perspectives and readings of Disney films, and other elements of the Disney Corporation such as Disney World, Disney Cruise Lines, and Disney's residential community Celebration. How do Disney films affect and challenge our understandings of gender and race? What does Disney World's popularity reflect about American culture? Emphasis on critical reading and academic writing. Requirements include three papers, writing workshops, and revisions. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) MOUTON

4-111. Reimagined Stories: Loose Adaptations in Film and Literature

What is an adaptation? That is, where are the boundaries? What happens when a story is recast in a new context or told from a different character's perspective? How do adaptations help us approach old stories in new ways? This course operates under the assumption that there is no such thing as a "pure" adaptation. Whether intentionally or not, filmmakers and writers reshape texts based on their own personal and societal contexts. This course will focus on adapted texts whose creators have embraced—for better or for worse—the possibilities and freedom that can arise from abandoning efforts at "faithful" retellings of old stories. Students will be expected to conduct research and write academically throughout the term: special emphasis will be placed on the revision process and on writing workshops. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) JACKSON

5-111. Global Literature

Global literature, some of the most exciting and entertaining literature produced in recent times, is often neglected in the regular English curriculum. This course provides an introduction to African, Asian and Caribbean literature written in English. Discussion of the historical and cultural context of the literature read in class. Authors discussed may include Chinua Achebe, Arundhati Roy and Claude McKay. Special emphasis on academic reading, writing and revision. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) REED

6-111-A. Diversity in Drama: A Variety of Voices from the Modern American Stage

Class will study modern plays by American writers from several different backgrounds and review film versions of some of the plays. Possible playwrights: Lorraine Hansberry, Beth Henley, Tony Kushner, David Mamet, Arthur Miller, Eugene O'Neill, Wendy Wasserstein, Tennessee Williams, August Wilson. Not open to students who have previously completed ENG 111. (Humanities, Writing Requirement) R. MARTIN

6-111-B. Madness and Revolution in American Society

See Term 3 for description.

7-111-A. Global Literature

See Term 5 for description.

7-111-B. After Hamlet

See Term 1 for description.

8-111. Diversity in Drama: A Variety of Voices from the Modern American Stage

See Term 6 for description.

3-365. Comparative Literature and Cinema: The Reel 1920s: International Film and the “Little Magazines”

Both “little magazine” culture and film culture in the 1920s were international in scope and experimental in style. This course will look at the way “little” magazines and some high fashion, high art magazines published experimental writing and wrote about film culture. Focusing on screenings by the London Film Society, we will screen classics of early Soviet cinema, innovative French avant-garde films, German expressionist and experimental films, British films and rare American avant-garde films. *Note: class will meet some days at the UI library.* Prerequisite: Writing-designated course (W). (Humanities) HANKINS

1-374. Advanced Topic: Wilderness, Language, and Metaphor

This creative writing course will be held at the Wilderness Field Station in northern Minnesota and will include a canoe trip into the Boundary Waters wilderness. We will focus especially on the intersections between landscape, interior experience and creative expression. Students will experiment writing in a variety of genres and will explore different techniques to use natural settings in their writing. Will also include the study of respected nature writers such as Barry Lopez, Edward Abbey, and Terry Tempest Williams. The Cornell Wilderness Term (CWT) is an off-campus program comprising courses in the sciences, social sciences, arts, and humanities and provides students with unique opportunities for reflection and creative work in a wilderness setting. Co-curricular activities such as camping, canoeing, and evening seminars enable cross-disciplinary sharing of ideas. Registration entails additional costs. Prerequisite: Writing-designated course (W). G. FREEMAN

GEOLOGY

2-262. Topic: Geology of the National Parks

The United States was the first nation to set aside land as a national park for the purposes of preservation and recreation. This class will explore the history of the National Park system, focusing on the spectacular geology of our country as the principal factor in the origin of national parks. Students will investigate the diversity of geological formations and learn about the dynamic processes that cause such diversity on Earth. Field trips. (Laboratory Science) WALSH

8-360. Advanced Topic: The Origin of Mountains

Mountains are formed by a variety of geological processes. This class will explore methods of mountain-building, focusing on the histories of different mountain belts around the world. We will read and discuss current literature on a range of related topics, such as: ultrahigh-pressure rocks, ophiolite emplacement, terrane accretion, thermobarometry, and methods for dating ancient mountain belts. A multi-day field trip is likely. Prerequisites: GEO 212, 315, and 319 or permission of instructor. (Laboratory Science) WALSH

HISTORY

7-118. Introductory Seminar: Growing Up Crazy: From Flappers to Flower Children

An exploration of two decades in which young persons articulated a self-consciousness about their place in society and youth were the center of

public attention and debate – formative periods in the development of “youth culture” and youth markets. As an introduction to historical studies, documents and cultural expressions such as music, theater, film, and art are considered. Social, political, and demographic changes help put the two decades into perspective. (Humanities) R. THOMAS

4-259. Topic: Foundations of Islamic History

An overview of the first 650 years of Islamic history from the appearance of Muhammad until the sacking of Baghdad by the Mongols in 1258. Topics include the rapid rise and spread of Islam, the establishment of the Caliphate, the emergence of a distinctive Muslim culture, the conflicts between Islam and medieval Christendom including the Crusades, and between Islam and various nomadic groups from central Asia. (Writing Requirement, Humanities) MILLER

6-331. Topic: Reading the Renaissance

The Renaissance and Humanism through primary sources: Petrarch, Alberti, Pico della Mirandola, Castiglione, Machiavelli, and others. Prerequisite: Junior standing or permission of instructor. (Humanities) MILLER

8-331. Topic: Late Medieval/Early Modern Islamic History

This course will focus on the events that brought about the end of the classical period of medieval Islamic history and the consequent rise of the Ottoman, Safavid, and Mughal empires during the Early Modern Period. Special attention will be paid to the growing contact, both peaceful and violent, between these emerging Islamic empires and Christian Europe. Prerequisite: Junior standing or permission of instructor. (Humanities) MILLER

PHYSICAL EDUCATION

1-101. Fitness for Life: Personal Fitness Development

An introduction to the major concepts and physiological bases of fitness and the evaluation of essential aspects of personal fitness and individual fitness programming. Introduction to a variety of physical activity options with the goal of establishing a systematic exercise routine based on individual fitness and wellness goals and personal interests. Fitness assessments; identification of points of strengths and weaknesses. MOFFITT

9-101. Fitness for Life: Camping and Canoeing

Instruction in the major components of fitness, the physiological basis of fitness, evaluation of personal fitness, and individual fitness programming. The activities component of the course includes instruction and practice in wilderness camping and canoeing, culminating in a week-long excursion in the Boundary Waters Canoe Area Wilderness in northeastern Minnesota. A course fee of approximately \$300 is required to pay transportation and complete outfitting costs for the trip. DeVRIES

6-356. Advanced Topic: Nutrition for Health and Sport Performance

An exploration of the relationships among nutrition, personal health and wellness, and sport and exercise performance. Study of essential nutrients and their functions in building and maintaining optimal health and sport and exercise performance. Common myths and scientific evidence related to healthy diet, weight management, and dietary supplements. How to conduct nutrient analyses, recognize dietary deficiencies, and make recommendations for healthy dietary modifications. Prerequisite: junior standing or permission of the instructor. MOFFITT

PHYSICS

7-355. Advanced Topic: Astrophysics

This course will apply basic physical principles to a quantitative study of stars, galaxies, and the universe. The course will cover star formation, evolution, and nucleosynthesis, as well as galaxy formation, the expansion of the universe, and the Big Bang. Prerequisite: PHY 303. BEAUCHAMP

POLITICS

5-251. Topic: Principles of American and International Politics

Classical principles of American politics and contemporary international relations with special reference to Asia. (Social Science)

SUTHERLAND/LEACH

8-336. Seminar: Strategies to Alleviate Poverty

The course explores the nature of poverty in the developing world. What causes it? What behaviors does it induce? Emphasis is on discussing various institutional factors that lead to poverty. The course will explore strategies and programs designed to alleviate poverty at the international, national and local levels, and analyze the role of the World Bank, national governments and non-governmental organizations in eliminating poverty. Can poverty be eradicated and if so, can the solution be found in capitalism itself? If not, is there a viable alternative? Prerequisite: POL 242 or 243. (Social Science) A. THOMAS

PSYCHOLOGY

9-255. Topic: Psychology of Optimal Functioning

This course will explore theory and research relevant to the various positive psychologies devoted to the scientific study of adaptive and optimal human functioning. Psychological theories that focus on productive coping are embedded in a wide range of traditions including humanistic-existential, cognitive-behavioral, and feminist-multicultural psychology. The class will emphasize contemporary perspectives on positive subjective states and personality traits that support well-being, as well as the role of social institutions in supporting these strengths. Concepts of recent interest include resilience, meaning making, optimism, peak performance and "flow," mindfulness, and life satisfaction. (Social Science) ENNS

5-351. Advanced Topic: Counseling Children and Their Families (1/2)

This course provides students an opportunity to explore aspects of the helping profession of counseling children and their families. Focus will be on the practical application of traditional theory; current psychotherapy practices and alternative thought concerning child and early adolescent health and development within a systemic and topics oriented framework. Recommended for students who have career interest in psychology or related fields.

Coursework includes reading, media viewing, class discussion and lecture, student writing, small group work and student presentations. Prerequisite: any 200-level psychology course. ZAKOIAN

5-352. Advanced Topic: Abnormal Child/Adolescent Psychology (1/2)

An examination of etiology and dynamic in topics of child and adolescent mental disorders. Problems of diagnosis and prevention in areas of abnormal child and adolescent psychology will be addressed. Topics include discussion of the impact of child/adolescent problems on family and adult life. Prerequisite: any 200-level psychology course. JANSSENS-RUD

3-353. Advanced Topic: Topics in Health Psychology

Health psychology encompasses the application of psychological principles in the maintenance of health as well as the prevention and treatment of illness.

Includes theory and research regarding the precursors and correlates of health and illness, as well as the study of health care systems and policy. Focus will be on selected topics relevant to stress and its impact on health and illness, mind-body connections related to health and coping, risk-taking behaviors that increase health problems (e.g., substance use, dysfunctional eating), life-stage issues related to health promotion, and coping skills for managing symptoms and for those with chronic or catastrophic health problems. Prerequisite: any 200-level psychology course. (Social Science) GREEN

8-359. Advanced Topic: Readings in Emotion: Understanding Passion

Why are some people more “emotional” than others? Why does an insult enrage one person, move another to tears, and have no impact on a third? How can a piece of music or art fill us with joy or sadness? We will examine aspects of emotional experience, including theoretical/historical perspectives of emotion; the biology of emotions; the ways one can measure emotion; the interface of emotion with motivation, cognition and social behavior; the concepts of emotional intelligence and emotional regulation; and the role of emotion in psychological disorders. Additional topics and/or individual projects may include emotion and language, emotional development, and emotion in animals. Prerequisite: any 200-level psychology course. (Social Science) GANZEL

SOCIOLOGY

8-357. Advanced Topics: Gatherings, Crowds, and Sports Riots

Examines gatherings, crowds and sports riots using an intensive case method. Principles of crowd dynamics and methods for researching crowds will be examined. Case histories of “Woodstock”, “The LA Riots”, “Heysel Soccer Riot”, and “Kent State” will be studied. Prerequisite: SOC 101. (Social Science) LEWIS [Small Group]

THEATRE

9-264. Topic: Sound Design

Explores the role of the theatrical sound designer and sound engineer in the design and production process. Course includes understanding the principles and properties of sound, especially as a design element in theatre; digital and analog recording; and editing, mixing and playback techniques. Projects focus on the challenges and difference in recording, playback, and the use of sound in theatrical settings and configurations. The concepts and techniques are applicable in a variety of other contexts, especially in composing and/or mixing music. (Fine Arts) OLSON

2-316. Advanced Topic: Devised Theatre

Devised theatre, as that term is understood by British theatre practitioners, is created by a group of people working in collaboration, as opposed to a playtext written by a single playwright. A devised theatre work is defined only by the structure imposed by the group creating it. It may or may not have a narrative line. It may include music, movement, and objects as well as text. It can deal with an infinite range of ideas, themes, and concepts, limited only by the desires and plans of the group. This class will explore techniques of devised theatre by making a work that will then be refined, rehearsed and produced in the evening hours of Term 3 (and possibly the beginning of Term 4). There will likely be an

organizational meeting on one evening during Term 1. Enrollment by permission of instructor; audition required. (Fine Arts) HUNTER

WOMEN'S STUDIES

6-258. Topic: Feminism and Fairy Tales; or Don't Bet on the Prince

The course fosters an understanding of the way fairy tales have functioned in Europe and North America since the beginning of the nineteenth century, and introduces various critical theories and approaches to this genre. Emphasis will be placed on the depiction of gender stereotypes and the significance of feminism in the fairy-tale tradition. Variants of the tales from European and nonwestern cultures will be introduced to explore how the literary genre has undergone vast changes due to socio-cultural shifts in the last two hundred years leading to cinematic transformations. ROMALOV

3-303. Advanced Topic: Selling Sex: Feminist Discourses on the Sex Work Industry

This course examines competing feminist discourses regarding women's involvement/portrayal in the sex work industry. Grounded in feminist perspectives, the course considers similarities/differences between various feminist discourses regarding sex work, deployment of these discourses in a global context, whether sex work is inherently degrading/objectifying to women or if it may be sexually liberating, how one's position in society impacts his/her perspective of the sex work, how social discourses regarding the sex work industry (e.g., freedom-of-speech, religious, and legal considerations) clash and/or complement the feminist discourses, and how discourses deployed by women outside the sex work industry (i.e. academics, human rights activists) clash and/or complement those of sex workers. Prerequisite: WST 171. SWYGART-HOBAUGH

FPO

file: Additional
Academic Programs

All-College Independent Study Courses

No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for the Bachelor of Arts or Bachelor of Music degree. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying the minimum of nine course credits numbered in the 300s or 400s required for the B.A. or B.Mus. degree.

280/380. Internships (1/2-1)

See "Departmental Off-Campus Internships" under *Off-Campus Programs* below for a general description of internships. Like Individual Projects, Internships are open only to students who have completed at least nine term credits, at least two of which are in the same department as the Internship. See listing under individual departments for specific information.

Internships are hands-on experiences designed to provide students with pre-professional work projects under the guidance of a practicing professional supervisor. Typically, a valid internship will include a minimum of 40 hours of participation per week for one course credit and 20 hours of participation per week for one-half course credit.

To enroll in an Internship, a student must file a proposal endorsed by the faculty sponsor. The proposal must be submitted to the Registrar before the start of the term in which the Internship is to be credited. Internship credit will not be approved retroactively. Forms are available from the Registrar's Office. (CR)

289/389. Group Projects (1/2-1)

Two or more students who wish to organize a course of study in an area not normally included in the regular course offerings may assume the responsibility for finding a faculty sponsor and for drafting a contract to be approved by the Academic Standing Committee. The contract must be submitted on a form available from the Registrar's Office at least four weeks before the Project is to begin. Group Projects are open only to students who have completed at least nine term credits. Only those students who have signed the original contract may register for the course. Projects may be either departmental or interdisciplinary; however, a Group Project may not be used to meet any of the general education requirements for the B.A. or B.Mus. degree and does not count toward a major unless specifically approved by the department concerned. A half-course credit in a Group Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (CR)

290/390. Individual Projects (1/2-1)

Students may do intensive work in a subject or area not normally included in the regular course offerings or else pursue in depth a topic encountered as part of previous studies. The arrangement is that of a tutorial, in which the student works independently under the supervision of a faculty tutor on a topic suggested by the student and approved by the tutor. Individual Projects are open only to students who have completed a minimum of nine term credits, at least two of which are in the same department as the Project. B.A. or B.Mus. candidates are not permitted to earn more than two course credits of Individual Projects in any one department. Individual Projects may not be used to satisfy

the specific course requirements listed as Part One of the general education requirements for the B.A. or B.Mus. degree and may fulfill major requirements only if the department approves.

To enroll in an Individual Project, a student must file a petition endorsed by the faculty tutor and the chair of the department. The petition must be submitted to the Registrar at least four weeks before the start of the term in which the Project is to be credited. Forms are available from the Registrar's Office. A half-course credit in an Individual Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (OP)

690. Special Studies

B.S.S. candidates have the option for one or more terms of reading on their own; auditing courses; doing library or field research; working either as a volunteer or a paid employee with public or private organizations; taking professional or vocational courses at other institutions; traveling; or engaging in a creative endeavor involving writing, composing, performing, painting, sculpting, etc. To arrange a Special Study course, the student must justify to her or his faculty committee that the proposed experience is relevant to the student's educational objectives as stated in the B.S.S. Prospectus and will materially help the student achieve these goals.

Students who undertake a Special Study course (690) must file a Plan of Study with the Registrar before the start of the term. This is the contract for the term and must be approved and signed by the faculty committee. Special Studies projects may extend over two or more consecutive terms; however, only one Plan of Study need be filed if only one project is involved. Any changes in the Plan of Study after the start of the term must be approved by the committee and filed with the Registrar.

Students who file a Plan of Study at the beginning of a term must also file a Progress Report at the conclusion of that term in order to receive a term credit for their work. The committee determines whether the student has done what was proposed in the Plan of Study and either signs the Progress Report (thus authorizing a term credit) or not, depending upon the advisor's evaluation of the student's academic progress. Students who file a Plan of Study for a multi-term project need not file a Progress Report until they have completed the project, i.e., at the conclusion of the final term specified in the Plan of Study. Because the committee must certify to the Registrar at the end of every term that satisfactory progress is being made toward the completion of the project, the committee may ask the student to submit periodic evidences of such progress. The Progress Report, typed onto an official form by the Registrar and signed by the student and the committee, becomes a permanent part of the student's transcript.

There is no limit to the number of Special Studies that a B.S.S. candidate may take. The Registrar approves petitions (available from the Registrar's Office) to waive room and board charges for one or more semesters (periods of not fewer than four terms) for a limited number of B.S.S. candidates planning to undertake Special Studies outside Mount Vernon. (CR)

Summer Study

Although Cornell does not currently offer on-campus courses during the summer, students may earn one course credit for either a research project or an internship undertaken during the summer. Only students who will have

completed a minimum of 14 term credits before the start of the Summer Study course are eligible to apply. Students begin by consulting a faculty member in the department in which they wish to earn the credit, who can tell them whether the department will sponsor their project and what, if any, prerequisites or other conditions must be satisfied in order to obtain departmental approval. Although some departments may suggest topics or put students in contact with prospective internship supervisors, most students develop their own proposals and contacts.

To register for a Summer Study course, students must file a proposal with the Registrar, available from the Registrar's Office, before leaving for the summer (the earlier the better in case there is a problem obtaining the permission of the Academic Standing Committee). The prospectus must be approved and signed by the faculty sponsor and the department chair. Late or retroactive registration is not permitted. No more than one course credit may be earned in any one summer, and not more than two course credits of Summer Study may be counted toward a student's Cornell degree.

The Summer Study course must be completed during the summer in which it is undertaken, i.e., between the start of Term Nine and the end of Term One. If a student fails or otherwise does not complete the course, he or she will not be charged and no record of the course or grade will be recorded on the student's transcript; however, if the College or the faculty sponsor has incurred any expense in connection with the course, the student will be charged the amount of this expense.

No additional tuition for a Summer Study course is charged if the student substitutes the Summer Study for a course either in one of the terms of the year preceding the start of the summer or in one of the nine terms of the following academic year. The student must also have paid or must pay tuition for the full academic year (eight terms) in which the Summer Study is credited. Under this option, the Summer Study is undertaken and completed during the summer, but the credit is posted either retroactively in one of the terms of the preceding year or in one of the following nine terms. A student is not permitted, however, to take a course in the term in which the Summer Study course is credited and must therefore take that term as a vacation. If these conditions are not satisfied, the student will not receive credit for a Summer Study course unless he or she pays tuition for the course at the rate charged for a single term during the regular academic year.

Students who elect to receive credit for their Summer Study retroactively in the preceding year but are unable to complete the course are not entitled to a refund, regardless of the circumstances. In such an event, the student's registration will be changed to "vacation." Students should keep in mind the possibility that the internship may not materialize or that they may not be able to complete the research project. They should make certain, therefore, that they earn enough credits during the preceding academic year in order not to jeopardize their being graduated on time. For information about Summer Study courses, consult the Registrar. (CR)

297/397. Summer Individual Project

Intensive study or research in a subject area not normally included in the regular course offerings or further in-depth study of a topic encountered as part of previous studies. The student works independently under the supervision of a faculty sponsor on a topic suggested by the student and approved by the

sponsor. Prerequisite: a minimum of 14 term credits completed, at least two of which are in the same department as the project. (OP)

299/399. Summer Internship

See “Internships.” (CR)

Off-Campus Programs

The College offers four different kinds of off-campus study and travel, and students may participate in more than one during their career at Cornell.

General information about off-campus study, travel abroad, passport applications, etc., is available from the Study Abroad Advisor.

LACY-SALAZAR

I. Courses Taught Off-Campus by Cornell Faculty

These are advertised each year in the Term Table. Recent offerings included such locations as the Bahamas, Bolivia, Canada (Montréal), England, Italy, Japan, Mexico, New Zealand, West Indies; and, in the United States, Chicago, Florida, Louisiana, Minnesota, and Wisconsin. Each course involves extra costs, which are not covered by either the regular tuition or financial aid. Interested students should consult the instructor for a description of the course, the prerequisites and deadlines, and the cost. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

Many of these courses require a deposit several months in advance. (See also *Index. Adding and Dropping Courses, paragraph 10.*)

II. Departmental Off-Campus Internships and Independent Studies

Cornell internships are off-campus experiential learning activities, usually for one or two terms. An internship offers an opportunity to make connections between the substance and methods of academic study and the application of that study to work or service. They help students develop leadership and service skills. Internships are sponsored by a Cornell faculty member and supervised by a representative of the organization or firm where the internship resides.

Internships typically feature an agreement among the parties projecting student responsibilities (including hours to be assigned); documentation of activity, e.g., through daily journals, weekly reports, and/or a final, reflective essay from the student; and evaluation of performance (including a report from the supervisor on site).

Although some departments may suggest topics or put students in contact with prospective employers, most students develop their own proposals and contacts. Students must consult the faculty member whom they wish to have sponsor their internship several terms in advance. International students on F-1 (student) visas should consult with the Office of Intercultural Life to determine if the internship constitutes curricular practical training or off-campus work.

Students may also, with departmental approval, design their own off-campus independent research projects. Some departments have a *485 Advanced Studies* course or use either the *290/390 Individual Project* or *690 Special Studies* options described in the preceding section. Summer internships and research are permitted only under the *297/397* or *299/399 Summer Study* options described in the preceding section.

Internships and independent studies are open only to students who have earned at least nine course credits. Any expenses incurred (such as for

transportation and lodging) must be borne by the student. Students who receive financial compensation for their participation in an internship or similar program may have their Cornell aid adjusted accordingly. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

III. Cornell-Affiliated Off-Campus Programs

Courses or programs, numbered in the 900s [numbers appear in square brackets at the end of each description], are listed below. Although conducted by outside agencies, these programs have been approved by the Cornell faculty for listing in this *Catalogue*. Many of Cornell's off-campus programs are administered by the Associated Colleges of the Midwest (ACM) and the School for International Training (SIT). Students on an approved off-campus program are considered to be enrolled in Cornell and do not have to withdraw from the College. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

1. To enroll in any of these programs a student must obtain the approval of the program advisor and the Academic Standing Committee before applying to the sponsoring agency. Unless a higher grade point average is specified in the description of the program, a minimum cumulative grade point average of 2.0 is required at the time the student petitions the Committee.
2. The number given in parentheses after the title indicates the maximum amount of course credit that will be awarded by Cornell; however, participants who do not take or pass all parts of the program will receive credit only for the work actually completed. Normally, students will not receive more course credits than the number of Cornell terms encompassed in their program.
3. Programs with the word "exchange" in their title may require that a student from the other institution enroll at Cornell in the same academic year as a Cornell student enrolls in the other school. Should such an exchange not take place, the program may not be offered.
4. All Cornell-affiliated off-campus programs are open to students who have completed at least nine credits when the program begins.
5. All courses are posted on a student's Cornell transcript as transferred work, and the grades issued by the host institution are automatically converted to CR (if C or higher) or NC (see *Index. Credit by Transfer and Grades*). The original grades will appear as annotations on the student's Cornell transcript but are not calculated into the student's Cornell grade point average.
6. All courses are considered electives. Students who wish to have one or more of these courses counted toward fulfilling their B.A. or major requirements must obtain written permission from the Cornell department concerned and file this statement with the Registrar before beginning the program.
7. Cornell students are limited to nine terms of Cornell-approved off-campus programs. These programs are numbered in the 900s and course descriptions are given under *Cornell-Affiliated Programs in Foreign Countries* and *Cornell-Affiliated Domestic Off-Campus Programs*.
8. To participate in one of the following 900-numbered off-campus programs, the student must:

- a. consult the Cornell program advisor, the Registrar, or the Study Abroad Advisor to obtain information about the program, the application process, costs, prerequisites, and deadlines.
 - b. petition the Academic Standing Committee on a form (available from the Registrar's Office) that must be endorsed by the program advisor and the student's academic advisor. The deadline for petitioning the Committee is as follows:
 - for a **one-term program in the fall or spring**, by February 1 of the academic year preceding the start of the program, if possible, and in all cases not later than one month before the date when the application to the sponsoring agency is due;
 - for a **summer program**, one month before the application to the sponsoring agency is due and in every instance not later than May 1;
 - for a **program of three or more terms' duration**, February 1 of the academic year preceding the start of the program. No petition will be approved earlier than this date.
 - c. complete the application form as directed by the program advisor. The application, deposit, letters of recommendation, etc., should not be sent to the host institution or sponsoring agency until the student has received formal notification from the Academic Standing Committee that he or she has been granted permission to participate. Admission to most programs is competitive and requires the approval not only of Cornell but also of the host institution.
 - d. register for the program at the Registrar's Office as for any other course and notify the Registrar whenever there are changes.
9. For these programs the College reserves the right to limit the number of students who may participate in any academic year. The Academic Standing Committee considers each petition based on the following criteria, ranked in general order of importance:
- a. no prior off-campus semesters of study as a Cornell student;
 - b. students who intend to go off-campus as first-semester seniors, as juniors, or as sophomores, in that order of preference;
 - c. students who apply for ACM-sponsored programs, since these students have no other way of participating (note: all the programs listed below are ACM, except for Capital Experience, FLAP, SIT, and Washington Center);
 - d. the student's cumulative grade point average;
 - e. the merits of the student's written statement of purpose, in which the student describes the features of the program that are of special importance and explains how the program relates to the Cornell course of study and to general educational goals; and
 - f. the merits of a recommendation from the program director, an academic advisor, or instructor who can testify to the relevance of the program to the student's studies, and who can comment on the student's ability to participate successfully (academically and socially).
10. Students who choose to be off campus during the second half of their senior year do so with the full understanding that they may have to postpone their graduation to August or later because Cornell's Commencement may occur earlier than the completion of the off-campus program or earlier than the host institution can process and forward their transcript to Cornell. The College assumes no responsibility in such cases for the student's graduating with her or his class.

11. For these off-campus programs numbered in the 900s, Cornell will transfer to the host institution all or part of the student's tuition, depending upon the host institution's charges. If the host's tuition is less than Cornell's, however, no adjustment in charges will be made. The costs of transportation, lodging, and meals are normally the student's responsibility. Because each program is structured differently, students, before making application, should ascertain the actual costs by conferring with the program advisor, the Student Accounts Manager in the Business Office, and the Office of Financial Assistance (if applicable). For additional information, see *Index. Financial Aid for Off-Campus Programs*.
12. If, after a student has been accepted by the host institution, he or she drops out of the program, the student is liable for any expenses the student's withdrawal caused the host institution, the sponsoring agency, and/or Cornell College. Any student who wishes to return to Cornell during the period when he or she was to have been a participant in an off-campus program must make arrangements in advance with the Division of Student Affairs and the Business Office.
13. If, after completing the program, the participant does not re-enroll at Cornell, the courses taken and the credits earned in the program will not be recorded on the student's Cornell transcript unless he or she pays a processing fee of \$100 for each course transferred.
14. Participants are responsible for knowing the regulations in this section as well as those governing their chosen program. By the act of registering for a program, the student signifies that he or she understands and agrees to abide by these regulations.

IV. Other, Non-Cornell-Affiliated Off-Campus Study [999]

Students who wish to study off campus through programs not formally affiliated with Cornell College may petition the Academic Standing Committee for permission to participate. Such petitions should be filed by February 1 of the year preceding the academic year in which the program is to be undertaken, and in any case not later than one month before the date on which the application to the host institution or sponsoring agency is due. There are two avenues by which such participation may be considered:

If approved by the Committee on behalf of Cornell and agreeable to the sponsoring college or university, and if the duration of the program will not exceed one academic year, the two institutions may enter into a consortium or contractual agreement. Please contact the Office of Financial Assistance to determine which program applies to you. Under either arrangement, the College will consider the student to be enrolled at Cornell while participating in the approved program, and will provide any federal and state financial assistance to which the student is entitled. Cornell-funded scholarship and aid monies are **not** generally available to students participating in non-affiliated programs.

Students who wish to participate in non-affiliated off-campus programs for which consortium or contractual agreements cannot be made may petition the Academic Standing Committee for an Academic Leave, provided the duration of the program does not exceed 180 days. Under this agreement, the College will *not provide financial aid of any type*.

Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students

should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

The College will not accept credits by transfer (other than summer school) while a student is on leave unless approved in advance by the Academic Standing Committee. Grades for students participating in off-campus programs, whether by virtue of consortium agreements or on Academic Leave, will be posted as transfer work, i.e., as "Credit" only, provided grades of "C" or better are earned. If, after completing the program, the participant does not re-enroll at Cornell, the courses taken and the credits earned in the program will not be recorded on the student's Cornell transcript unless he or she pays a processing fee of \$100 for each course transferred.

Cornell-Affiliated Programs in Foreign Countries

Cornell College recognizes the growing interdependence of peoples and nations in today's world. To function in this interdependent world, liberally-educated persons need to be literate in other languages, understanding of other cultures, and receptive to other viewpoints. College-sponsored study-abroad opportunities for students have been part of the curriculum since the 1950s. In its cultural and extracurricular programming the College has also made an effort to include the arts and ideas of different cultures and countries.

Central European Studies in the Czech Republic (4)

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of Eastern and Central Europe. The program is based at Palack University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training and coursework, field trips to major Central European cities, independent research, a three-week host family stay, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. Administered by ACM, this program is also recognized by GLCA. Late August to mid-December. Prerequisite: junior standing. IKACH [950]

Costa Rica: Studies in Latin American Culture and Society (4)

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Coursework in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San Jos and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community. Administered by ACM. Late August to December. Prerequisites: SPA 102 and sophomore standing. LACY-SALAZAR [941]

Costa Rica: Tropical Field Research (4)

The Tropical Field Research Program (spring only) is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for

students of anthropology, archaeology, economics, fine arts, geography, geology, history, literature, political science, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor. Administered by ACM. Late January to May. Prerequisites: junior standing, prior coursework in the proposed research discipline, and at least SPA 102. BLACK [942]

Ewha Womans University (Korea) Exchange

Located in Seoul, Ewha Womans University, through the International Education Institute, offers a study abroad program called "Asian Studies at Ewha." Students are expected to have a strong academic background, good recommendations from their instructors, and an ability to adapt to different environments. This program is open to both men and women. Students in the Asian Studies program may select from a number of courses offered in English through the International Education Institute. Additionally, students may register for courses offered in English by any of the departments throughout the university which may be available in a given semester. Students who have a command of the Korean language may register for regular courses offered in Korean. Courses in Korean language instruction are available as part of the program. Prerequisite: cumulative grade point average of 3.0 or higher. [924]

Florence (4)

The Florence program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance languages, and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this coursework. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Administered by ACM. Late August to December. Prerequisite: junior standing. Prior Italian language recommended. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. PLAUT (fall), McOMBER (spring) [952]

Foreign Language Abroad Program (1-9)

The Department of Classical and Modern Languages offers qualified students the opportunity to participate in certain programs operated by other institutions in countries where the native language is French, German, Japanese, Russian, or Spanish. *All of the courses in approved FLAP programs are taught in the foreign language.* Prerequisites: a grade point average of 3.0 or higher at the end of the term preceding the start of the program and the appropriate 205-level course or its equivalent in the language to be studied (some programs may require additional language preparation). At least one course in the language must have been taken at Cornell. Programs range from one month to one year. FACULTY IN MODERN LANGUAGES [990]

India Studies (4)

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is both traditional and highly

industrialized. This offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged. Administered by ACM. Mid-July to mid-December.

A. THOMAS [922]

Japan Study (9)

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian Studies courses taught in English. A family-living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. The full year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Early September to late June (academic year); early September to late December (autumn term), early September to early February (fall semester); early September to mid-March (fall semester with cultural practicum). Prerequisites: a grade point average of 3.0 or higher and sophomore standing. Japanese language study is not required for acceptance into the program, but at least one term of Japanese must be completed before departure. FAROOQI [923]

Kyoto Seika University (Japan) Exchange

Located in the ancient city of Kyoto, Japan's imperial capital for over a thousand years, the University campus is set in a secluded and private valley in the northern hills of the city. Courses are taught in Japanese. The language proficiency requirement is Level II of the Standard Japanese Language Proficiency Test of the Association of International Education. At this level students are required to have "mastered grammar at a relatively high level, about 1,000 kanji and 6,000 vocabulary words, and to have the ability to converse, read, and write about matters of a general nature." [928]

London and Florence: Arts in Context (4-5)

The London and Florence program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theatre as well as Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this coursework. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (3 semester credits). In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars. Administered by ACM. Late January to May. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. Prerequisite: sophomore standing. PLAUT (fall), McOMBER (spring) [951]

Northern Ireland Exchange

Under the auspices of the General Board of Higher Education and Ministry of the United Methodist Church, Cornell participates in an exchange program that permits students from Northern Ireland to study in the U.S., and American students to study at universities and colleges in Northern Ireland and the Irish Republic. The application process is competitive and spaces for American students are limited. Queen's University and the University of Ulster offer 10 spaces each to American students; Belfast Institute for Further and Higher Education (BIFHE) offers five spaces. All are internationally recognized institutions of higher education. They do not offer study in all disciplines, but most students from U.S. liberal arts colleges and comprehensive universities will find appropriate subjects on these campuses. Space at these institutions will be limited and not every applicant is likely to be accepted. CONNELL [954]

Russia (4)

The enormous political, social, and economic changes taking place in Russia provide a fascinating context for this program, and the Kuban/Black Sea region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with a course on Russian society. Students live with Russian families and the combination of homestays, field trips, and individual projects provide for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of one million people. The city's distinctively Russian atmosphere encourages a stronger cultural immersion than is usually found on Russian programs in more Westernized locations. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, this program is also recognized by GLCA. Late August to mid-December. Prerequisite: RUS 102. IKACH [955]

Sejong University (Korea) Exchange

Located in Seoul, the University has initiated a program in East Asian Studies. The program will involve courses in East Asian politics, economics, history, language, and culture. Courses offered through the East Asian Studies Program are taught in English; however, those fluent in Korean may also enroll in courses offered by other departments of the University. Prerequisite: cumulative grade point average of 3.0 or higher. [925]

Sookmyung Women's University (Korea) Exchange

Located in Seoul, the University is organized into eight Colleges: Liberal Arts, Science, Home Economics, Political Science & Law, Economics & Commerce, Music, Pharmacy, and Fine Arts. Students are expected to have a strong academic background, good recommendations from their instructors, and an ability to adapt to different environments. The language of instruction is Korean, so students must be proficient at a level that will allow them to succeed in college-level coursework. This program is open to both men and women. Prerequisite: cumulative grade point average of 3.0 or higher. [926]

Tanzania: Nation-Building and Development in Africa (4)

Currently located on the University of Dar es Salaam campus in Tanzania, this interdisciplinary program addresses the challenges of building a modern independent nation and focuses on development issues in Africa. University of Dar es Salaam faculty members offer courses in culture and society, political

and economic development, and Swahili language. Students also complete an independent field project under the guidance of program staff or university faculty. Family stays in Dar es Salaam offer students the opportunity to live with Tanzanians and participate in community life. The academic program is also enriched by field trips and a rural stay. Administered by ACM. Early January to mid-May. Prerequisite: advanced sophomore standing. LOEBSACK [913]

Tanzania: Studies in Human Evolution and Ecology (4)

The Tanzania program offers undergraduates a unique opportunity to conduct fieldwork in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution, and the ecology of the Maasai Ecosystem while developing a field project. For the next six weeks students live in field camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding. Administered by ACM. Late July to mid-December. Prerequisite: junior standing. HANSON [912]

Yonsei University (Korea) Exchange

Located in Seoul, Yonsei is the oldest university in Korea. The University has a large and active international exchange program, with a population of 200-250 international students on campus each year. Courses offered through the Division of International Education are taught in English; however, those fluent in Korean may also enroll in courses offered by other departments of the University. Prerequisite: cumulative grade point average of 3.0 or higher. [927]

School for International Training Programs (4)

The College Semester Abroad program of the School for International Training (SIT) provides a unique opportunity to experience other cultures through language study, a homestay, and cross-cultural orientation. Each participant, in consultation with the academic study director on site, plans and completes an independent study project. SIT currently offers the following semester programs which include an introduction to the geography, history, politics, economics, anthropology, religions, and arts of the country. Most also include intensive language instruction, as indicated. To undertake any of the following programs, the student must have a grade point average of 3.0 or higher at the end of the term preceding the start of the program and have satisfied the program prerequisites, if any.

Each program awards four Cornell course credits. The particular nature of the credit varies with each program. The program selection changes annually, so for complete and up-to-date details and program descriptions, consult the SIT web page [<http://www.sit.edu/studyabroad/>], or the Cornell program advisor. CONNELL [988]

AFRICA

Botswana: Ecology and Conservation

Cameroon: Culture and Development

Ghana: Arts and Culture

Ghana: History and Cultures of the African Diaspora

Kenya: Coastal Cultures

Kenya: Development, Health and Society

Madagascar: Culture and Society

Madagascar: Ecology and Conservation
Mali: Gender and Development
Morocco: Culture and Society
Senegal: Arts and Culture
South Africa: Multiculturalism and Social Change
South Africa: Public Health
South Africa: Reconciliation and Development
Tanzania: Wildlife Ecology and Conservation
Tanzania: Zanzibar – Coastal Ecology
Uganda: Development Studies

ASIA

China: Yunnan Province – Language and Cultures
India: Arts and Culture
Indonesia: Bali: Arts and Culture
Mekong Delta: Natural and Cultural Ecology
Mongolia: Culture and Development
Nepal: Culture and Development
Tibetan Studies
Viet Nam: Culture and Development

EUROPE and THE MIDDLE EAST

The Balkans: Gender, Transformation, and Civil Society
Central Europe: Nationalism, Ethnicity, and Culture
Cyprus: Transnational Identities, Intercommunal Relations
Czech Republic: Arts and Social Change
France: Intensive Language and Culture
France: Multiculturalism and the New Europe
Ireland: Peace and Conflict Studies
Jordan: Modernization and Social Change
The Netherlands: Sexuality, Gender, and Identity
Oman: Diplomacy, Development, and Identity in the Middle East
Russia: Ethnic and Cultural Studies
Spain: Intensive Language and Culture
Spain: Cultural Landscapes and the Arts
Switzerland: International Studies, Organizations, and Social Justice

LATIN AMERICA

Belize: Natural and Cultural Ecology
Bolivia: Culture and Development
Brazil: Amazon Resource Management and Human Ecology
Brazil: Culture, Development, and Social Justice
Chile: Culture, Development, and Social Justice
Chile: Economic Development and Globalization
Cuba: Culture, Identity, and Community
Ecuador: Comparative Ecology and Conservation
Ecuador: Culture and Development
Jamaica: Gender and Development
Mexico: Grassroots Development and Social Change
Nicaragua: Revolution, Transformation, and Civil Society
Panama: Development and Conservation
Peru: Literature, Arts, and Culture
Southern Cone: Regional Integration, Development and Social Change

PACIFIC

Australia: Conservation and Resource Management

Australia: The Multicultural Society

Australia: Natural and Cultural Ecology

Fiji: Multiculturalism and Social Change

New Zealand: Biodiversity and Conservation

Samoa: Pacific Islands Studies

Cornell-Affiliated Domestic Off-Campus Programs

Capital Experience (1-4)

This small, highly-flexible Washington Internship Institute program offers a well-integrated combination of internship and study with students from around the world. Each internship is designed around the interest of an individual student and much of the academic work is based on issues of individual interest. Students are strongly encouraged to enrich their experience from the cultural and historical treasury of the area. Student housing and other student services are available. Two 15-week semesters and a 10-week summer session are regularly scheduled but other lengths may be arranged. Short-term academic seminars are also periodically available. See the program's web site at <http://wiidc.org> for detailed information. SUTHERLAND [982]

Chicago Arts Program: Internships, Seminars, Workshops (4)

The Chicago Arts Program is a 15-week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects, and in two courses: the core seminar, *Negotiating Chicago's Artworld*, and an elective studio-based *Special Topics* workshop. Possible internship placements include, but are not limited to, museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. Administered by ACM. Late August to mid-December or late January to mid-May. Prerequisite: advanced sophomore standing. PLAUT [964]

Newberry Seminar in the Humanities (4)

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry seminar is for students looking for an academic challenge, a chance to do independent work, and possibly considering graduate school. Administered by ACM, the Newberry Seminar in the Humanities is also recognized by GLCA. Late August to early

December. One-month seminars offered January to May. Prerequisite: juniors standing. J. MARTIN [962]

Oak Ridge Science Semester (4)

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. August to December. Prerequisites: a major in one of the natural or social sciences or in mathematics, and junior standing. CARDON [963]

Urban Education (3)

The Urban Education Program offers term or semester student teaching internships, a sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in May on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies. Administered by ACM.

Prerequisites: permission of the Chair of the Cornell Education Department, and for those intending to do student teaching, a grade point average of 2.7 or higher. Fall or Spring. LUCK [966]

The following specialized programs are also offered under Urban Education:

Dimensions of Multiculture and Global Awareness (1)

An exploration into the meaning of cultural identification and its impact on learning. Students participate in a series of workshops dealing with the histories and differences in cultural characteristics of specific groups of people from around the world and investigate a number of Chicago's ethnic neighborhoods with the assistance of knowledgeable resource persons. Topics include the development of culture consciousness, effects of culture on teaching and learning, skills and tools of cultural analysis, comparison of immigrant and American mainstream cultural patterns and values, and current world issues

and their relationship to cultural understanding. Supervised field experience required. May. LUCK [970]

English as a Second Language or Bilingual Education (3)

Offered only in the spring semester in Chicago, these ACM programs prepare students for certification in either field. Every student takes both 973 (Methods and Materials for Teaching ESL) and 974 (Assessment: Oral and Literacy Skills Development), and either 971 (Theoretical Foundations of Teaching ESL) or 972 (Foundations of Bilingual Education). LUCK

971. Theoretical Foundations of Teaching ESL

Investigation of the impact of sociological, psychological, and cultural phenomena on language learning. Topics include hypotheses of first and second language acquisition, differences between children and adults in language acquisition, and an examination of sociocultural, linguistic, and psychoeducational variables that affect language learning and school performance. Supervised field experience required. 1 credit.

972. Foundations of Bilingual Education

Examination of the rationale, history, and issues surrounding bilingual education, along with issues of first and second language acquisition as related to bilingual education. Topics include legal, historical, and social perspectives of bilingual education; principles of language development in the bilingual child; models of bilingual programs; U.S. minority cultures and the bilingual classroom; bilingual learners in relationship to mainstream classrooms. Supervised field experience required. 1 credit.

973. Methods and Materials for Teaching ESL

An introduction to the Teaching of English as a Second Language (ESL). Survey of methods and materials that address reading, writing, listening, and speaking skills for elementary, secondary, and adult learners in ESL settings. Applications are made within language and content area instruction. Topics include an historical overview of ESL techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation, and the use of journals. Supervised field experience required. 1 credit.

974. Assessment: Oral and Literacy Skills Development

An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment, including review, evaluation, and administration of various testing instruments; examination of techniques of whole language evaluation and informal and alternative assessments. Supervised field experience required. 1 credit.

Urban Studies (4)

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, and media facilities, political and philanthropic institutes, along with a host of other

possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Administered by ACM. Early September to mid-December or late January to mid-May. Prerequisite: sophomore standing. OLSON [967]

Washington Center (1-4)

A full range of interests and majors are served by this large, well-established program, including internships in art and museum studies, business administration, journalism and communications, international trade and strategic policy, laboratory research in the physical and biological sciences, social and community services, legal study and practice, as well as politics and public policy. Specially funded internships are available with non-profit, public service organizations, including many with an environmental focus, but scholarships support many other internships as well. An internship fills four-and-one-half days of the week and placement is arranged in consultation with each student. Also included are an academic course, occasional lectures on politics and public policy, student housing, and other student services.

Opportunities include two 15-week semesters, an 11-week quarter, a 10-week summer session, and short-term academic seminars of varying length. See the program's web site at: <http://twc.edu> for detailed information. SUTHERLAND [981]

Chautauqua Program

Cornell Chautauqua offers several four-week, non-credit courses each academic year for out-of-school adults. Courses meet once a week from 9:00 a.m. to 12:00 noon. There is a nominal fee for each course. Certificates are awarded for attendance at all class sessions.

Pre-registration is not necessary. Information about upcoming Chautauqua courses and other special events is published in area newspapers and on the Cornell web site. For information, call the Office of Academic Affairs (319-895-4119).

FPO

file: Financial
Information

Rates and Charges

The handling of money is an educational experience, and for this reason College business affairs are usually conducted directly with the student. Accounts must be paid promptly for the student to remain in the College.

Although the academic year (September through May) contains nine terms, full-time degree candidates are charged tuition, activity fees, room and board for only eight of these terms. If the student is enrolled for eight terms in the same academic year, he or she may take the ninth term at no additional cost. The total charges listed below do not include such additional expenses as books, music lessons, and student practice teaching (see "Other Fees and Charges" below). **There are no refunds or adjustments for vacation terms.**

Rates and Charges for the 2005-2006 Academic Year

Terms Enrolled	Tuition	Activity Fee	Residence	Dining	Total
9	\$23,500	\$180	\$3,010	\$3,420	\$30,110
8	23,500	180	3,010	3,420	30,110
7	20,640	165	2,680	3,035	26,520
6	17,775	145	2,340	2,640	22,900
5	14,895	125	1,990	2,235	19,245
4	11,990	105	1,630	1,810	15,540
3	9,055	80	1,250	1,385	11,770
2	6,085	55	850	940	7,930
1	3,075	30	425	480	4,010

The annual charges are payable in full on July 20 for students entering or returning in Term One or Two. The scheduled charges above are payable in full prior to the beginning of the student's first term if the student enters or returns in a term other than Term One or Two. The College offers monthly payment plan options in cooperation with an outside billing service company. Enrollment information is mailed to the home address and the initial payment (including the payment plan participation fee) and application form are sent directly to the company. Payments may be made directly to the College by enrolling in the semester payment plan option. The first half is due July 20 and the second half is due January 5. Through the combined use of a deferred payment plan and student loans, College expenses may be met by monthly payments extending over four, five, or even 15 years. The deferred payment plans referred to above are reviewed annually and are subject to change each year.

Grade reports, transcripts, and other official statements or certifications will not be issued for a student who has past due financial obligations to the College, nor will a diploma be granted to any student who has failed to settle her or his college bills. Students whose accounts are delinquent at the end of any term may not be allowed to enroll in the following term.

The annual tuition and fees usually cover tuition charges for approved off-campus programs, but an additional charge will be made if costs to the College exceed the regular tuition. Students who participate in a second-semester off-campus program numbered in the 900s in this *Catalogue* and then return to campus to take a course in the ninth term will normally be charged only for Room and Board for one term; however, students who have not been enrolled at Cornell for the preceding eight terms will also be charged tuition for that term.

The charges for the ensuing year are usually announced by March 1. In the event of unusual fluctuations in operating costs, the administration reserves the right to revise the rates. Student tuition at Cornell College meets about

two-thirds of the educational costs. The College obtains the other one-third each year from gifts and from earnings on invested endowment funds.

Other Fees and Charges

Application Fee	\$25
Audit Fee (for students not enrolled), per course	\$1,100*
Credit by Examination (if administered by Cornell)	\$50*
Deferred Payment Late Fee	1.5% per month on the unpaid payment amount
Diploma Replacement Fee	\$20*
Enrollment and Accounts Receivable Deposit	\$300
Evaluation of Off-Campus Study, per course	\$100*
ID Card Replacement Fee	\$8
International Student Fee	\$450
Late Registration (adding or dropping courses), per course	\$25
Readmission Application Fee	\$300
Single Room Charge, per semester	\$280*
Teacher Education Placement Fees for 20 sets of credentials:	
if student is enrolled	\$25*
if student is not enrolled	\$30*
for updating (10 sets of credentials)	\$15*
Transcript Fee, per copy	
if picked up at Registrar's Office	No charge
if sent via first-class mail	No charge
if sent via fax	\$5*
if sent via any expedited mail or delivery service ...	\$5 plus cost of service*
Vehicle Registration Fee	\$45*

Music Lessons (Solo Performance Courses)*

Music Majors: \$125 for one half-hour lesson per week for four terms ($\frac{1}{4}$ course credit) and \$45 per semester for each additional half-hour lesson ($\frac{1}{4}$ course credit).

Non-Music Majors: \$200 for each one half-hour lesson per week for four terms ($\frac{1}{4}$ course credit).

Recipients of Music Scholarships and Awards will not be charged for lessons on their principal (scholarship audition) instrument.

*Optional services

Refunds and Withdrawals

To qualify for a refund, a student must contact the Dean of Students to formally withdraw from the College. A student withdrawing from Cornell, after having been approved by the Dean of Students, may be allowed a tuition credit. If a student withdraws from the College after the first three (3) days of the term, the student is charged for the entire term. The exit date will be the last day of attendance.

Cornell College Refund and Repayment Policy

Cornell College has adopted a Refund and Repayment Policy that conforms to Section 668.22 of the Higher Education Amendments of 1988.

A student who officially withdraws before 60% of the semester, but after the third day of the term, will pay tuition for the entire term. A student who withdraws after 60% of the semester will pay tuition for the entire semester. A student will receive financial assistance based on the percentage of the semester

he/she attended class up to 60% of the semester. After 60% of the semester, the student receives no refund.

For refund purposes, a semester is defined here as Terms 1-4 (September-December) and Terms 5-8 (January-April). Semesters consist of 16 weeks each. 60% of the fall semester is completed on the second Tuesday of Term 3. 60% of the spring semester is completed on the first Friday of Term 7.

If funds have been released to the student because of a credit balance on the student's account at Cornell College, the student may be required to repay some or all of the federal, state, or institutional aid released to the student.

Refunds follow the federally mandated refund hierarchy as follows:

Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Federal Pell Grant, Federal SEOG, other Title IV assistance, other federal assistance, state-funded assistance, Cornell College financial assistance, other assistance, and the student.

A non-refundable enrollment deposit is paid when a student is admitted and decides to attend Cornell. Once a student enrolls, the College retains the deposit until graduation or until the student officially withdraws from the College. At the time of graduation or withdrawal during the academic year, the deposit, less any amount owed to the College, is refunded to the student. An enrolled student, who finishes the academic year but chooses not to return the following fall, must notify the Dean of Students Office by the first Wednesday of term 8, or the deposit will be forfeited.

A student who leaves the College without official permission will have the grade of F recorded for each course in progress. Students who have not attended classes for 60 calendar days and have not filed for a Reduced Program or a Withdrawal will be dropped from the College at the end of the current term. Students with an unofficial withdrawal will be charged tuition by the term. The 60

Full settlement of accounts is due before an academic transcript will be released.

This policy is subject to federal regulations administered by the Department of Education. Contact the Financial Assistance Office for details and to learn of any changes to this policy. Changes in enrollment status from full-time to part-time will affect your financial assistance; financial assistance is proportional to institutional charges. Please contact the Financial Assistance Office to discuss individual circumstances.

Residence, Dining, and Activity Fee

Residence refunds are calculated based upon the date that the student checks out with the Residence Life staff and the room is vacated. Percentages of residence charges refunded are as follows:

During the Following Weeks of the Semester	Percentage of Residence Charges Refunded
Through the third day of class	100%
1-2	50
3-4	40
5-6	30
7-8	20
9 or greater	0

Dining charges will be refunded on a pro-rated basis from the Monday following the date the student checks out with the Residence Life staff. After the semester begins, there is no refund of the Student Activity Fee.

Those students on a deferred payment plan may have additional payments to make. The College reserves the right to exclude, at any time, students whose conduct makes them undesirable members of the Cornell community.

A student whose account is credited with more funds than are owed to Cornell will receive a check for the amount of the credit balance, once the check has been requested from the Business Office. Refunds are not available until the term begins.

Meal Refunds for Approved Off-Campus Courses

The College will refund a portion of the amount charged for meals in a particular term to any student who completes a Cornell-sponsored off-campus internship, field course, independent or Special Study, etc., provided that the student (1) petitions for this refund through the Registrar's Office at least seven class days before the start of the off-campus course, and (2) does not eat any meals on campus (except those outlined on the petition) during the four weeks of the term. Students may begin taking meals again Sunday morning of the fourth week. A student who obtains a meal at Cornell without paying for it during the period for which he or she is requesting a refund will be charged for the full term and will forfeit the refund. The off-campus program requires the student to be away from campus during the time meals are served.

For short field trips, box meals can be obtained from the College Food Service if the instructor notifies the Director of Food Service in writing at least four days in advance. Students with special schedules should consult the Food Service Director for possible assistance in arranging their meals.

Please confer with the appropriate faculty member for policies related to off-campus charges, meal refunds, etc., (also available from the Business or Registrar's Office).

Financial Assistance

All financial assistance information is subject to change per Department of Education and federal regulations.

The fundamental purpose of Cornell's financial assistance program is to make it possible for students of all incomes to attend Cornell. The College believes the family has the primary responsibility for financing education and should make a maximum effort to assist the student with college expenses. Financial assistance is intended to supplement the efforts of the student and her or his family.

Students are awarded financial assistance on the basis of financial need as determined by the federal needs analysis formula and institutional policies. The financial assistance award may consist of scholarship, grant, employment, and loan. The amount and type of assistance may vary from one year to the next depending upon awarding formulas and family circumstances.

Students who receive financial assistance are allowed to receive a maximum of 32 course credits of institutional funds (eight terms per year).

Students who register in any year for fewer than eight terms will have a reduction in their financial aid as well as a reduction in their costs. Consult the Office of Financial Assistance for details.

Applying for Financial Assistance

To receive financial assistance a student must meet the following criteria: have earned a high school diploma, a high school equivalency diploma in a home school setting, or a General Education Degree (GED); be enrolled as a regular student in an eligible program; be a U.S. citizen or eligible noncitizen; make satisfactory academic progress according to the institution's policy; sign a statement of educational purpose/certification statement on refunds and default; and, male students must register with the Selective Service.

The drug conviction provision constitutes a new student eligibility requirement contained in the Higher Education Act (HEA) effective July 1, 2000. It provides that a student's eligibility for Federal student aid is suspended if the student is convicted, under Federal or State law, of any offense involving the possession or sale of a controlled substance (generally meaning illegal drugs, but not including alcohol or tobacco). Any such suspension of eligibility begins on the date of the conviction and lasts until the end of a statutorily specified period. The suspension ranges from one year to indefinite, depending upon the number and type of convictions. A student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including two unannounced drug tests), or if the conviction is overturned. For more information about the Drug Conviction regulation, please contact the Financial Assistance Office at 319-895-4216.

To apply for financial assistance, students must complete the federal financial aid form and submit required financial documents to the Office of Financial Assistance prior to March 1. Following March 1, funds are awarded on an "as available" basis. The federal financial assistance form may be obtained from the student's high school, from Cornell, or completed via the internet. **Students must apply for financial assistance each year.**

Cornell Financial Assistance Programs

Merit Scholarships

Merit scholarships and awards are awarded to first-year and transfer* students. Scholarships and Awards are only awarded to students in their matriculation year to Cornell College. Students with merit-based scholarships and/or awards, either academic or fine arts, must maintain the renewal criteria listed below. Please contact the Admission Office for specific scholarship amounts.

If a student loses or forfeits a scholarship or an award, s/he will NOT be awarded a different scholarship or award, though eligible students may be awarded additional need-based aid. A student will not be awarded an additional award or have a scholarship upgraded based upon her/his academic performance at the college. Grades earned at another college do not apply toward the GPA renewal requirement, i.e., only grades earned at Cornell are applicable.

Note: Scholarship amounts will be adjusted for commuter students. Contact the Admission Office for specific amounts.

*Transfer students who enter with junior status may retain their scholarship/award for a maximum of 18 terms, 2 years, or until graduation, whichever occurs first; sophomore status, a maximum of 27 terms, 3 years, or until graduation, whichever occurs first; first year status, a maximum of 32 terms, 3¹/₂ years, or until graduation, whichever occurs first.

Academic Scholarships

William Fletcher King Scholarship

GPA

3.25

Samuel Fellows Scholarship	3.25
Trustee Scholarship	3.25
National Excellence Scholarship	3.25
Presidential Scholarship	3.00
Dean's Scholarship	3.00
Armstrong Multicultural Scholarship	2.00
Keeler Scholarship	2.00
Bowman United Methodist Scholarship	2.00
Academic & Community Enrichment (ACE) Scholarship	2.00
PACE Scholarship	2.00
Music Scholarships**	GPA
William Fletcher King Scholarship	3.00
Trustee Scholarship	2.80
Theatre Scholarships**	GPA
William Fletcher King Scholarship	3.00
Trustee Scholarship	3.00
Dean's Theatre Scholarship	2.75
Theatre Scholarship	2.00
Awards**	GPA
Horace Alden Miller Music (HAMM) Award	2.00
Dungan Music Award	2.00
Buzza Art Award	2.00
Art Award	2.00
Theatre Award	2.00
Methodist Servant Award	2.00

****Additional performance criteria are also required. Please contact the Art, Music, or Theatre departments for renewal criteria.**

Probationary Policy for Scholarships and Awards

If a scholarship recipient's GPA falls below the required GPA for scholarship renewal by more than .25, the student would automatically lose the scholarship. If the student is in good academic standing and his/her cumulative GPA is within .25 of the required GPA, the student retains the scholarship but is placed on scholarship probation. During the probationary period, the student is given one academic year to raise the GPA to the required level. If the student is successful in achieving the required GPA, he/she is removed from probation. Only one probationary period would be allowed. If the student does not raise his/her GPA to the required level, he/she would lose the scholarship for all future years at Cornell College, and the student's financial assistance will be evaluated on financial need only.

The Vice President for Enrollment and the Director of Financial Assistance will review exceptions to the probationary policy on an individual basis. Generally, approved exceptions are granted on the basis of the magnitude of circumstances beyond a student's control.

Ministerial Awards are available to children of ordained clergy, regardless of denomination, as long as the clergy's chief employment is either in a parish ministry or a ministry directly supported by the church. Awards are based upon financial need as determined by the federal needs analysis formula and institutional policies.

Cornell Grants/Endowed Scholarships are funds made available by the College and are based on the financial need of the student. Grant amounts may vary each year depending upon financial need.

Institutional student employment provides on-campus employment opportunities for students who do not demonstrate financial need. Work awards are typically \$800-\$1200 per year. Students are only assigned to Sodexo unless they are fulfilling a specific employment need on campus. Students are paid minimum wage once a month.

The Mabel E. Sherman Loan is awarded to students who are Iowa residents. Priority is given to students who are in their first or second year of college. The loan has a 7% interest rate and the interest will accrue one year from the day after separation from Cornell College. Repayment shall not exceed 10 years.

The McElroy Loan is awarded primarily to students during their first and second years of college. The loan has an 8% interest rate. The interest will accrue beginning six months after separation from Cornell College. Repayment shall not exceed 10 years.

Federal Financial Assistance Programs

Federal Pell Grants are available to students with exceptional financial need, as determined by the Department of Education. Federal Supplemental Educational Opportunity Grants (SEOG) are available to students with exceptional financial need. Priority is given to Federal Pell recipients.

Federal Work Study provides on-campus employment opportunities for students with demonstrated financial need. Work awards are typically \$800-\$1200 per year. Students are paid minimum wage once a month.

Stafford Loans are need-based, long-term, low-interest loans. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college and enrollment status.

Unsubsidized Stafford Loans are long-term, low-interest loans available to all students regardless of financial need or family income. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college and enrollment status.

Perkins Loans are need-based, long-term, low-interest loans awarded primarily to first and second year students. The loan is a joint Cornell College-federal program. Repayment begins nine months after graduation, withdrawal, or a drop to less than half-time enrollment. The Perkins Loan is repaid to Cornell College.

State of Iowa Financial Assistance Programs

Iowa Tuition Grants are available to students who are Iowa residents, attend a private Iowa college, and demonstrate financial need. Application deadline for the Iowa Tuition Grant is July 1.

State of Iowa Scholarships provide scholarship funds to Iowa residents attending an Iowa college. Recipients are chosen during their senior year in high school. The State of Iowa Scholarship is only applicable to a student's first year in college.

Tuition Scholarship Students

Associated Colleges of the Midwest, National Tuition Exchange, and Faculty/Staff Tuition Scholarships provide up to full tuition (not including room, board,

or fees) for a student whose parent is employed at a participating college. This program is sometimes referred to as “tuition remission.” Please contact the Tuition Remission Officer in the Office of Financial Assistance for additional information and eligibility requirements.

All students receiving a tuition scholarship must apply for financial aid each year. All federal, state, or institutional grant or scholarship monies for which a student may qualify will be deducted from the tuition scholarship. Student loan eligibility may be included in the award to assist with room and board costs.

Continuing Education Students

Continuing Education students may apply for the Federal Pell Grant, Iowa Tuition Grant, and Stafford Student Loan. Continuing Education students are not eligible to receive institutional financial assistance funds.

To receive financial assistance, Continuing Education students must be registered as degree-seeking students or completing a teaching certificate.

Financial Aid for Off-Campus Programs

Students who receive financial assistance from scholarships, grants, and loans may apply their awards toward a Cornell-affiliated off-campus program if they have been approved by the Academic Standing Committee to attend, are enrolled at Cornell College for the semester when they will be off campus, and pay Cornell tuition, less the amount of financial assistance (see *Index. Off-Campus Programs*). Cornell will then pay the host institution of the off-campus program. If the cost of the program is more than Cornell’s charges for a semester, the student must pay the difference. Please contact the Business Office for further information on costs and payments.

Students are limited to one semester of off-campus study in which they can use their financial assistance award; campus employment awards cannot be applied to off-campus study. Please contact the Office of Financial Assistance to discuss your off-campus program and what financial aid might be available.

FPO

file: Student Life and
Resources

Student Life

Student life at Cornell complements the academic program and contributes to the sense of community at the College. Students participate actively in the governance of the College, serving on governing boards or councils including Student Senate, Residence Hall Association, Council on Social and Service Groups, and the Performing Arts and Activities Council.

A student activity fee is assessed for all students and is administered by Student Senate. These funds are allocated to various student groups to facilitate their operations, activities, and events.

Cornell expects students to be capable of mature and responsible behavior. Within any community, certain responsibilities protect the safety and health of members of the community. "Student Rights and Responsibilities," found in *The Compass*, and the College's judicial procedures outline the standards for the community and the rights and responsibilities of Cornell students.

Cornell College expects students to comply with civil laws as well as with College regulations. Student conduct that violates these laws and regulations may result in College disciplinary action. Since Cornell does not function as a sanctuary from law enforcement agencies, the College will cooperate fully with these agencies when they are investigating alleged criminal activities.

Each summer the College updates the student handbook, *The Compass*, which contains information on college services, residence halls, student finances, college policies, campus organizations, activities, constitutions, academic guidelines, rights and responsibilities, and student judicial procedures. *The Compass* is posted on-line, and all students, faculty, and staff are notified of its presence each fall by the Dean of Students.

Residence Life

Cornell is a residential college where students enjoy the values and benefits of community living. Students are required to live on campus in one of the traditional residence halls or in a campus apartment unless they live with their parents in the Mount Vernon area; have completed eight semesters in residence; are married; have children; or are more than 24 years old. Permission for these exceptions must be obtained through the Director of Residence Life.

The various College residence halls, houses, and apartments differ in size, architecture, style, and atmosphere. Some are coed and some are single-sex buildings. All are located within easy walking distance of the classroom buildings, the Library, The Commons, and the Small Multi-Sports Center. Although the oldest residence hall was built in 1885, all residence halls have been renovated. Each student room is wired for internet and cable television. A few single rooms are available and are assigned according to seniority. First year students live together on first year floors.

Social and educational activities in each building are coordinated by House Councils, the Residence Hall Association, and the Resident Assistant (RA) staff. Student RAs live on each floor to help with building management and to offer assistance and direction to residents. The Director and three live-in Assistant Directors of Residence Life administer and provide leadership for the residence life program.

Food Service

Cornell Food Service is provided by the Sodexo Corporation. Everyone is required to participate in a meal plan. Students have the option of contracting

for either 20 or 14 meals per week (or for lunches only if they live off campus). Students may eat as much as they wish at each meal. The Food Service offers a wide variety of foods, including vegetarian and special dietary meals. Choices include salad bar, ethnic theme dinners, and deli bar. Special meals are prepared for holidays and special events. The Rathskeller is open throughout the day and evening and offers full meals, pizza, snacks, desserts, and beverages.

Multimedia Studio

Located in Cole Library, the Multimedia Studio offers assistance to faculty and students who are creating web pages, digital video, presentations, or other multimedia products to meet academic requirements. A professional educational technologist and student employees staff the Multimedia Studio and provide help by appointment. Software supported in the Multimedia Studio includes Dreamweaver, PowerPoint, Photoshop Elements, and iMovie. Faculty and students can call or stop in to arrange an appointment.

The Writing Studio

The Writing Studio offers all students the opportunity to improve the quality of their written work. Students can bring in papers for consultation at any stage of the writing process, from inception to revision for a final draft. In addition to providing students with writing strategies, the Studio staff, by request, will match students with content tutors to help with coursework.

The Writing Studio staff includes two full-time consultants and a cadre of student writing consultants. The staff partner with instructors of first-year writing courses to provide intensive assistance for students enrolled in these courses. The consultants are available to facilitate writing workshops, in-class lessons on specific writing issues, and individual conferencing with students at all levels.

Students seeking assistance from the Studio staff and student consultants may call x4462 or stop in to make an appointment. Additional information can be found at the Studio web site: <http://www.cornellcollege.edu/wrc/>.

The Writing Studio is located on First Floor of Cole Library.

Quantitative Reasoning Center

A professional consultant and a cadre of peer tutors offers support to students taking courses across the curriculum that require mathematics or statistics. Students seeking assistance may stop at the center located in Room 125 of Cole Library.

Career Services

Career development is a life-long process. Cornell's Career Services Office offers to students comprehensive services and assistance identifying career interests and acquiring the skills to successfully pursue those interests.

Some of the services provided to help students identify and achieve their career goals include:

- Individual career counseling beginning in the first year
- Skill/interest assessments and career path exploration
- Career resource library with computer lab
- Resumé and cover letter assistance
- Mock interviews and interview skills evaluation

Internship programs and directories
Graduate school resources
Full-time, part-time, and summer job listings
Interviewing opportunities for full-time and internship positions
Externship over Spring Break program
Career-related workshops and programs
Monthly newsletter
An interactive website at <http://www.cornellcollege.edu/career>

Computing Facilities and Services

Campus computing facilities include microcomputers, central computers, and a direct connection to the Internet.

The central campus network is a high-speed ATM system extending from Law Hall to all campus buildings via a fiber optic network. The ATM network provides data services for all academic and administrative needs in all offices, classrooms, residence hall rooms, and public areas across campus.

There are groups of microcomputers available to all students in a variety of settings around campus. Cole Library serves as the information center of the campus and is wired with public computer connections throughout the building, where a student with a notebook computer can connect to the College network. It is also equipped with wireless connectivity for Cornell campus use. There are also two technology classrooms/open access facilities: one with 17 and the other with 13 high-end Pentium PC computers. There is also equipment for multimedia presentations and web page development. West Science has a wireless cart housing 10 wireless notebook computers and an LCD projector. Law Hall serves as the technology center of the campus. There is a 25-station math/statistics technology classroom, a 22-station computer science technology classroom, and an eight-station psychology research area. A new foreign language/multimedia technology classroom with 25 new PC computers, also connected to the campus network, is in College Hall. There are a number of specialized computer facilities used by academic departments in Norton Geology Center, two in West Science Center, Armstrong Hall music lab, Writing Studio, and the Career Services Center. In addition to two public kiosks used for Internet access, The Commons is also equipped with wireless connectivity.

Since 1991, Cornell has been connected to the Internet. Through this connection, students, faculty, and staff are able to access resources such as research libraries, data files, software, sounds, and images. We are also able to communicate with friends and professional colleagues world-wide. Internet resources can be accessed from any machine directly on the campus network. Since 1993, Cornell has maintained a campus site on the World Wide Web. The URL for this site is <http://www.cornellcollege.edu/>.

Information Technology, located on the third floor of Law Hall, is responsible for hardware and software support for the College network, administrative systems, and instructional technology resources. The College employs approximately 35 student assistants to provide hardware and software support and to answer questions and solve problems in computer labs. Details on lab hours and facilities, as well as a 24-hour electronic help desk, are easily accessible on Cornell's World Wide Web site. Assistance is provided to students for class projects through the Multimedia Studio located in Cole Library.

A variety of software can be ordered for personal purchase and is available at educational discounts through the Bookstore. Although owning a computer

is not required, students are strongly urged to bring one with them to campus. Information Technology personnel are available to consult with interested buyers.

All rooms in student residence halls have been wired on a “port-per-pillow” basis with data connections so all students may access the College network through the campus residence hall network (ResNet). ResNet provides students with access to the campus network as well as other services, including technical help to connect their computer to the network from their residence hall room, expediting computer repairs, a FAQ section on the Cornell web site, e-mail accounts, internet access, and consultation on computer purchases.

A package with a network interface card, software for configuring your computer, and instructions is available for purchase at the Bookstore. Students sign up for their e-mail accounts and ResNet access during check-in in the fall.

All residence hall rooms have been wired for cable television with 53 channels of cable television service.

Counseling Services

The Director of Counseling Services and practicum students from area university graduate counseling programs work with students on educational and personal concerns. The counseling staff offers short-term counseling and will assist with referrals to community resources for longer-term counseling, specialized services, and medication. Staff also provide educational programming, consultations with concerned others, and maintain a library of informational and self-help resources. College counselors maintain strict standards of confidentiality, and counseling records are kept separate from other student records.

Student Health Service and Insurance

The Student Health Center is staffed by two licensed and experienced registered nurses who work in collaboration with the College physicians on a consultation and referral basis. The physicians are from Iowa Health Physicians, Mount Vernon. Student Health Center services include evaluation and management of acute and chronic illnesses, injury care, contraceptive counseling and pregnancy testing, maintenance allergy shots, wellness care, and a number of diagnostic laboratory tests.

All students are required to have health insurance. This may be through an existing family policy or through Cornell's accident and sickness insurance. These policies are intended to be secondary and supplement any other coverage the student may have. Students who have personal insurance should have a copy of their insurance card and be familiar with the terms of their policy. Filing a claim with Cornell's Student Insurance is the student's responsibility. Assistance in filing a claim and information regarding benefits are available at the Health Center.

All medical records are maintained in strict confidence and are securely stored. No information is released without the student's written permission.

Intercultural Life

The Office of Intercultural Life, located in Stoner House, is dedicated to celebrating diversity through awareness, acceptance, and appreciation, and provides quality programs and services to all students at Cornell College. The staff is available to help students address academic, cultural, religious, or other

concerns. Fourteen student organizations are supported by the staff and resources found in Intercultural Life. Stoner House is a great place for organizations to host events, prepare meals, or use as alternative meeting or study areas.

In addition to supporting the intercultural student groups, the office provides services and sponsors events for Cornell's international students, and is also the information center for study abroad materials.

International Student Services

International education at Cornell has its roots in a long-standing tradition of foreign student enrollment. The first international student matriculated in 1887; today Cornell alumni represent nearly 50 countries outside the United States.

Recent international student enrollment at Cornell represents as many as 15 different countries.

New international students enrolling in Term One of the academic year are provided a short homestay in the local community and a special orientation preceding the regular orientation for all new students. In addition, each international student is assigned an academic advisor who has a special interest and experience in working with international students. Incoming international students whose native language is not English may study English as a Second Language for up to two terms of full academic credit before beginning their regular academic coursework (see *Index. English as a Second Language*).

Almost all Cornell students, including international students, live in the Cornell residence halls (see *Index. Contemporary Campus and Student Life*). The Director of Residence Life attempts to pair international students with U.S. students who have an interest in having an international roommate. Residence hall staff participate in special training programs aimed at increasing cross-cultural sensitivity. International students may also apply for hall staff positions. Intercultural Life staff members are available to assist international students with personal and academic matters.

Campus Activities and Cultural Events

The weekly *Cornell Campus Newsletter*, the on-line calendar, and the daily "Today@Cornell" e-mail broadcast list a variety of lectures, readings, recitals, concerts, athletic events, theatrical performances, art shows, and films. Special events include the convocation series, Music Mondays, addresses by distinguished scholars from outside the community, concerts by well-known professional musicians and groups, exhibitions by guest and campus artists, guest troupes, theatre performances, the annual Student Symposium, and symposia on important issues in particular fields. These activities, many sponsored and arranged by LACE (Lecture, Artists, and Cultural Events), complement numerous athletic events, club and departmental meetings, social events, residence hall programs, the activities of more than 60 campus organizations, and events in Cedar Rapids and Iowa City.

Religious Life and Activities

The Chaplain's Office provides pastoral care, spiritual guidance and exploration, retreats, religious diversity sensitivity, and weekly ecumenical chapel services. The Spirituality & Interfaith Understanding Fellowship, led by the chaplain and a student leadership circle, offers opportunities for growth and interfaith understanding. Involvement is 'come as you can' to events throughout the year.

SOULFriends is an inclusive, loving community of diverse Christians and friends with open minds and hearts, which meets in and outside of *SOULfeast* Chapel, Peace Eucharist, and Evensong, and is affiliated with the Chaplain's Office. Numerous student-led faith-based organizations exist as independent entities. For a description of these diverse groups, and other information about spiritual growth opportunities, religious tolerance/dialogue and more, go to http://www.cornellcollege.edu/religious_life.

Student Activities

The Performing Arts and Activities Council (PAAC) is a student organization that plans movies, entertainment, comedy shows, lectures, special weekend programs, concerts, and various other recreational activities. Other campus groups also offer programs and activities designed to meet students' interests and needs. The Student Activities Office coordinates other campus events including the clubs and organizations fair, poster sales, Family Weekend, and tickets at discounted prices to plays, concerts, and games. See our website at http://www.cornellcollege.edu/student_activities.

Media

Opportunities are available for working on the newspaper, the yearbook, and the radio station. *The Cornellian*, the student newspaper, is published three times monthly during the academic year. *The Royal Purple*, Cornell's yearbook since 1902, is issued each fall; and *Open Field*, a literary magazine, is published each spring. Radio station KRNL-FM (89.7) broadcasts on-air and online throughout the school year.

National Honor Societies

Alpha Psi Omega, organized in 1925, recognizes excellence in theatre production. Membership in the Alpha Alpha Gamma cast (established in 1988) is open to all students, regardless of major, in recognition of outstanding qualitative and quantitative contributions to Cornell theatre.

Beta Beta Beta, founded in 1922, recognizes excellence in biological sciences. Membership in the Epsilon Iota of Iowa Chapter (established in 1937) is limited to students of superior attainment in biology.

Delta Phi Alpha, founded in 1929, recognizes excellence in the study of German. Membership in the Zeta Tau Chapter (established in 1968) is by invitation to students, both majors and non-majors, who have demonstrated superior ability in advanced-level German courses and who meet the national requirements.

Mortar Board, founded in 1918, is the national senior honor society. Membership in the Torch Chapter (established in 1943) is based on service, scholarship, and leadership. The election of a limited number of juniors most representative of these qualities is held in the second semester of each year.

Phi Beta Kappa is the oldest of the national honorary scholastic societies in the United States, having been founded in 1776. The Delta of Iowa Chapter (chartered at Cornell in 1923) annually elects to membership a small number of juniors and seniors whose academic excellence is attested by a high grade point

average and whose choice of courses, especially electives, demonstrates a broad exposure to the liberal arts—the fine arts, the humanities, languages, the natural sciences and mathematics, and the social sciences—as well as substantive work in areas outside the major.

Pi Kappa Lambda, founded in 1918, is dedicated to the furtherance of music education and the encouragement of eminent achievement in performance and composition. Election to the Alpha Gamma Chapter (established in 1948) recognizes excellence in scholarship and musicianship among students of music.

Pi Sigma Alpha, founded in 1920, has as its purpose “to stimulate productive scholarship and intelligent interest in the subject of government.” Election to the Sigma Psi Chapter (established in 1992) recognizes scholarly attainment in the field of political science.

Psi Chi was founded in 1929 “for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology.” Election to the Cornell Chapter (established in 1993) recognizes academic excellence in the field of psychology.

Sigma Delta Pi, founded in 1919, recognizes excellence in the study of Spanish. Election to the Tau Omicron Chapter (established in 1994) is open to both majors and non-majors who have demonstrated superior ability in advanced-level Spanish courses.

Athletics and Intramurals

A wide variety of intramural and intercollegiate athletic opportunities for men and women are available through the Department of Athletics located in the Small Multi-Sports Center. Students, faculty, and staff may participate in intramural sports on an individual basis or as members of residence halls, social groups, or other teams. A complete list of offerings and registration information can be accessed at <http://www.cornellcollege.edu/intramural>. Numerous recreational opportunities, clubs, and organizations are also available through the Division of Student Affairs.

Cornell College is a member of the National Collegiate Athletic Association (NCAA) and the Iowa Intercollegiate Athletic Conference (IIAC). As an NCAA, Division III institution, students are prohibited from receiving athletically-related financial assistance. Cornell offers nine women's intercollegiate sports: Fall – cross country, golf, soccer, tennis, volleyball; Winter – basketball, indoor track; Spring – outdoor track, softball. The ten men's intercollegiate sports are: Fall – cross country, football, soccer; Winter – basketball, indoor track, wrestling; Spring – baseball, golf, outdoor track, tennis. A cheerleading program is also offered for both men and women. Members of the IIAC include: Buena Vista University, Central College, Coe College, University of Dubuque, Loras College, Luther College, Simpson College, and Wartburg College.

Athletic Philosophy

Intercollegiate athletics provide a unique and valuable learning experience in the context of Cornell's educational program. They contribute significantly to the development of the individual student and the enrichment of the student community overall, and they provide excellent opportunities for growth, self-realization, and fulfillment of personal potential. At Cornell, the athletics

program exists for the educational benefit of students and not for the sake of individual or institutional publicity, prestige, and profit. It is not provided primarily to serve the entertainment needs of spectators, nor for the talent needs of professional sports teams.

Specifically, Cornell's athletics programs are designed to:

- promote and enhance learning;
- ensure the physical and emotional well-being of student athletes;
- affirm the highest standards of teamwork, sportsmanship, fair play, and ethical conduct;
- provide equal emphasis and opportunities for men and women;
- seek to establish and maintain an environment that values diversity and gender equity among student athletes and athletics staff; and
- provide student athletes with the opportunity to excel in their academic and athletic endeavors.

Athletic Eligibility

Eligibility for students participating in intercollegiate athletics is determined by regulations of the National Collegiate Athletic Association and the Iowa Intercollegiate Athletic Conference, as well as by the academic regulations of Cornell College. Participation includes practicing with the team, traveling with the team at College expense, and competing in intercollegiate events.

To be eligible to represent Cornell College in intercollegiate athletics, a student must:

1. be enrolled as a full-time student at Cornell College and be making satisfactory progress toward a degree, as defined by the College.
2. Cornell requires that a full-time student be enrolled for a minimum of eight terms in each academic year. Seniors may be less than full-time in their **final** semester only, but must be enrolled for at least the number of terms needed to complete their graduation requirements.

Full-time enrollment is further defined as enrolled for a minimum of three course credits (12 semester hours) during the first semester (Terms One through Four) in order to participate in intercollegiate athletics during any or all of those terms, or enrolled for a minimum of four term credits (16 semester hours) during the second semester (Terms Five through Nine) in order to participate in intercollegiate athletics during any or all of those terms. Senior athletes who complete her or his final course during the Fall semester, and participate in a winter sport, may need to apply for an NCAA waiver to complete the winter sports competition season. These seniors should meet with the Director of Athletics for more NCAA compliance information.

Questions concerning eligibility should be addressed to the Director of Athletics and, if they involve registration or satisfactory progress, to the Registrar.

Athletic Eligibility Appeal Process

Students who have been ruled ineligible to participate in intercollegiate athletics may appeal such a ruling to the Academic Standing Committee. Similarly, exceptions to Cornell College's athletic regulations may be granted by the Academic Standing Committee for compelling reasons. Students should petition as early as possible on forms available from the Registrar's Office. All such petitions must be signed by the Director of Athletics, the student's coach, and the student's academic advisor.

FPO

file: Admission to
Cornell College

Admission to Cornell College is competitive. The courses and degree programs offered by Cornell College are intended for students who have been well prepared at the secondary school level, have obvious motivation and a desire to learn, and have the ability and potential to complete a carefully planned degree program and graduate from Cornell College.

Cornell is a member of the National Association of College Admission Counseling (NACAC). As such, it adheres to NACAC's Statement of Principles of Good Practice.

Admission Procedures

Candidates for freshman admission should follow the procedures indicated below in Steps 1, 2, and 3. Applicants for transfer admission should send an official transcript from every institution in which they have been enrolled in addition to completing Steps 1 and 2. International students should submit an official English translation of any school document written in any other language. Students who are unsure as to which admission process best represents them should contact the Admission Office to discuss their situations personally. Once an applicant's file is complete, the credentials will be reviewed based on the appropriate time schedule. Applicants are judged on their academic achievement and performance, standardized tests as appropriate, other qualities, leadership, and strength of character.

Step 1. Application for Admission

An application for freshman admission should be filed as far in advance of the proposed entrance date as possible, preferably during the first semester of the senior year in high school and not later than March 1. Applications received after March 1 will be considered on a space-available basis.

Transfer applications are accepted as long as space is available, but applicants are encouraged to apply as early as possible, since transfer students may begin their study in any term during the academic year.

Step 2. Transcript of High School Record

The applicant's high school counselor must send to Cornell College a transcript of the applicant's academic record and a school recommendation. Transcripts are to be sent directly to the College by school officials on an appropriate form regularly used by the high school. Admission is granted on the basis of the candidate's record for the first six or seven semesters of high school. Remaining secondary school courses must be completed satisfactorily and a final transcript furnished after high school graduation.

A recommendation completed by a designated school official, typically the college counselor, is required. Though a teacher recommendation is not required, an applicant may elect to submit one to two additional letters of recommendation from teachers.

Step 3. Test Scores

All candidates for freshman admission are required to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board. These tests are given at various times during the academic year at test centers throughout the United States. A student may arrange to take either test by consulting her or his high school guidance office or college counselor and should arrange for Cornell College to receive an official report of these test scores.

Interviews and Campus Visits

Whenever possible, each candidate for admission should have a personal interview with a member of the Admissions staff. This may be arranged on Cornell's campus or at the student's school or home. The Admissions Office is open each weekday from 8:00 a.m. to 4:30 p.m., and on Saturdays by appointment from 9:00 a.m. until noon. During the summer (June, July, August) offices are closed on Saturday. Since many prospective students and parents visit the Cornell campus each year, appointments for interviews should be made at least one week in advance of the date of a campus visit.

Admission by Transfer

Students applying as transfers should have all required application materials postmarked by March 1. A statement of good standing at the institution last attended must be included along with official transcripts. Students not in good standing at other colleges should not apply to Cornell. Notification of the admission decision is on a rolling basis. Students offered admission are asked to reserve their space by May 1. Applications arriving after May 1 are considered on a space-available basis.

College credits presented by transfer students will be evaluated in terms of the institutions represented, the quality of the work, and the relationship of the subject matter to the Cornell curriculum (see *Index. Credit by Transfer*). The equivalent of 16 course credits (64 semester hours or 96 quarter hours) is the maximum credit granted for coursework completed at a junior or community college.

International Admission

International students seeking admission to Cornell College should obtain application materials from the Admissions Office. Applicants will need to provide evidence of English language proficiency, satisfactory completion of secondary schooling, and sufficient financial support. Applicants are required to submit a TOEFL score but may substitute either the SAT or ACT.

The Admissions Office and Office of Intercultural Life assist international students in matters related to the U.S. Immigration and Naturalization Service (INS) and their F-1 visa status. Official forms and current information are available from those offices.

International students with the legal status of aliens, including those students with the non-immigrant status of either F or B, must maintain their legal status in order to be permitted to continue to enroll in courses at Cornell College. International students must be enrolled as full-time students (eight terms per year). Students who are in the process of changing status must have received approval, or reasonable assurance of obtaining approval, before enrolling in courses at Cornell. The burden of proof rests with the student. Reasonable proof of filing may include a statement from INS that the forms are being processed or a registered mail receipt showing that INS has received the forms. If an application for reinstatement of status is denied by INS, the College may terminate the student's enrollment at any time. The Director of Intercultural Life is the Designated School Official authorized to act on behalf of Cornell in immigration matters.

In cooperation with the Dean of Students Office and the Business and Registrar's Offices, staff in the Office of Intercultural Life advise and assist international students in communications with home governments and educational and sponsoring agencies. They also assist with other personal and academic concerns when requested.

Advanced Standing

Cornell offers the opportunity for admission with advanced standing or admission with exemption from certain course requirements (see *Index. Exemption, Advanced Placement, and Credit by Examination*). Students should consult their high school counselor for information about the Advanced Placement tests offered by the College Entrance Examination Board and the College Level Examination Program or contact the Educational Testing Service, Box 592, Princeton, New Jersey 08540, or on the World Wide Web at www.ets.org. The Cornell Registrar can answer questions about these and other possibilities for advanced standing, such as the International Baccalaureate.

Advanced Standing for Veterans

Veterans qualifying for the Certificate of Eligibility for Educational Benefits issued by the Veterans Administration may receive advanced standing for:

1. college work completed under sponsorship of one of the armed services (accepted for credit on the same basis as other college or university credits transferred to Cornell);
2. studies completed in service schools (evaluated in accordance with the "Guide to the Evaluation of Educational Experiences in the Armed Forces," prepared by the American Council on Education);
3. achievement or advanced placement examinations (see *Index. Exemption, Advanced Placement, and Credit by Examination*); or
4. college-level work completed at recognized foreign universities (if adequate description and confirmation are presented).

Non-Matriculated Student

Persons wishing to take a limited amount of college work may be registered as non-matriculated students but may at any time apply for admission to a degree program (see also "Continuing Education" below).

Continuing Education

Persons who have completed a bachelor's degree are eligible for admission as Continuing Education students. Former Cornell students who have not completed a bachelor's degree may return to Cornell as a readmitted student (see *Index. Readmission*). Persons who do not have a degree and do not plan to pursue a degree or certification may take up to four courses under the Continuing Education Program.

Continuing Education students have the option of enrolling either full- or part-time and as degree or non-degree candidates. Degree candidates have a choice of three baccalaureate programs (see *Index. Degree Programs*). Students may take courses to enrich themselves, to earn transferable credits for admission to graduate programs, for teacher certification, completion of a second major or minor, or on a trial basis to decide whether they wish to matriculate as degree candidates.

Cornell's unique One-Course-At-A-Time calendar makes it possible for students to enroll in the College at any time during the academic year and to choose the months of the year during which they can study.

The Admission Office coordinates the admission of Continuing Education students. The Continuing Education Program offers reduced tuition in lieu of other Cornell financial aid. Continuing Education students may apply for Stafford Loans or may use Veterans' Administration or Vocational Rehabilitation benefits toward the reduced tuition. All financial aid to

Continuing Education students must come from sources outside the College and will be applied toward the entire year's charges before refunds are made. Students not receiving financial aid may elect to pay for courses one at a time with payment due prior to the beginning of each course. Non-degree students may take up to four course credits at Cornell at the reduced tuition rate.

Continuing Education students may use the facilities and support services of the College and are subject to the same academic regulations and procedures that apply to other Cornell students. The chief exceptions are that Continuing Education students may take as many terms off during the academic year as they wish, do not receive the ninth term free, and are not eligible to live in College housing.

Students who have received a baccalaureate degree from Cornell College and who wish to obtain another major must:

1. Complete the major requirements, including any resident and/or upper-division requirements, for the second major; and
2. Maintain a cumulative GPA of at least 2.00 at Cornell College.

Students who hold a baccalaureate degree from another regionally accredited college or university, and who wish to obtain another baccalaureate degree must:

1. Meet admission requirements;
2. Complete at least eight term credits in Cornell College campus-based programs, including any general college requirements which were not completed for the first baccalaureate degree (see *Index. General Requirements for Degree Programs*);
3. Complete the major requirements, including resident and/or upper-division requirements, for the second degree; and
4. Maintain a cumulative GPA of 2.00 at Cornell College in order to graduate.

Enrollment Reservation

Students must confirm an offer of admission, after having been notified of their acceptance, by paying a non-refundable \$300 deposit to reserve residence hall space and a place in the entering class. This deposit is due by May 1, which is the national Candidates' Reply Date.



FPO

file: History of the
College

The idea for an institution of higher education in the frontier country of eastern Iowa and the dynamic spirit that turned this dream into a reality belonged to the Reverend George Bryant Bowman (1812-1888), a native of North Carolina. Bowman began his ministry in Missouri and came to Iowa City in 1841 as pastor of the Methodist church. Six years later he was the Presiding Elder of the Dubuque District and in 1850 was appointed pastor of the Linn Grove Circuit. These last two assignments required him to travel through much of the territory along the old Military Road (now Highway 1) between Dubuque and the state capital in Iowa City. In his travel he visited the settlement of Mount Vernon, whose first resident had arrived in 1837, nine years before Iowa's entrance into the Union as the 29th state. Mount Vernon, platted in 1847, was considered by the early 1850s to be "one of the most beautiful, healthy, and prosperous villages in the State," according to the 1857-58 college catalogue.

Mount Vernon was Bowman's choice for the location of the new school and on the Fourth of July in 1852 ground was broken on a hilltop site of 15 acres on the edge of this pioneering community for the Seminary Building, "a fine brick edifice, seventy-two feet long, by forty wide, and three stories high." The Iowa Conference Seminary, as the new institution was called, opened in September 1853, even though the building was still unfinished. The first term was taught in the Methodist Episcopal Church until the morning of November 14, 1853, when the faculty and students, having assembled in the church, walked in procession through the village and took formal possession of the Seminary Building on the new campus. There were 161 students enrolled in one or more of the College's three terms, of whom 57 were women, and six faculty, four of whom were women. Samuel M. Fellows led the small school with his large title of "Principal, and Professor of Mental and Moral Science and Belle Lettres." Bowman was President of the Board of Trustees for every year but one between 1853 and 1865.

In July 1855, the Board of Trustees resolved to organize the Seminary into a college and named it Cornell College. Elder Bowman had called upon a well-known Methodist philanthropist in New York City, received a small contribution from him, and decided that he was a gentleman worthy of having this nascent college named after him. William Wesley Cornell (1823-1870) was a prominent New Yorker and a partner with his brother, John Black Cornell (1821-1887), in the firm of J. B. and W. W. Cornell, one of the largest iron works in the country erecting fireproof buildings. Their distant cousin, Ezra Cornell, endowed Cornell University, which opened in 1868 in Ithaca, New York.

The Iowa Conference Seminary opened as Cornell College on August 27, 1857. It had 294 students, a faculty of seven, and one building. The Seminary Building, today known as Old Sem, contained the chapel, music and recitation rooms, a kitchen and dining room, and housed some of the faculty and students, the women occupying the second floor and the teachers and a few male students the third floor. The majority of the male students lived in private residences in town.

As the enrollment increased and the institution made plans for a full collegiate program, a second building, the Main College Building (today known as College Hall), was built in 1857 and the Seminary Building was converted to a Ladies' Boarding Hall. During the winter months the ladies paid an extra fee to have firewood cut and carried to their rooms. For more than 30 years Cornell's women continued to board and room in the building despite its lack of modern conveniences. To those young women who moved out of "the old Sem" and into Bowman Hall in 1885, this new dormitory must have seemed like one of the

wonders of the world. Here were four stories capable of housing 100 women in comfortable double rooms illuminated by gas lights. Each floor had a bathroom and hot and cold running water. The dining room, where male students who roomed in town might take their meals, could seat 200 people at one sitting.

In the early years, the students and faculty dined in Old Sem, in the area now occupied by the Business Office. The college cows, whose milk was consumed at every meal, roamed the campus and were a continual source of annoyance for unwary students. From 1885 to 1930, most students who took their meals on campus ate in Bowman Hall. After Pfeiffer Hall was opened in 1930, half the students were assigned to eat there while the other half continued to dine at Bowman. This arrangement continued until The Commons opened in January 1966.

Although residence halls for women were the norm at Cornell, early attempts to provide the men with an opportunity to live on campus were less successful. When the Cornell Boarding Association Hall, now South Hall, was built in 1873, it was at first popular, but the dormitory style of life soon proved less appealing than that of the rooming houses which clustered around the campus, and the new building was gradually converted for academic use. It was not until 1929, when male freshmen were housed in Guild Hall, and 1936, when Merner Hall was built, that the College was able to interest men in living on campus.

Perhaps the most important place on Cornell's campus to generations of alumni has been its chapel. The need for a separate chapel building was recognized in 1874, the cornerstone was laid in 1876, and the present stone chapel was completed in 1882. The chapel served not only for religious services but also for all kinds of College assemblies, lectures, recitals, debates, pep rallies, theatricals, weddings, and funerals. Until 1957, chapel services were held each morning except on Saturdays and Sundays, and all students were required to attend. Required attendance at weekly chapel (after 1964 weekly convocation) continued until 1970.

The library has, since 1904, been the library for the city of Mount Vernon as well as for the College. Only three other libraries in the nation serve their communities in this way. Cornell's first library was opened in 1854 on the third floor of what is now Old Sem in a room 10 x 16 feet, which, Dr. Stephen N. Fellows wrote, "was my bedroom, sitting room and parlor, and not being sufficiently utilized, became the library room." Between 1857 and 1880, the library was located in a room in College Hall. A common punishment for students found guilty of misconduct was to deny them library privileges for one or two weeks. In 1880 the library was moved to the newly opened north end of the lower floor of King Chapel and in 1891 to the second floor of Old Sem. Because of the generosity of industrialist Andrew Carnegie, the College in 1905 dedicated its first building designed for the exclusive use of the library. Originally called the Carnegie Library, it is now known as the Norton Geology Center and Anderson Geology Museum. The continually increasing size of the collection led in 1957 to the construction of the present Russell D. Cole Library which was opened as a combined library-social center. In 1966 the social center was moved from the library into the newly opened student center and Maxwell Auditorium was built in its place in the lower level of the library. In 1995 a \$3.7 million renovation updated the Cole Library and brought it firmly into the information age.

Cornell has always offered a diversified curriculum. Besides the various collegiate programs, the corporate institution used to include a Primary

Department (middle school), Conservatory of Music, School of Art, School of Oratory and Physical Culture, and Preparatory Department (renamed the Cornell Academy in 1894 and the Cornell College High School in 1916). From 1857 to 1890, the Preparatory Department had greater enrollments than the College proper. Its purpose was to prepare students from two- and three-year high schools and schools with limited or inadequate curricula for admission to the College, or for careers in teaching (Normal course) or business (Commercial course). The Primary Department was discontinued in 1866. The High School closed in June of 1921. Music, art, speech and dramatics, physical education, and teacher education have become departments within the College.

Cornell was one of the first colleges in the nation to offer its students a choice of degree programs. In addition to the Bachelor of Arts and Bachelor of Science degrees, Cornell has awarded during its long history the degrees of Mistress of English Literature (last conferred 1865), Bachelor of Civil Engineering (conferred 1875-1917), Bachelor of Philosophy (conferred 1881-1904 and 1974-1995), Bachelor of Music (first conferred 1921), Bachelor of School Music (conferred 1925-1945), and Bachelor of Music Education (conferred 1946-1964). The first Bachelor of Special Studies degrees were conferred in May 1972. Masters degrees in Art, Science, Civil Engineering, Philosophy, and Music were offered by the College at various times from its inception until 1943, although the last such degree was granted in 1936.

Since 1857 the College catalogues have contained specific provisions for the preparation of teachers. Courses in education were offered for the first time in 1872, one of the earliest recognitions of this discipline in the country. Sociology was added to the curriculum in 1899, only six years after the University of Chicago established the first academic department of sociology in the United States. The first instruction in geology was offered here in 1855, and a professorship established in 1881. Cornell's Department of Geology is the oldest in Iowa.

Instruction in music had been offered to the first group of Seminary students, but in 1878 the Conservatory of Music was inaugurated "to supply superior advantages for pursuing the study of Music in all its branches, both theoretical and practical, under the ablest Professors." In 1960 it became the Department of Music. The Conservatory initiated the Spring Music Festival in 1899, the first such annual festival in Iowa. From 1903 to 1963, the Chicago Symphony Orchestra appeared annually at the Festival, with Dr. Frederick Stock as its conductor until 1942. More than 60 stars of the Metropolitan Opera Company as well as other world-famous musical artists have appeared on the stage of King Chapel. After its 100th anniversary in 1998 the Festival became Music Mondays, a series of four to five concerts held throughout the year.

By appointment of the Secretary of War, an army officer and graduate of West Point taught military science on the campus from 1873 until 1901 when physical training replaced infantry drills. All able-bodied male Cornellians during this period were organized into companies and known as the "Cornell Cadets." A "Ladies Battalion" was officially formed in 1889 although women students had drilled in uniform as early as 1874.

Historically, Cornell has been a pioneer in the cause of women's rights. During that first academic year of 1853, one of the first students to enroll was a woman, and women comprised 35% of the student body. The College was the first institution of higher learning west of the Mississippi to grant women the same academic rights and privileges as men, and the first in Iowa to confer a baccalaureate degree on a woman, in 1858. Cornell women studied chemistry

and other sciences in coeducational classrooms and laboratories before their sisters at other colleges or universities were allowed to do so. In 1871, Cornell conferred upon Harriette J. Cooke the first full professorship ever given to a woman in the United States with a salary equal to that of her male colleagues. Soon after her promotion, she founded and became the first president of The Cornell Association for the Higher Education of Women, one of the first such organizations in the nation.

Elizabeth Cady Stanton in 1869 and Susan B. Anthony in 1879 came to Mount Vernon and made Cornellians more aware of the important concerns of women. As early as 1916, the Women's League at Cornell organized vocational conferences for women students and sponsored lectures by women prominent in the professions, business, and public life. This tradition continues. During the 1970s, a number of faculty members at Cornell introduced courses that focused on women and integrated the new feminist scholarship rapidly emerging in most disciplines. A major in Women's Studies was approved in 1989.

Literary societies dominated student social and cultural life from 1853 until the 1920s. The first was the Amphictyon Literary Society, founded November 18, 1853, which was the oldest literary society in Iowa and possibly west of the Mississippi River. More than 20 societies are known to have been chartered at Cornell. The first eight paired off, a men's group affiliating with a women's group, so that the partnership possessed one of the four prestigious meeting rooms on the third floor of College Hall. On Friday and Saturday evenings, these societies presented various programs to which the college community and the townspeople were often invited. Such presentations were usually lectures, debates, or dramatic readings interspersed with musical selections (the College did not permit theatrical performances until 1899). Eleven societies were still in existence in 1927, when they all voluntarily disbanded. From the membership of these public societies were formed secret societies, of which little is known except that they became the nuclei for today's social groups. The society halls were the first social centers. Student government was organized in 1919, and the various religious and cultural organizations consolidated into the "Cornell Student Association" in 1927. The first Homecoming took place in 1913; the first Parents Day in 1932.

The Cornell Athletic Association was organized in 1888, two years after Cornell began playing intercollegiate baseball. Intercollegiate football followed in 1891, then track and field, basketball, cross-country, and wrestling. At first the gymnasium was the "great outdoors," which was not so great during Iowa's long, cold winters. In 1873 the College finally provided in the basement of College Hall "rooms and appliances for regular and careful physical training under competent supervision" for men and women. The men of Cornell built their own gymnasium building, 24 x 40 feet, in December 1889. Ill luck attended this venture, for the building burned to the ground in February 1891. After many years of making do with temporary accommodations, Cornell students celebrated the opening of the Alumni Gymnasium (now McWethy Hall, home of the art department) in 1909 with unbounded enthusiasm. In 1953 the Field House was erected. The Richard and Norma Small Multi-Sport Center, which opened in 1986, allows indoor practice for some teams, and serves as a fitness facility for the College and the community. The Roe Howard Fitness Center opened in The Commons in 2004.

Cornell athletes participated in all the Olympic Games between 1924 and 1964. Eight Cornellians were members of Olympic wrestling teams, and 25 Cornell men have won individual national championships in wrestling. In 1947,

Cornell won the National Collegiate (NCAA) and the National AAU championships in wrestling. Cornell College remains the smallest college, as well as the only private college, ever to achieve these honors.

In 1977, a proposal was put before the faculty, students, and Board of Trustees to change the academic calendar from a traditional semester system to something new and innovative. The idea was to adopt a calendar system in which students would take, and faculty would teach, a single course each month. The advantages and disadvantages were published, discussed, and dissected. On March 9, 1978, the faculty voted by a margin of 2 to 1 in favor of One-Course-At-A-Time, the term used thereafter to describe the Cornell academic calendar. The new system began that fall.

Leslie H. Garner, Jr. is the 14th president of the College. His predecessors were: Richard W. Keeler, 1857-59; Samuel M. Fellows, acting president 1859-60 and president 1860-63; William Fletcher King, acting president 1863-65 and president 1865-1908; James E. Harlan, 1908-14; Charles W. Flint, 1915-22; Harlan Updegraff, 1923-27; Herbert J. Burgstahler, 1927-39; John B. Magee, 1939-43; Russell D. Cole, 1943-60; Arland F. Christ-Janer, 1961-67; Samuel E. Stumpf, 1967-73; Philip B. Secor, 1974-84; and David Marker, 1984-94.

The following have served as acting presidents: Hugh Boyd, 1873-74; Alonzo Collin, June – September, 1880; Hamline H. Freer, 1914-15; William S. Ebersole, 1922-23 and February – May 1927; Charles M. Cochran, 1973-74; and C. William Heywood, February – July, 1994.

The motto of the College, DEUS ET HUMANITAS (God and Humanity), is said to have been George Bowman's personal motto. Although frequently translated as "humanity," the Latin word *humanitas* does not mean, as it often does in English, human beings considered collectively. Harper's *Latin Dictionary* gives the following definitions: "liberal education, humane and gentle conduct toward others, philanthropy, kindness, politeness, and elegance of manner and language."

The college published its first scholarly history, *Cornell College: A Sesquicentennial History*, by C. William Heywood and Richard Thomas, in 2004. Charles Milhausers illustrated history book, *Cornell College: 150 Years from A to Z*, was published in 2003.

In 2003-2004 Cornell celebrated its 150th year of existence with several events. One of these was a grand procession of students, staff, faculty, trustees, and townspeople across campus, through Old Sem, and into King Chapel for a convocation on November 14, 2003.

FPO

file: The Contemporary
Campus

Cornell College is located in Mount Vernon, in eastern central Iowa, on U.S. Highway 30, 15 miles east of Cedar Rapids, 20 miles northeast of Iowa City, and exactly 209 miles due west of the Chicago Loop. In 1980 the entire campus of 129 acres and 41 buildings covering a long wooded hilltop was included on the *National Register of Historic Places*, the first college or university campus to be so honored. A brief description of the principal facilities follows. The year in parentheses after the name is the date when the facility was built.

Albright House (1888) was acquired by Cornell about 1963. The original small brick house on this site was owned briefly by George B. Bowman, founder of Cornell, on land which became Bowman's Second Addition to Mount Vernon. In 1876 the land and the original house were purchased by Joshua C. Keedick and the property remained in the Keedick family until 1951. Sometime in the late 1880s the current Queen Ann-style home was constructed, probably retaining portions of the brick first floor of the original house. The east bay and elegant chimney, a large second floor with shingle siding, and broad front porch were part of the enlargement. The house stands today as one of a number of Victorian-era homes along First Street. The house and property passed to George L. Albright in 1951.

Allee Chapel (1957) is open daily for individual meditation and group worship. It is also a popular place for weddings. The chapel was given by George Matthew Allee, Class of 1901, and his sister, in memory of their mother.

Apartments (1984) provide off-campus college housing for upper-class students. Two of the buildings (purchased by the College in 1984) are located on or near Eighth Avenue North and the third (built by the College in 1984) on Tenth Avenue South.

Armstrong Hall of Fine Arts (1938), the gift of Blanche Swingley Armstrong, Class of 1891, houses the departments of Music and Theatre and Communications Studies. The building underwent major remodeling in 2002-2003, and a companion building, Youngker Hall (housing Kimmel Theatre), was built contiguous to it in 2002. The refurbished Armstrong Hall provides a flexible experimental theatre; scene and costume shops; an intimate recital, rehearsal, and acting studio; ten music practice rooms; and faculty offices and classrooms for the two departments. See also: Youngker Hall.

Ash Park (purchased in 1891) is an athletic field of 23 acres with facilities for tennis and baseball. The football field, situated in a natural amphitheater, is surrounded by an eight-lane all-weather track. The land was originally part of the homestead of Reuben Ash, one of Mount Vernon's earliest settlers.

BACO House (1889) has since 1969 been a social and cultural center and is currently operated by the Black Awareness Cultural Organization (BACO). This "Cottage," as it was originally called, was built to house the College's infirmary, the very first building on campus intended exclusively as a student health center. After 1923, the building served as a residence for various Cornell staff members.

Baldwin House (1905), a typical example of turn-of-the-century residential architecture, was built for John F. Baldwin and purchased by Cornell in 1966. It is now used for faculty apartments.

Bowman-Carter Hall (1885) is and has traditionally been a residence for women. It was named originally in honor of Cornell's founder, George Bowman, who had raised part of the cost of the new building. In 1989, as a result of a

generous gift from Archie Carter and his wife, Marie, extensive renovations were begun, including the erection of the south and west towers, completed in 1990. Mr. Carter, who was also responsible for the planting of numerous trees on campus that have enhanced the beauty of the Hilltop, was a graduate of the Class of 1933 and was a trustee of the College for 20 years. A description and some of the history of Bowman-Carter is given in the section on the *History of the College*.

In 1934, the fan-shaped sun parlor on the east side was replaced by a rectangular sun parlor, which in 1936 was extended southward to enlarge the dining hall to accommodate the men from the newly-opened Merner dormitory. The Second World War brought the Naval Flight Preparatory School to Cornell's campus and men into Bowman's hitherto sacrosanct rooms (January 1943-October 1944).

Brackett House (1877) was built by William Brackett, a local carpenter and the contractor who supervised the completion of King Chapel. Acquired by the College in 1952 and renovated in 1978, it now provides elegant accommodations for campus visitors. Many of the furnishings are antiques.

Cole Library (1957) is named in honor of Russell David Cole, Cornell's ninth president. Extensive remodeling in 1995 created a well-appointed library with spaces for group or individual study, computer access, and meetings. Cole offers a collection of more than 120,000 volumes, more than 9,300 serials in print or electronic format, and more than 9,000 audio-visual materials. Cole houses the College Archives holding a collection of photographs and other materials tracing the history of the College. Computers throughout the library provide students with access to the library's catalog, more than a dozen online indexes and databases including LexisNexis, PsychINFO, Ebsco Academic Search Premier, BioONE, and other specialized electronic resources. The catalog and databases are accessible on computers across the entire campus and via the Web at: <http://cornellcollege.edu/library>. The library offers free inter-library loan service borrowing materials from libraries throughout the nation, upon request from students or faculty.

The organization of the library staff aligns with the College curriculum to facilitate collaboration between librarians and faculty in instruction, reference, and collection development. The professional library staff includes consulting librarians for arts and humanities, social science, science and education/physical education, as well as a systems librarian. Staff members offer instruction in information literacy to classes or individuals in coordination with students' assignments to directly facilitate student success in library-based research. The library houses the Multimedia Studio where expertise is available for students or faculty producing Web pages or working in such media as digital video. The library also houses the Writing Studio where students may receive assistance in all aspects of the writing process. Cole Library serves the community of Mount Vernon as its legally authorized public library; this role brings a collection of popular materials not often found in a college library.

College Hall (1857), which was completely renovated in 1978, is the second oldest academic building on campus. Besides classrooms, this building has contained laboratories, halls for the Literary Societies (the ambience of one such hall is preserved in Room 301) and other student organizations, a library, gymnasium, armory for the Cornell Cadets, and, until 1959, administrative offices. William Fletcher King slept here during his first months at Cornell in 1862. Its original name was "the Main College Building," but in May 1889 the

Board of Trustees decreed that it should be called "College Hall." Today it is occasionally referred to as "Old Main." It now contains classrooms, the Humanities Multimedia Classroom, and offices for the departments of Economics and Business, Education, French, German, Greek, History, Latin, Religion, Russian, Sociology and Anthropology, and Spanish.

Collin House (1889), just west of the President's House, was built by Professor Alonzo Collin, whose services to the College spanned the years 1860 to 1906 and included teaching mathematics, natural science, physics, and chemistry. He was also college librarian (1860-70) and acting president (1880-81). The house was acquired by the College in 1924 and now contains four apartments for visiting faculty.

The Commons (1966) provides centralized dining and recreational facilities for the college community and contains seven dining rooms; Rathskeller snack bar and coffeehouse; six classrooms; fitness center; conference and activities rooms; the College Bookstore; offices for Student Government; the Leadership and Service Office; Mail Center; KRNL-FM, the student-operated radio station; *The Cornellian*, the student newspaper; and *The Royal Purple*, the student yearbook.

Dows Hall (1963), a residence hall for women, was named in honor of Sutherland Dows, Sr., a member of the Board of Trustees from 1932 to 1969 and its president for almost 20 years, and his wife.

Ebersole Center (1955), with its addition built in 1964, was renovated in 1988. It houses the offices of various Student Affairs departments, including Career Services, Counseling Services, Health Center, and Residence Life. The funds for the Center were bequeathed in the wills of Francis and William Ebersole. Dr. Francis Ebersole was a local physician. His brother, William Stahl Ebersole, was associated with the College for 42 years as professor of Greek, registrar, and acting president.

Facilities Management Building (1964) provides facilities for those with responsibility for buildings and grounds. The warehouse next door was built in 1993. Intramural and soccer fields are located next to the building.

Harlan House (1875) was the home of Professor James Harlan, Class of 1869, who returned to teach at Cornell from 1873-1914, serving 1908-1914 as Cornell's fourth president. He died in 1933, and the College acquired the house in 1934. Sometimes the residence of the Dean of the College and other faculty, since 1986 Harlan House has been a women's affinity group residence.

Heating Plant (1916) supplies the campus with steam heat.

Ink Pond (1966) is an artificial pond dedicated to the memory of Raymond P. Ink, Class of 1897, on whose nearby farm many generations of Cornellians spent fun-filled hours. The pond is 133 x 200 feet and is stocked with fish.

King Chapel was listed on the *National Register of Historic Places* in 1976. The Board of Trustees resolved in June 1874 to erect a chapel. Construction began in October 1875, and the cornerstone was laid on June 22, 1876. One month later, when the walls were half up, the contractor went bankrupt and left the job. The employees of the contractor filed mechanics liens, which the College had to assume. This additional financial burden was almost fatal for Cornell, already suffering from the delayed effects of the national financial panic of 1873, and the whole campus had to be mortgaged to secure a loan to pay off

the College's obligations. The faculty contributed one quarter of their salaries to help reduce the indebtedness. Conditions improved both nationally and locally so that by 1882 the College was free of debt and could complete the building. The lower floor contained a Day Chapel. Chapel exercises were inaugurated here on April 1, 1878 (they were not regularly conducted in the main auditorium until September 1915). It was in this room that Carl Sandburg read his poetry and sang his songs during his annual visits from 1920 to 1939. The library and the museum of biological and geological specimens, both opened in September 1880, occupied respectively the north and south ends of the lower floor. The main auditorium, which could seat 1,600 people, was first used on June 22, 1882, when the celebrated orator who had spoken at Lincoln's funeral and opened the U.S. Centennial Exposition, Bishop Matthew Simpson, held his audience spellbound for two hours as he talked about "leadership." The dedication of the Chapel followed on Sunday morning, June 25. The Chapel was officially named the "William Fletcher King Memorial Chapel" by an act of the Board of Trustees on June 7, 1940.

The building is constructed with dolomitic limestone quarried locally. The main tower is almost 130 feet high and contains a Seth Thomas clock. Steam heating was installed in 1885 and electric lighting in May 1898. Although the library, museum, and Day Chapel are no longer on the lower floor and the upper floor was slightly changed in the 1931 and 1967 renovations, the outside of the Chapel remains virtually the same as it was in 1882. The auditorium now displays the 65 ranks (containing 3,800 pipes) of the Möller organ, dedicated on October 21, 1967. In 1999-2000 the organ was converted to a solid-state system operated digitally and its stop-changing was expanded from 48 preset stop combinations to 9,801 possibilities.

The A. L. Killian Carillon, consisting of metal rods whose vibrations are amplified electrically to produce bell-like tones, was dedicated in 1950 and rebuilt and restored in 1981. The 25 notes of the English "bells" can be played from the organ console or by a roll player. The 61 notes of the Flemish "bells" must be played from a special console.

McCague Hall, a gift in 1967 of Ralph C. McCague, a trustee of the College from 1950 to 1985, is located on the first floor and serves for meetings, small recitals, and rehearsals. Nearby is the electric stairlift, the gift of James McCutcheon, Class of 1925 and a trustee of the College, and his wife, Ruth Lynch McCutcheon, installed in December 1983 to make it possible for everyone to attend the lectures, recitals, and concerts in the auditorium upstairs.

Law Hall Technology Center (1925) houses the Colleges servers and computing services offices, as well as the math, psychology, and computer science departments and institutional research office. There are more than 200 data ports and every classroom, office, workroom, and public area has data connections. There are three computer labs and eight technology classrooms with permanently-mounted multimedia projectors so faculty can display computer images, videotapes, DVD, CD images, and cable television. The Beaux Arts building was a gift from the Reverend Marion Law, Class of 1890, in memory of his parents and in appreciation of Dr. W. H. Norton, Cornell's first professor of geology. It originally housed geology, biology, and physics. Law Hall was renovated in 1980 and 1982 and again in 1999-2000, always maintaining the building's historic character.

Lytle House (1884) was built as a private residence by George Lytle so that his son, who was in the Class of 1892, might attend Cornell. The College purchased the building in 1906 for the Cornell Conservatory of Music. From

1958-61 the Department of Home Economics was located here and from 1961-80 it was the Psychology House. Between 1980 and 1995 it served as the International Center, with offices for International Education, classrooms, and meeting areas for international students and language groups. From 1995 to 2004 it was the home of the Philosophy Department. In 2004 it began housing the Physical Education faculty.

McWethy Hall (1909), the College's first dedicated gymnasium, was known for many years as Alumni Hall and has provided faculty office space, classrooms, and a dance and acting studio. After a complete renovation it reopened in the summer of 2002 as the new home for the Art Department. In addition to offices, classrooms, teaching studios, and studio space for student projects, the building provides a new home for the College's art collection and the Peter Paul Luce Gallery. An annex just north of the building houses a kiln room and foundry and helps enclose an outdoor courtyard for sculpture and ceramics projects.

Merner Hall (1936) was made possible by a gift from Henry Pfeiffer and his wife, Anna Merner Pfeiffer (see "Pfeiffer Hall"). Originally a men's dormitory, it became coeducational in September 1978. After a major renovation, Merner reopened August 2001 with an emphasis called the "Living and Learning Program" linking service, academic, and career interests to the students' living environment.

Multi-Sport Center (1986) was named for Richard Small, a trustee of the College and a graduate of the Class of 1950, and his wife, Norma, generous and loyal alumni. The Center is built next to, and incorporates, the former Field House (opened in 1953) and is intended to serve not only the College but also the entire community by providing recreational activities and fitness programs. The Small Multi-Sport Center has five basketball courts with seating capacity of 2,100. Other indoor facilities include a six-lane, 200-meter track; four tennis courts; five volleyball courts; four racquetball courts; golf and batting cages; wrestling, and training rooms; the Meyer Strength Training Facility; and locker rooms. Outdoor facilities include a lighted baseball diamond, six tennis courts, football stadium, an eight-lane, 400-meter all-weather track, soccer game and practice fields, and open fields for intramural use. Intercollegiate and intramural softball is played in the nearby lighted fields of Davis Park. Commencement is held at the conclusion of each academic year in the arena.

Music Practice House (1892) is one of Mount Vernon's former mansions. The house was built by William E. Platner, a prominent local merchant. In 1963 the College purchased the building and furnished it with pianos to serve as a practice and rehearsal facility for students taking courses in applied music. This historic home was beautifully refurbished in 1989 through the generosity of alumna Josephine Yarcho Iserman, Class of 1948, and her husband, Vern.

"New Hall" (2005) Opening fall 2005 is an as-yet unnamed suite-style residence hall housing 46 upperclass students. The three-story building is located near the college's 10th Avenue apartments and features six suites accommodating seven or eight students apiece. Each suite has three full bathrooms and a kitchenette. The building has a study room, a small office, a shared full kitchen, a lounge, laundry facilities, an elevator, and central air conditioning. It is coed but not within suites. Two resident assistants will live on-site.

Norton Geology Center and Anderson Museum (1905) honors the man who was Cornell's first professor of geology and curator of its original museum

(opened in 1880). Dr. William Harmon Norton's almost 75 years of distinguished service to Cornell as student, teacher, and member of the Board of Trustees are unique in the annals of American colleges and universities. The building opened in 1905 as a library, built with funds provided by steel magnate Andrew Carnegie, who stipulated that the facility be constructed with steel beams. Between 1958 and 1976, it served as quarters for the Department of Chemistry. In the fall of 1980, after being completely renovated (the original marble staircase and other architectural details having been preserved), the building became the home of the Department of Geology. The Russell and Elizabeth Anderson Museum, on all three floors of the building, is open without charge to the public. Mr. Anderson (1918-1987), Class of 1941, majored in geology under Professor Norton. An extensive collection of geological books, maps, and periodicals, and more than 20,000 specimens of rocks, minerals, and fossils are stored within the Center.

Old Sem (1853), Cornell's oldest academic building, houses administrative offices. The early accounts of the building were told in the chapter on the "History of the College." After serving for more than 30 years as a boarding hall and classroom building, the Seminary Building was in dire need of renovation; hence the nickname "Old Sem," which the students began to use in 1885, was an appropriate description and not a mark of affection as it is today. It was refitted in 1886 for Chemistry and Physics, whence the name by which it was generally called until 1959, "Science Hall." In 1892, a mansard roof was added to create a fourth floor, thereby providing three excellent art studios. After the fire on February 16, 1924, which left only the masonry walls, Old Sem was rebuilt in its original style.

Olin Hall (1955), a gift of the F. W. Olin Foundation, was the largest campus residence for men from its beginning until 1996, when it was metamorphosed into a coed residence hall.

Pauley Hall (1963), named for Clarence O. Pauley, Class of 1901 and a member of the Board of Trustees from 1944 to 1964, and his wife, Maude Strobel Pauley, Class of 1903, was until September 1971 a men's residence. Then an exchange was effected between Tarr Hall and Pauley in order to bring women to the western end of the campus and men to the center of the Hilltop. In the fall of 1976 Pauley became the Women's Academic Residence. From 1984 to 1989, it was home to the coeducational Pauley Academic Program, and from then to 1996 a coeducational residence hall. It now houses only first-year women students, except for resident assistants.

Pfeiffer Hall (1930) was made possible by the generosity of Henry and Anna Merner Pfeiffer (see "Merner Hall"). In February 1941, a new wing was opened to provide additional rooms. Pfeiffer Hall was a women's residence hall until September 1978, when it became coeducational.

Prall House (1913) named for Dr. Elmer Prall, town dentist and long-time Mount Vernon City Councilman, was acquired by the College in 1992. It frequently houses offices and departments displaced by renovations and currently provides office space for part-time faculty and the admission calling team. It once housed Computing Services, Institutional Research, and was the first home of what is now the Multimedia Studio. In 2004 it began housing the Philosophy department faculty.

President's House (1850), the home of all but three of Cornell's 14 presidents, was built by William Hamilton, a banker and later a member of Cornell's Board

of Trustees (1857-65). President William Fletcher King purchased the house and the surrounding 11 acres of land in 1864 and gave the house to the College when he retired in 1908. Dr. King continued to dwell here even after his retirement and died in his study on October 23, 1921, while President and Mrs. Flint were living in the house. It is the scene of many receptions for students, faculty, and visitors. East of the house is the famous ginkgo tree, certified by the Iowa Department of Natural Resources as “the largest reported of its species growing in the State of Iowa.” It is 85 feet in height, 12 feet 1 inch in circumference, has a crown spread of more than 75 feet, and is more than 135 years old.

Rood House (1883) is really three separate buildings which are now joined together into what has been traditionally but not exclusively a women’s residence hall. The original house was the private residence of Colonel Henry H. Rood, a local merchant, member of Cornell’s Board of Trustees (1867-1915) and treasurer of the College. His house was presented to the College in 1919, four years after his death, by the Class of 1894 and opened as a women’s dormitory. In 1936, the former home of Dr. A. A. Crawford was moved from the site where Merner Hall now stands and attached to the east side. When Olin Hall was built in 1955, the Anna Jordan house was moved and attached behind the original Rood House. It became coed in 2002.

Roem Hall (1966), named in honor of Gaylord C. Roem, Class of 1911, and his wife, Alma Bergfeld Roem, Class of 1910, was originally a men’s dormitory. From 1977 to 1984, it was the Men’s Academic Residence. In 1984, Roem became a coeducational residence hall and in 1996 returned to its original status as a men’s hall. It now houses only first-year students, except for resident assistants.

Sheley House (1919) is an example of the Craftsman bungalow. Purchased by Cornell from James Gunn in 1986, it is used as a faculty/staff residence.

South Hall (1873), renovated in 1981, contains classrooms, seminar rooms, and offices for the departments of English and Politics. The Hillside Press, on which the hand-set Cornell College Chapbook series was printed, was located in the basement. For its early history as a men’s boarding hall, see “History of the College.”

Spear Memorial Sundial (1906), set on a hexagonal granite base ornamented with cherubic figures in relief, was until 1980 a drinking fountain. The painting or clothing of these figures in garish colors has continued to tempt Cornellians since the fountain was dedicated by Armstrong Spear, Class of 1881, in memory of his first wife, Annie F. Spear.

Stoner House (1902), built by a local physician, Dr. A. C. Tenney, who had his office in the basement, changed owners many times before being purchased by Inez Stoner in 1963. Between 1939 and 1942, a Mrs. Lott operated a coffee shop here that featured triangular-shaped doughnuts in four flavors and four choices of frostings. The College bought the house in 1974 and converted it into apartments for faculty. The Office of Intercultural Life is now located on the first floor. Space has been allocated for offices, programming, and study. Stoner House encourages diversity and enjoyment for all Cornellians.

Tarr Hall (1965), named for Edith Vosburgh Tarr, a graduate of the Academy in 1903 and the mother of three Cornell graduates, was originally a women’s residence, but in September 1971 became a men’s hall (see “Pauley Hall”).

Wade House (1884) has since 1975 been the headquarters of the Admission and Financial Assistance. The College acquired the house in 1947 upon the death of Ruby Clare Wade, Class of 1905 and professor of French at Cornell from 1917 to 1947, and used it first for faculty apartments.

West Science Center (1976), named for Merle Scott West, Class of 1909, incorporates the capability for solar heating and is designed throughout to conserve electrical and thermal energy. The Center contains laboratories, lecture halls, seminar rooms, and libraries for the departments of Biology, Chemistry, and Physics, which moved into the newly-finished basement in 1999. The anthropoid collection and the mounted birds collection are displayed here.

Youngker Hall (2002) was built contiguous to Armstrong Hall of Fine Arts with a complimentary architectural style. In addition to the Berry Lobby and Grant Lobby, it contains the 265-seat Kimmel Theatre with professional quality sound and lighting systems and state-of-the-art acoustics, technology, and flexibility. Charles Youngker (Class of 1942), Virginia Bolton Youngker (Class of 1943), and Madelyn Rydeen Youngker (Class of 1941) provided funding in honor of Charles father, Ben F. Youngker Sr. The theater was the gift of the Richard P. Kimmel (Class of 1919) and Laurine Kimmel Charitable Foundation.

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 Hamilton, Hughbert C. and Mildred
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