

# Contents

<b>Introducing Cornell College</b> . . . . .	<b>1</b>
Effective Catalogue . . . . .	2
Cornell College Mission Statement . . . . .	2
One-Course-At-A-Time . . . . .	3
<b>Degree and Professional Programs</b> . . . . .	<b>5</b>
General Requirements for Degree Programs . . . . .	6
Bachelor of Arts . . . . .	7
Bachelor of Music . . . . .	8
Bachelor of Special Studies . . . . .	8
Bachelor of Philosophy . . . . .	10
Professional Programs . . . . .	11
Degree Programs in Combination with Professional Schools . . . . .	11
Combined Degrees Program in Architecture . . . . .	11
Combined Degrees Program in Engineering . . . . .	12
Combined Degrees Program in Forestry and Environmental Management . . . . .	12
Cooperative Degree Program in Nursing and Allied Health Sciences . . . . .	13
Cooperative Program in Medical Technology . . . . .	14
Early Acceptance Program in Dentistry . . . . .	14
Preparation for a Career in a Professional Field . . . . .	15
Education . . . . .	15
Law . . . . .	15
Medicine . . . . .	16
Social Work/Human Services . . . . .	16
Theology . . . . .	16
<b>Academic Information</b> . . . . .	<b>19</b>
Confidentiality of Student Records . . . . .	20
Learning Disabilities . . . . .	20
Academic Advisor . . . . .	21
Registration . . . . .	22
Adjunct Courses . . . . .	23
Auditing Courses . . . . .	24
Repeating Courses . . . . .	24
Two Course Credits in One Term . . . . .	25
Adding and Dropping Courses . . . . .	25
Reduced Programs . . . . .	27
Satisfactory Academic Progress (SAP) Policy . . . . .	27
Veterans Administration . . . . .	28
Declaration of Degree Candidacy, Majors, and Minors . . . . .	28
Student Classification and Class Rank . . . . .	30
Credit By Transfer . . . . .	31
Exemption, Advanced Placement, and Credit by Examination . . . . .	32
Grades . . . . .	33
The Dean's List . . . . .	35
Graduation . . . . .	35
Academic Honesty . . . . .	37
Academic Review: Warning, Probation, and Suspension . . . . .	37

Leave of Absence . . . . .	40
Withdrawal from the College . . . . .	40
Readmission . . . . .	40
Transcripts/Verification of Enrollment . . . . .	41
Assessment of Student Experiences, Perceptions, and Academic Achievement . . . . .	41
Graduation Rate . . . . .	41
<b>Courses of Instruction . . . . .</b>	<b>43</b>
General Information about Courses . . . . .	44
Art (ART) . . . . .	45
Biochemistry and Molecular Biology (BMB) . . . . .	50
Biology (BIO) . . . . .	50
Chemistry (CHE) . . . . .	54
Classical and Modern Languages . . . . .	57
Classical Languages . . . . .	58
Classics (CLA) . . . . .	58
Greek (GRE) . . . . .	59
Latin (LAT) . . . . .	60
Modern Languages . . . . .	61
French (FRE) . . . . .	61
German (GER) . . . . .	63
Japanese (JPN) . . . . .	65
Russian (RUS) . . . . .	66
Spanish (SPA) . . . . .	67
Language and Linguistics (LAL) . . . . .	71
English as a Second Language (ESL) . . . . .	71
Classical Studies (CLS) . . . . .	72
Computer Science (CSC) . . . . .	73
Economics and Business (ECB) . . . . .	75
Education (EDU) . . . . .	79
English (ENG) . . . . .	85
Environmental Studies (ENV) . . . . .	90
Ethnic Studies (EST) . . . . .	93
Geology (GEO) . . . . .	94
History (HIS) . . . . .	97
Interdepartmental Courses (INT) . . . . .	100
International Business (IBU) . . . . .	101
International Relations (IRE) . . . . .	102
Latin American Studies (LAS) . . . . .	103
Mathematics (MAT) . . . . .	105
Medieval and Early Modern Studies (MEM) . . . . .	106
Music (MUS) . . . . .	107
Philosophy (PHI) . . . . .	117
Physical Education (PED) . . . . .	119
Physics (PHY) . . . . .	123
Politics (POL) . . . . .	126
Psychology (PSY) . . . . .	130
Religion (REL) . . . . .	133
Russian Studies (RSS) . . . . .	138
Sociology/Anthropology . . . . .	139
Sociology (SOC) . . . . .	139

Anthropology (ANT) . . . . .	143
Sociology and Anthropology (SAN) . . . . .	145
Theatre and Communications Studies . . . . .	146
Theatre (THE) . . . . .	146
Communications Studies (COM) . . . . .	149
Theatre and Speech (THS) . . . . .	150
Women’s Studies (WST) . . . . .	150
<b>Additional Academic Programs . . . . .</b>	<b>153</b>
All-College Independent Study Courses . . . . .	154
Off-Campus Programs . . . . .	156
Cornell-Affiliated Programs in Foreign Countries . . . . .	160
Cornell-Affiliated Domestic Off-Campus Programs . . . . .	166
Chautauqua Program . . . . .	168
<b>Financial Information . . . . .</b>	<b>169</b>
Rates and Charges . . . . .	170
Other Fees and Charges . . . . .	171
Music Lessons (Solo Performance Courses) . . . . .	171
Refunds and Withdrawals . . . . .	171
Financial Assistance . . . . .	173
Applying for Financial Assistance . . . . .	174
Cornell Financial Assistance Programs . . . . .	174
Federal Financial Assistance Programs . . . . .	176
State of Iowa Financial Assistance Programs . . . . .	176
Tuition Scholarship Students . . . . .	176
Continuing Education Students . . . . .	176
Financial Aid for Off-Campus Programs . . . . .	177
<b>Student Life and Resources . . . . .</b>	<b>179</b>
Student Life . . . . .	180
Residence Life . . . . .	180
Food Service . . . . .	180
Writing Resource Center . . . . .	181
Career Services . . . . .	181
Computing Facilities and Services . . . . .	181
Counseling Services . . . . .	183
Student Health Service and Insurance . . . . .	183
International Student Services . . . . .	183
Campus Activities and Cultural Events . . . . .	184
Religious Life and Activities . . . . .	184
Student Activities . . . . .	184
Media . . . . .	185
National Honor Societies . . . . .	185
Physical Education and Athletics . . . . .	186
Athletic Philosophy . . . . .	186
Athletic Eligibility . . . . .	186
<b>Admission to Cornell College . . . . .</b>	<b>189</b>
Admission Procedures . . . . .	190
Interviews and Campus Visits . . . . .	190
Admission by Transfer . . . . .	191
International Admission . . . . .	191

Advanced Standing . . . . .	191
Advanced Standing for Veterans . . . . .	191
Non-Matriculated Student . . . . .	191
Continuing Education . . . . .	191
Enrollment Reservation . . . . .	192
<b>History of the College . . . . .</b>	<b>193</b>
<b>The Contemporary Campus . . . . .</b>	<b>205</b>
<b>Directories . . . . .</b>	<b>213</b>
Board of Trustees . . . . .	214
Life Trustees . . . . .	215
Honorary Trustees . . . . .	216
Emeriti . . . . .	216
Members of the Faculty . . . . .	217
Administrative Personnel . . . . .	221
Alumni Association . . . . .	224
<b>Endowments . . . . .</b>	<b>225</b>
Scholarships and Awards . . . . .	226
Other . . . . .	228
Loan Funds Available . . . . .	228
<b>Index . . . . .</b>	<b>230</b>
<b>Campus Map . . . . .</b>	236
<b>Accreditation . . . . .</b>	Inside Back Cover
<b>National Honor Societies . . . . .</b>	Inside Back Cover
<b>Associated Colleges of the Midwest (ACM) . . . . .</b>	Inside Back Cover
<b>Affirmative Action . . . . .</b>	Inside Back Cover
<b>Notice of Nondiscriminatory Policy . . . . .</b>	Inside Back Cover

**FPO**

**file:  
introduction**

## Effective Catalogue

[Note: *This Catalogue is accurate as of May 1, 2002.*]

The *Cornell College Catalogue* is published every other 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 or blocks, 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 blocks 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 four degree programs: Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.), Bachelor of Philosophy (B.Ph.), 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 block. *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 block 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 block. 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 and for internships and 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 interdisciplinary 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**

## General Requirements for Degree Programs

The College encourages the creative structuring of a student's educational experiences by offering a choice of four 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, Bachelor of Music, and Bachelor of Philosophy degrees, the goals have been set by the faculty or by the department. 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 four degrees described below, students must:

1. be admitted to degree candidacy by the Dean of Admissions<sup>1</sup>;
2. file an application for graduation in their junior year no later than March 31 for graduation in January, May, or August of the following year<sup>2</sup>;
3. complete all the requirements for their degree program prior to Commencement, and settle their financial obligations to the College before the Monday preceding Commencement<sup>3</sup>;
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 member<sup>4</sup>; 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 citizenship<sup>5</sup>.

---

<sup>1</sup>All 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. Students who have neglected to obtain the necessary approvals to change from the B.A. program prior to the start of their senior year will be required to complete the B.A. requirements.

<sup>2</sup>By filing this application for graduation, students formally declare their desire to be graduated the following 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, with a copy to the academic advisor and student. 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 after filing the application for graduation 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.

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

<sup>4</sup>Students 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.)

<sup>5</sup>"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 standards of

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 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 presents students with an introduction to composition and literature. Third, it requires students to achieve a certain level of proficiency 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, 299/399) may be counted toward satisfying the minimum credit requirement for this degree.
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, 399) may be counted toward satisfying this requirement.
5. At least one departmental, interdepartmental, or interdisciplinary major.
6. The following general education requirements:

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

[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: English 111 (Topics in Literature, Film, or Cultural Studies), or any course which includes a “W” designation on the Term Table, to be 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); (3) CSC 151 (Discrete Mathematics for Computer Science); (4) an SAT Mathematics score of 570 or higher; or (5) an ACT Quantitative score of 26 or higher.
- 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, Politics, Psychology, or Sociology.

## **Bachelor of Music**

(See *Department of Music*.)

## **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, interdepartmental, or interdisciplinary 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;
- 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;
- 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 from the Registrar's Office at the end of your first or the beginning of your second year.
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 and to sign their Prospectus'. 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.

## Bachelor of Philosophy

The Bachelor of Philosophy degree is designed for students who want to study one subject and to study it well. For this reason we refer to the B.Ph. as the "department-generated degree." The B.Ph. degree requires that the candidate pass a comprehensive examination in the major with a grade of C or higher, successfully complete a second degree curriculum, and be recommended for graduation with the B.Ph. degree by the degree advisor, the chair of the major department, and the Dean of the College.

The examination is normally taken in the second semester of the senior year. Composed by faculty of Cornell College and approved by the Academic Affairs Committee, the examination will be read and evaluated by an outside scholar. An approved model examination is available as a study guide. Preparation will normally require intensive independent study and coursework in the appropriate areas, and will be determined largely by the structure and contents of the model examination and the directions of the degree advisor.

The B.Ph. is always reached by means of one of the other degree programs. A student enrolls as a candidate for the B.A., B.Mus., or B.S.S. degree and fulfills each term until graduation the requirements for the second curriculum. Upon passing the examination, the student is eligible to receive the Bachelor of Philosophy if he or she also completes the second curriculum. Should the student

decline to take the examination or not pass, he or she would then receive the degree of the second curriculum upon satisfactorily completing its requirements.

Students may declare their candidacy in the Registrar's Office at any time after they enter Cornell provided that a model examination is on file and they have received the approval both of the faculty member who will serve as their B.Ph. advisor and of the chair of their major department. The declaration should normally be made during the first year or the sophomore year in order that the candidate may have ample time to prepare for the examination.

## 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 of graduate work at the University. Suggested courses for admission to the University include: ART 103 (Drawing), 104 (Design), 202 (Ceramics), 310 (Collage/Assemblage), 311/312 (Sculpture); HIS 102 (Europe: 1300-1700) or 104 (Modern Europe and Its Critics); MAT 141 (Calculus I); 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 above under “Degree Programs in Combination with Professional Schools.” Interested students should consult the program advisor before the end of their sophomore year. Program Advisor: Christina McOmber

### **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: MAT 141, 142, and 143 (Calculus I, II, and III), 221 (Linear Algebra), and 336 (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); and, for those planning to specialize in chemical engineering, CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); CSC 140 (Foundations of Computer Science); ENG 111 (Topics in Literature, Film, or Cultural Studies); and four course credits selected from the humanities and social sciences, three credits of which must be in one subject and must include at least one course at or above the 300 level in that subject.

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: Lyle Lichty

### **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 in social science, 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 either 202 (Analytical Chemistry), and 225, 326, and 327 (Organic Chemistry I, II, and Laboratory), or 334 (Biochemistry); and MAT 112 (Functions) or higher. 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 112 (Functions) or 141 (Calculus I); 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), 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: Civil Liberties); and SOC 248 (Contemporary Native Americans), 348 (Race and Ethnic Relations), 362 (Criminal Justice), 363 (Juvenile Justice and Delinquency), and 376 (Civil Rights and Western Racism).

Prospective law students are encouraged to take the Law School Admission Test (LSAT) not 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, and Mary Olson.

## **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. A handbook, *Education for Careers in Medicine*, is available from the pre-med advisors: Barbara Christie-Pope and Craig Tepper, who can suggest the appropriate choice of core courses and electives.

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 112 (Functions) or 141 (Calculus I); 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 interdisciplinary major in Social Work/Human Services. A list of suggested courses for this interdisciplinary major is available from the program advisors: William Dragon and Richard Peterson.

Students preparing for either graduate training or direct employment should include in their programs these core courses: ECB 101 (Macroeconomics); PSY 161 (General Psychology); 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.

## **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 interdisciplinary 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**

## 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.

At the end of every term, 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 or continued on 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), 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 and the Dean of Students in writing of their preference.

## Learning Disabilities

Cornell College is committed to compliance with federal law regarding students with learning 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 (34 Code of Federal Regulations, paragraph 104.41) "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,



paragraph 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: (1) the student obtains 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, and (2) the student presents such documentation to the Registrar, where it is placed on file as a confidential record. Cornell College reserves the right to determine what constitutes appropriate documentation.

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. Every entering student is assigned an academic advisor on the basis of the interests he or she indicated in the admissions application and survey, 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 by mail in spring and summer 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 freshman, 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., MAT 141 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 noon 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.
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 automatically be withdrawn from the course and 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 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 the ground 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. 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;
  - c. declare themselves candidates for the Bachelor of Philosophy degree by filing the appropriate forms for a second curriculum; or
  - d. 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 interdepartmental majors described in the central section of this *Catalogue* (see the *Index* for particular subjects), or they may design an interdisciplinary 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. Interdepartmental majors offer the opportunity for a student to specialize in a recognized academic field by taking courses from various related disciplines. Cornell's current 11 interdepartmental majors are Biochemistry and Molecular Biology, Classical Studies, Environmental Studies, International Business, International Relations, Latin American Studies, Medieval and Early Modern Studies, Russian Studies, Sociology and Anthropology, and Women's Studies.
  - c. Interdisciplinary majors are programs that students design themselves to meet their particular needs and interests. Such a major involves at least eight courses in two or more departments, with at least four of the courses at the 300/400 level. 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 interdisciplinary 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. For information, consult the Registrar.

The requirements for departmental, interdepartmental, and interdisciplinary 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 requirements that were set forth for their major(s) published in the March issue of *deTERMinations* in their first year at Cornell. 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, 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.

## **Student Classification and Class Rank**

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

<b>Number of Course Credits Earned</b>	<b>Class Standing</b>
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 an extension or correspondence program 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 and exemption and advanced placement (except that in foreign languages a score of 5 is required for credit); for a score of 3, only exemption and/or advanced placement (except in English Language, English Literature, and Statistics, in which a score of 3 grants neither exemption nor credit). 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 mailed to the address listed for the student in the *Campus Directory*, i.e., either to the student's campus mailbox or home, depending upon whether or not the College is in session and the student is in residence. 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. If the parents have different addresses, 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. 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 audit 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

**Departmental Honors**, with the words "with distinction in [name of major]" printed on the diploma, may be awarded by a department to seniors who have successfully completed (1) a major with a grade point average of 3.5 or higher in all courses taken within that department (for a definition of department, see *Index. Bachelor of Arts*, Paragraph 2); (2) a project or paper judged to be of honors quality by the faculty of the major department; and (3) a public oral examination on the project or paper (conducted by the department and a faculty member within the same division of the curriculum and selected by the major department) or a public exhibition or recital of artistic merit. Each department may specify further requirements and establish its own procedures for evaluating the project or paper. Students interested in earning Departmental Honors should confer with their department chair at the beginning of their senior year.



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

## 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."

## 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 Resource Center 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; orstudents 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:

<b>Terms/Credits</b>	<b>Minimum GPA</b>
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 not considered to have withdrawn from Cornell. 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 159. A non-academic leave of absence is approved if

- the student has made a written request to the Dean of Students;
- the Dean of Students has determined that there is a reasonable expectation the student will return from the leave, and has granted written approval;
- the non-academic leave of absence does not exceed 180 calendar days; and
- Cornell has granted only one leave of absence to the student in 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 (FMLA).

During the term of a leave of absence, students surrender the privileges of regularly enrolled students, and are, therefore, 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. Students on a non-academic leave of absence may not enroll at other institutions.

If a student's leave is not approved, the student is considered to have withdrawn from the institution, and Cornell's withdrawal policy applies (see "Withdrawal from the College"). Also, a student who does not return to Cornell within 180 calendar days after beginning her or his approved leave will be automatically withdrawn from the College.

Students currently receiving financial aid who plan to request a leave of absence should consult the Office of Financial Assistance before making any decisions.

## 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.

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.

## 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.

Students who withdraw only to study off-campus and who intend to return to Cornell may apply for readmission at the same time as they are applying for withdrawal. If they do not, however, return at the time they indicated that they would, then they must apply for readmission as in the paragraph above.

Upon readmission to the College, a student will be awarded financial assistance based on financial need as determined by the U.S. Department of Education. If a student was a scholarship recipient prior to withdrawal, the scholarship will remain in effect after readmission if the student has at least a 3.0 cumulative grade point average. 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.

## **Transcripts/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 usually require two to three working days to process. 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.”

## **Assessment of Student Experiences, Perceptions, and Academic Achievement**

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.

## **Graduation Rate**

The graduation rate for the 1991 cohort is 59% for five years and 60% for six years. The 1995 cohort is 62% for five years and 63% for six years.



**FPO**

**file: courses**

## General Information about Courses

### 1. 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;
- 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;
- 8—graduate courses;
- 9—Cornell-affiliated off-campus programs.

### 2. Punctuation

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

- comma—the two courses are independent of each other, and may be taken separately or in any order [FRE 341, 342];
- 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].

### 3. 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.)

### 4. 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.

### 5. 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.

#### 6. Abbreviations

The following notations are used: (CR)—a course graded only Credit/No Credit; (CTBA)—credit to be arranged; (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.

*The Catalogue of Courses, arranged alphabetically by Department.*

## Art (ART)

Douglas Hanson, Christina McOmber, Anthony Plaut (chair)  
Adjunct Faculty/Academic Staff: Susan Coleman, Sandy Dyas, Maria Schutt

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 either 260 or 271; [2] three course credits in studio art [SA], one of which must be 103 or 104; [3] any two 300- or 400-level courses (excluding ART 371) in addition to [4] 483 (to be taken in the junior or senior year), or ACM 964; and [5] 487 (to be taken in the senior year before the ninth term). 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 which include at least four Art History courses [AH] and two Studio courses [SA], one of which must be ART 103 or ART 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 which include at least four Studio courses [SA], one of which must be ART 103 or ART 104, and two Art History courses [AH], one of which must be ART 260 or ART 271. 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, and color, using limited media. May be repeated as ART 203 taken with a different instructor. Registration, when the course is taught in Mexico, entails additional costs. (Fine Arts) [SA]

**104. Design**

Introductory-level studio course exploring art elements, concepts, and history. (Fine Arts) [SA]

**151. Art and Culture**

A thematic and cross-cultural introduction to the subjects of art history, the language, and the methods used in the discipline. Students develop an ability to write about art and architecture primarily from Western societies since antiquity. This course focuses on works of art as expressions of social, intellectual, religious, or aesthetic values and is recommended for majors during their first or second years. (Humanities, Writing Requirement) McOMBER [AH]

**202; 302. Ceramics I & II**

Complete process from preparation of clay to glaze firing, using a variety of techniques. Registration, when the course is taught in Mexico or Japan, entails additional costs. May be repeated as ART 302. (Fine Arts) HANSON [SA]

**207. Photography I**

Introduction to camera use, black and white film, and darkroom techniques. Emphasis on photography within an art context. Students must provide their own camera. Prerequisite: either 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**

Intensive exploration of the use of weaving and dyeing techniques and concepts to create two- and three-dimensional art. Prerequisite: either ART 103, 104, 237, or 242. (Fine Arts) SCHUTT [SA]

**237. Surface Design**

Experimentation and exploration of hand printing and resist-dyeing techniques. Emphasis on surface design within a fine arts context. Techniques include shibori, plangi, paste resist, burn-out, bleach-out, the direct application of dyes, batik, surface embellishment, and collage. (Fine Arts) SCHUTT [SA]

**238. Papermaking**

Includes the making of Western and Eastern style papers and the making of two- and three-dimensional art from these papers and other related materials. Prerequisite: either 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. Baroque Art: 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]

**261. Topics: Non-Western Art**

Selected areas of non-Western art. Course offerings based on availability of instructor. May be repeated for credit if topics are different. (Humanities) [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. Alternate years. (Humanities) McOMBER [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]

**306. Intermedia**

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

**307. Photography II**

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: either ART 103, 104, 237, or 242. Alternate years. (Fine Arts) PLAUT [SA]

**311. Sculpture**

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

**312. Sculpture—Casting**

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

**335. Advanced Textiles**

Advanced instruction in textile techniques, concentrating primarily on silk-screening and other advanced surface design techniques, but with time for individual projects using weaving and papermaking techniques. Prerequisite: either ART 235, 237, or 238. ART 237 is strongly recommended. Alternate years. (Fine Arts) [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 which explores the possibility of making paintings which 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 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

**375-379. 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 contemporary art in conjunction with a studio or art history practicum. Prerequisites: restricted to junior and senior Art majors who have had either ART 260 or 271. 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, Barbara Christie-Pope, Cynthia Strong, Craig Tepper

This interdepartmental 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 MAT 141 and 142 (Calculus I and II); 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, Jeffrey Cardon, Barbara Christie-Pope (chair), Martha Condon, S. Andy McCollum, Craig Tepper  
Adjunct Faculty/Academic Staff: Paul Christiansen, Jennifer Hurley O'Hara, Laura Krouse, David Lyon, Shea-Lynn Putz

**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 320 Iowa Plant Communities  
 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 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. 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) LYON

**254. Ornithology**

Basic biology of birds, emphasizing taxonomy, structure, ecology, behavior, distribution, and natural history. Prerequisite: BIO 142 or adequate high school preparation. May include an extended field trip. Offered every third year. (Laboratory Science)

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

**281-285. 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. (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

**320. Iowa Plant Communities**

Primarily a field course designed to gain familiarity with the variety of plant communities in Iowa. Topics include species identification, vegetation measurement and comparison, relationship to soil and other environmental factors. One or more multi-day field trips. Prerequisites: BIO 141 and 142. (Laboratory Science) CHRISTIANSEN

**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. Prerequisite: BIO 205. 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. Prerequisite: BIO 205. 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

**381-385. 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  
Adjunct Faculty/Academic Staff: Andrea Pionek

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

**Major:** 14 or 15 course credits. A minimum of 10 course credits in Chemistry, which must include CHE 121, 122, 202, 225, 323, 324, 326, 327, and two additional courses at the 300 level, excluding 380. CHE 161 may be substituted for CHE 121 and 122; nine chemistry courses are then required for the major. Also required are MAT 141 and 142 (Calculus I and II); 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, which must include CHE 121, 122, 202, 225, 323, 324, 326, 327, 334, 335, two additional courses at the 300 level, excluding 380, and a major research experience. CHE 161 may be substituted for CHE 121 and 122; 11 chemistry courses are then required. Also required are PHY 111, 112, and 114; and MAT 143 (Calculus III). 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.

### 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. Students who take the course should have already satisfied the B.A. requirement in Mathematics. 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. 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

**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. The laboratory emphasizes the use of the computer to calculate thermodynamic quantities from molecular properties. Prerequisites: CHE 122 or 161, and MAT 141. Recommended prerequisite: PHY 111. (Laboratory Science)

**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, MAT 142, and PHY 114. (Laboratory Science)

**326. Organic Chemistry II Lecture**

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

**328. Advanced Organic Chemistry**

Selected advanced topics of reaction mechanisms or syntheses of organic compounds. Prerequisites: CHE 326 and 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)

**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, Charles Connell, Diane Crowder, Sally Farrington-Clute, John Gruber-Miller, Lynne Ikach (chair), Carol Lacy-Salazar, Marcela Ochoa  
Adjunct Faculty/Academic Staff: Lisa Green-Douglas, Middie Morf

**Foreign Study:** All students are strongly urged to develop their language skills through a semester or year of studying abroad. The College offers opportunities to study the following languages abroad: Arabic (in Morocco), Czech (in Olomuoc or Prague), Dutch (in Amsterdam), French (in Geneva, Toulouse, or several African countries), German (in Berlin), Modern Greek (on Lesvos), Hindi, Kannada, or Marathi (in India), Indonesian (in Bali), Italian (in Florence), Japanese (in Tokyo), Lugandu (in Uganda), Mandarin (in Kunming), Mongolian (in Ulaanbaatar), Nepali (in Kathmandu), Portuguese (in Brazil), Russian (in Krasnodar), Samoan (in Samoa), Shona or Ndebele (in Zimbabwe), Spanish (in Central and South America or Spain), Setswana (in Botswana), Swahili (in Kenya or Tanzania), Tibetan (in India or Nepal), Twi (in Ghana), Vietnamese (in Ho Chi Minh City), Xhosa (in Cape Town), and Zulu (in Durban). See *Off-Campus Programs*, especially SIT and ACM 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 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).

**Concentration:** A flexible program leading to the B.S.S. or B.Ph. degree or to an interdisciplinary 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. CROWDER or BONEY

**254. French Women Writers in Translation**

Survey of fiction, poetry, and essays by major women writers. Works by representative writers such as Sand, Colette, de Beauvoir, Sarraute, Wittig, and others 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. CROWDER or 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 “indecent.” 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. The new 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, Morocco, 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*.

**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 304. 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.

**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, 304, 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. Brief introduction to the history of German literature. 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

### **304. Business German**

Introduction to the language used in German businesses as well as an introduction to the German economy. Prerequisites: GER 301 and ECB 101. Alternate years. CONNELL

### **333. Goethe**

Introduction to the man and his works, concentrating on Faust. Offered every third year. Prerequisite: GER 302 or 304. (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 304. (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 304. (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 304. 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 304. 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 304. 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), HIS 322 (Revolutionary and Soviet Russia), and HIS 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 interdepartmental 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), HIS 322 (Revolutionary and Soviet Russia), or HIS 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. IKACH

### 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. IKACH

**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

**315-319. 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 or 356

**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 or 356

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 or 356

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

**Courses taught in Latin America 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**

When taught on campus, this course is intended as a review of grammar for students with one or more years of high school Spanish and stresses skills in reading, writing, speaking, and understanding Spanish. When offered off-campus, this number is used to register students for instruction in Spanish at any level. Students take a placement test before beginning the off-campus course and are re-tested upon their return. The Department then assigns credit at the appropriate level. Registration entails additional costs when the course is taught off-campus.

### **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 in Mexico**

Same as SPA 205 but taught in Mexico. The final course in the B.A. language requirement offered off-campus. Includes a homestay with a Mexican 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 Spanish designed to improve pronunciation and develop fluency. Systematic analysis of grammar and style through readings and intensive written work. Required of all Spanish majors. Prerequisite: SPA 205 or 206.

**302. Advanced Conversation in Mexico**

Taught in Mexico and designed for students who wish to achieve a higher level of fluency and a comprehensive understanding of life in Mexico. Includes a homestay with a Mexican 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. (Humanities)

**321. Golden Age: Romancero and the Comedia**

Heroes, legends, and history in 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, critical approaches and 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, Bombal, 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. Alternate years. OCHOA

**383. Latinos in the U.S.**

Origins, development, and significance of various aspects of Latino life in the United States, with emphasis on three main groups (Mexicans, Puerto Ricans, Cubans). Study of Latino culture from Columbus to the present day. Prerequisite: SPA 301. (Humanities) OCHOA

**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. Alternate years. OCHOA

**411. Seminar**

In-depth studies in the literature of Spain and Latin America; or linguistic or historical studies of the Spanish language. 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 or LACY-SALAZAR or OCHOA

**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) LACY-SALAZAR, OCHOA

**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 11 semester programs in Spain, Central America, and South America run by the School for International Training. There are language and culture semesters in Bolivia, Brazil, Chile, Ecuador, Mexico, Nicaragua, and Spain. There are semesters with an emphasis on the environment in Brazil and Ecuador, 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.

**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.

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. Possibly visits to other courses. Prerequisite: ESL 205.

## Classical Studies (CLS)

Advisor: John Gruber-Miller

This interdepartmental 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 361 (Western Theatre to 1576).

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 (chair), Leon Tabak

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 141 (Calculus I). 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 141 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

Discussions of responsible uses of software. Readings about the expanding variety of applications for computers, the technology's complexity, the industry's unique rate of innovation, and projections of the likely future of computing. Experience with a variety of software tools, with an emphasis on group work and learning how to learn software. Experience locating, retrieving, and publishing information on the World Wide Web.

### 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.

### 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: MAT 112 or 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 141.

**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)

**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

**306. Numerical Analysis**

Same course as MAT 306 (see for course description). Prerequisites: MAT 143, 221, and CSC 140 or equivalent. Alternate years. deLAUBENFELS

**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

**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. deLAUBENFELS or TABAK

**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

**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, Parallel Programming, Artificial Intelligence, Computer Networks, and Models of Computation. 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, Todd Knoop, Jerome Savitsky, James Stout (chair),  
Gordon Urquhart

**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 (interdisciplinary 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, 245, 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 interdepartmental 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, 345, 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 141 (Calculus I). For strong graduate school preparation in either economics or business, students should take CSC 140 (Foundations of Computer Science), MAT 141-142 (Calculus I & II), 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: MAT 112 or two years of algebra in high school. (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. Alternate years. (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) URQUHART

**253. Managerial Accounting**

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

**263. Multinational Corporation in Central America**

The effects of interaction between large-scale business organizations from industrial countries and Third World economies, particularly those of Central America. Appropriate case studies, historical materials, and other readings will be widely used. Prerequisite: ECB 101. Alternate years. (Social Science) URQUHART

**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. Prerequisite: ECB 102. (Social Science) SAVITSKY

**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 and 102. (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. Labor Economics Seminar**

Investigation of selected topics in the economics of labor markets. Topics may include labor market discrimination and anti-discrimination laws, the economics of women and the family, investment in human capital, the economics of labor unions, and government regulation of labor markets. 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 347-348). 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 141, and one course in statistics (INT 201 or MAT 347-348). Alternate years. (Social Science) SAVITSKY

**345. Marketing Management**

Application of quantitative and other advanced tools to market decision-making. Extensive use of case studies. Opportunity to participate in term-long class group projects, providing marketing assistance to small businesses, non-profit organizations, and community groups. Prerequisite: ECB 245. Alternate years. (Social Science) URQUHART

**351. Financial Management**

Analytic tools of economics and accounting applied to financial decisions. Financial theory, cash flow, asset and liability management. Economics of the securities and financial markets in which firms obtain capital. Prerequisite: ECB 253. (Social Science) STOUT

**352. Financial Management Seminar**

Long-term financial planning, capital markets analysis, economics of investment decision-making, mergers and acquisitions, and current financial problems. 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) URQUHART

**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 representative. 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, Gayle Luck (chair), Richard Peters  
 Adjunct Faculty/Academic Staff: Helen Damon-Moore, Patrick Highland,  
 James O'Connor, Sandy Pape, Nancy Purington, Kristin Rickey, James Voss,  
 Laura Young

**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://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 Office of Student Affairs; and (6) have successfully achieved passing scores on the 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 after May 17, 2000. These tests determine college-level competence in the areas of reading, writing, and mathematics. Students must take and pass these tests before they can be admitted to Teacher Education and 300-level education courses. Students must take these tests early in their college studies. In fact, 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 \$100.00 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. **All students must meet this requirement and have passing scores on file in the Education Department before they can take 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 obtain a copy of the *Teacher Education Handbook* and study it carefully. Students may not undertake 300-level education courses until they are admitted to Teacher Education.

In order to be admitted to student teaching, students must have an all-college 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: normally 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 *Student Teaching Handbook* 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 Room 103 of 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. One course in Biology.
4. One course in a physical science selected from Chemistry, Geology, or Physics.
5. One course in a behavioral science selected from Anthropology, Psychology, or Sociology.
6. One course in a social science selected from Economics and Business, Politics, or, if not taken to satisfy the behavioral requirement, Anthropology or Sociology.
7. 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 interdepartmental 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 thirty-three 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 9.25 course credits in Education, which include EDU 205, 215, 230, 240, 322 or 324 or PED 331, EDU 511, 410, 420, 430, and 483; 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 interdisciplinary 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 room 103 College Hall, 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) PETERS or O'CONNOR

#### **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 O'CONNOR

#### **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 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 or RICKEY

**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) DAMON-MOORE or HIGHLAND

**255. Gender in American Education**

Ideas about men and women have influenced both access to and the content of American education since its beginnings. Philosophical and social perspectives of gender issues in schooling from preschool through post-secondary education. Offered subject to availability of faculty. Alternate years. (Humanities) DAMON-MOORE

**308. Language Teaching Methodology**

Same course as LAL 308 (see for course description). Required of all foreign language and ESL teaching majors. Prerequisite: 205 course in a foreign language. Alternate years.

**314. 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. 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. 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. LUCK

**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. PETERS

**380. Environmental Outdoor Education Internship**

Topics relating to outdoor education. Methods of teaching and the creation of lessons and materials for children of elementary school age. Supervision of children in outdoor education projects. The course is taught at the Williams Bay, Wisconsin Campus of Aurora University/George Williams College and under the direction of Aurora University/George Williams faculty. Students must provide their own transportation at their own expense. All other costs are covered by the College. Prerequisites: a minimum of nine course credits and approval of the Education Department sponsor. See *Index. Courses 280/380*. (CR) PETERS

**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. Prerequisites: either EDU 319, 322, 324, PED 324 or 331, EDU 511 for Secondary Education majors, senior standing, and approval of the Education Department. (CR) BOSTWICK, LUCK, O'CONNOR, PAPE, PETERS, PURINGTON, VOSS, or YOUNG

**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, LUCK, O'CONNOR, or PETERS

**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) M. HEARNE

**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 receive evaluation and assessment feedback from faculty on their strengths, weaknesses, accomplishments, and future plans. Prerequisite: successful completion of EDU 430 or ACM 966 (Urban Education). BOSTWICK, LUCK, or PETERS

**511. K-12 Tutoring (1/4)**

Tutoring students in the license areas of the Cornell student. Direct involvement of the future teacher in the educational activity and studies of a specific K-12 student. Observation, tutoring, and assisting licensed teachers. Thirty hours of student contact required as a minimum. Required of all Secondary Education majors and available to all Elementary Education majors. Prerequisites: admission to the Teacher Education Program and permission of the Education Department chair. (CR) PETERS

**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. Prerequisites: EDU 319, 322, 324; PED 324 or 331 and 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** (January)

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

**972. Foundations of Bilingual Education** (summer)

**973. Methods and Materials for Teaching ESL** (summer)

**974. Assessment: Oral and Literacy Skills Development** (summer)

During the summer 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)

Matthew Cooperman, Leslie K. Hankins, Richard Martin (chair),  
Michelle Mouton, 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.

**111. 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 *deTERMinations* for current topics and descriptions. (Humanities, Writing Requirement) COOPERMAN, HANKINS, R. MARTIN, MOUTON, or STAVREVA

**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) 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) COOPERMAN

**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) COOPERMAN

**217. Writing for Television**

Techniques of, and practice in, writing spec scripts. Critical texts and produced television scripts provide the context for students’ own writing. Additional topics include the collaborative nature of television, freelancing vs. staff writing, exigencies of structure and time frame, the roles of the agent and the Writer’s Guild. Prerequisite: Writing-designated course (W). Offered subject to availability of faculty. (Fine Arts)

**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 2003-2004 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, considering everything from the Indo-European roots of English to current debates over Ebonics and other nonstandard uses of English. Prerequisite: Writing-designated course (W). Alternate years. (Humanities)

**316. Advanced Creative Writing Workshop**

Advanced course in creative writing. See *deTERMinations* for a detailed description. Manuscript of 10 pages in length may be requested before permission is granted. Course may be repeated once for credit. Prerequisites: ENG 213 or 214 and permission of instructor. Alternate years. (Fine Arts) COOPERMAN

**321. Medieval English Literature**

The Anglo-Saxon epic, the Arthurian romance, Chaucer's *Canterbury Tales*, the mystical tradition, or other topical concentrations in medieval literature, studied in its cultural context. Prerequisite: Writing-designated course (W). Offered in alternate years or every third year. (Humanities) STAVREVA

**322. Medieval and Renaissance Drama (excluding Shakespeare)**

Medieval mystery cycles, revenge tragedies, she-tragedies, city comedies, or other topical concentrations in the study of Shakespeare's predecessors, rivals, colleagues, and heirs, including authors such as Marlowe, Kyd, Ford, Dekker, and Middleton. 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. 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**

The works of John Milton. Intensive reading of *Paradise Lost* in the context of the political, social, and religious conflict of seventeenth century England. Prerequisite: Writing-designated course (W). Alternate years. (Humanities)

**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)

**329. Eighteenth Century Fiction**

A study of the “rise of the novel,” including such authors as Behn, Defoe, the Fieldings, Richardson, Burney, Sterne, Edgeworth, and Austen, in the context of the social changes that promoted this generic innovation. Prerequisite: Writing-designated course (W). Alternate years. (Humanities)

**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**

Various texts, such as *A Room of One's Own*, *Jacob's Room*, *To the Lighthouse*, *Mrs. Dalloway*, *The Waves*, *Orlando*, *Between the Acts*, and excerpts from essays, letters, and diaries. Prerequisite: Writing-designated course (W). Alternate years. (Humanities) HANKINS

**336. Twentieth Century Fiction**

Modern fiction in English chosen from Woolf, Joyce, Lawrence, Richardson, H.D., E.M. Forster, Kincaid, and/or others. May focus on a topic such as Modernism(s). 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. African-American Literature**

Study of African-American literature and/or film. Topics may include African-American women writers and directors. 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) COOPERMAN

**363. Contemporary Fiction**

Intensive look at recent and experimental developments in fiction as represented by writers like Raymond Carver, Lydia Davis, Lorrie Moore, Don DeLillo, and Barry Hannah. Prerequisite: Writing-designated course (W). Alternate years. (Humanities) COOPERMAN

**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) COOPERMAN

**365. Comparative Literature and Cinema**

Study of connections between literature and film, including topics such as *avant-garde* film and Modernist literature of the 1920s and 1930s, or women writers, directors, and film theorists of the 1920s and 1930s. 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) COOPERMAN

**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). (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.) May be repeated for credit, with permission of instructor, when course content is different. Prerequisite: Writing-designated course (W). (Humanities) HANKINS

### **374. Topics in Literature**

A topic that integrates literature and material from other disciplines. 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. Prerequisites: Writing-designated course (W), acceptance by a sponsoring agency, and Departmental approval. No more than four terms of Internship may be counted toward the minimum 32 course credits required for graduation; no more than two credits toward an English major; and 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)

### **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. Prerequisites: Writing-designated course (W), acceptance by a sponsoring agency or individual, and Departmental approval. No more than four terms of Internship may be counted toward the minimum 32 course credits required for graduation; no more than two credits toward an English major; and 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)

### **411. Senior Seminar**

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

## **Environmental Studies (ENV)**

Advisor: Rhawn Denniston

**Major:** A minimum of 11 courses, to include three 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 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**

BIO 141 Foundations: Cellular Biology  
 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  
 Two (2) electives

**Environmental Policy and Values**

ENG 350 American Nature Writers  
 GEO 220 Resources and Land Use or GEO 331 Environmental Geology  
 PHI 224 Environmental Ethics  
 POL 262 American Politics  
 POL 368 Environmental Politics  
 Four (4) electives

**Marine Sciences**

BIO 141 Foundations: Cellular Biology  
 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 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 the 200 level or above, 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**

BIO 209 Plant Morphology  
 BIO 230 Conservation Biology  
 BIO 254 Ornithology  
 BIO 308 Invertebrate Zoology  
 BIO 312 Vertebrate Zoology  
 BIO 320 Iowa Plant Communities  
 BIO 332 Plant Systematics  
 BIO 334 Animal Behavior  
 BIO 337 Entomology  
 CHE 202 Analytical Chemistry  
 CHE 225 Organic Chemistry I  
 GEO 220 Resources and Land Use  
 GEO 222 Climate Change  
 GEO 255 Modern and Ancient Carbonate Systems of the Bahamas

GEO 324 Sedimentology and Stratigraphy  
GEO 320 Geomorphology  
GEO 332 Hydrogeology  
PHY 228 Energy Alternatives

**Environmental Policy and Values**

ANT 222 Applied Anthropology  
ECB 213 Economic Development  
ECB 223 International Economics  
ECB 263 Multinational Corporation in Central America  
EDU 380 Environmental Outdoor Education Internship  
GEO 222 Climate Change  
PHI 202 Ethics  
POL 346 Political Economy of Developing Countries  
POL 349 International Political Economy  
POL 367 Urban Politics  
SOC 313 Urban Community

**Marine Sciences**

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  
CHE 327 Organic Chemistry Laboratory  
CHE 333 Advanced Analytical Chemistry  
GEO 220 Resources and Land Use  
GEO 222 Climate Change  
GEO 255 Modern and Ancient Carbonate Systems of the Bahamas  
GEO 317 Paleoecology  
GEO 324 Sedimentology and Stratigraphy  
GEO 485 Geological Literature  
INT 201 Statistical Methods or MAT 141 Calculus I  
POL 240/340 Security at Sea  
POL 368 Environmental 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 one Environmental Studies advisor. See *Index. Courses 280/380.* (CR)

**GEO 512. Geographic Information Systems (1/4)**

See under Geology for description.

**912. Tanzania Program:** 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 which 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. Courses include comparison of specific ethnic groups in their cultural contexts. Students may develop an interdisciplinary major in Ethnic Studies by following the recommendations given below, and filing with the Registrar a *Contract for an Interdisciplinary Major*. See *Index. Interdisciplinary Major*.

- I. EST 123. This course should be taken as early as possible.
- II. Four core courses: ANT 101 (Cultural Anthropology), EDU 240 (Human Relations), REL 222 (Religions of the World), and SOC 348 (Race and Ethnic Relations).
- III. At least four courses chosen from the following: 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); 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 342 (Judaism); RUS 281 (Introduction to Russian Culture and Civilization); SOC 248 (Contemporary Native Americans), 343 (Women: Oppressions and Resistances), 376 (Civil Rights and Western Racism); and SPA 385 (Latin American Culture and Civilization).

Similar courses, if approved beforehand by the Ethnic Studies Advisor, may also be included in Category III. Students are encouraged to develop individual projects in Ethnic Studies and to participate in relevant study-abroad programs (see for example course number 988 below). To count such projects or programs toward an interdisciplinary major in Ethnic Studies, students must obtain in advance the approval of the Ethnic Studies Advisor.

### 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.*

**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, Paul Garvin, Benjamin Greenstein (chair)

**Major:** A minimum of 11 courses, including GEO 111, 112, 212, 215, 217, 316, 319, 324; plus three elective courses at or above the 200 level, one of which must be taught in the field, such as GEO 255, 329, or an accredited summer field camp.

Supporting coursework in chemistry, physics, and mathematics is strongly recommended. Students planning to pursue geology at the graduate level should also take GEO 312, 315, an accredited summer field camp; CHE 121-122 (Chemical Principles I and II) or CHE 161 (Accelerated General Chemistry); MAT 141-142 (Calculus I and II); and PHY 111-112 (General Physics I and II), or 101-102 (Introductory Physics I and II); also an intermediate-level course in a foreign language.

**Teaching Major:** GEO 111, 112, 212, 215, 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, 215, 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) GARVIN or DENNISTON

### **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) GARVIN

### **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) GARVIN

### **215. Structural Geology**

Descriptive analysis of rock structures: faults, joints, folds, unconformities, and intrusive igneous contacts. Trigonometric solutions to three-dimensional problems. Use of the Brunton compass. 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

### **220. Resources and Land Use**

Mineral resource acquisition and utilization in relation to land use. Competing land use issues, such as: mining vs. wilderness preservation; soils and agriculture vs. urban encroachment; coastal resources vs. urban encroachment. The role of geology in comprehensive land use planning. Prerequisite: either GEO 101, 111, or 114. Alternate years. (Science) GARVIN

### **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

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

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

**312. Applied Mineralogy**

Methods of mineral analysis. Applications of principles of mineralogy to an understanding of mineral properties, minerals as gems, mineral resources, and minerals and human health. Practical exercises in x-ray powder diffraction. Field- and laboratory-based comparative study of mineral deposits in eastern Iowa. Prerequisite: GEO 212. Alternate years. (Laboratory Science) GARVIN

**315. Plate Tectonics**

Principles and processes of plate tectonics; evolution of continents through geologic time; survey of the world's tectonic environments; includes daily reading of primary literature and a multi-day field trip. Prerequisite: GEO 215. Alternate years. (Laboratory Science) DENNISTON

**316. Optical Mineralogy**

Petrographic microscope and its use in the study and identification of minerals. Wave theory of light; principles of refraction, polarization and interference; optical indicatrix; optical classification of solids. Prerequisite: GEO 212. (Laboratory Science) GARVIN

**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. Prerequisite: GEO 316. Alternate years. (Laboratory Science) GARVIN

**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. Prerequisite: GEO 112 and either GEO 111 or 114. 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. May entail additional costs. Prerequisites: GEO 111, 112, and 215. 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 and quantity related to land use in a watershed basin. Prerequisite: either GEO 111 or 114. (Laboratory Science) DENNISTON

**332. Hydrogeology**

The occurrence, sources, properties, and movement of streams and groundwater. Problems related to use and pollution of aquifers. Prerequisites: MAT 112 and either GEO 111 or 114. Alternate years. (Laboratory Science) DENNISTON

**485. Geological Literature (1/2-1)**

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 the 200 level or higher 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 websites. 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 will include 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) GARVIN

## History (HIS)

Robert Givens, M. Philip Lucas (chair), Catherine Stewart  
Adjunct Faculty: Ko-hsing Huang

**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 (courses numbered 304 to 312), Europe since 1700 (courses numbered 315 to 330), American and Latin American history (courses numbered 340 to 369, and 394); and any two courses in History outside the primary field.

**Interdepartmental Majors and Programs:** The Department of History cooperates in offering several interdepartmental 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.

*Note: History courses at the 100 level are not open to juniors and seniors except with permission of the course instructor.*

**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. (Humanities)

**102. Europe: 1300-1700**

An introduction to the principal cultural and intellectual developments in Europe from the Italian Renaissance to the Scientific Revolution. (Humanities)

**104. Modern Europe and Its Critics**

Social and intellectual development of Europe since 1700. (Humanities)  
GIVENS

**111 through 120. Introductory Seminars in History**

Reading of both primary and secondary sources as the basis for class discussion and papers. (Humanities)

**141. Latin American History**

Introduction to Latin American studies, with special attention to major themes and selected countries. Same course as LAS 141. (Humanities)

**153. Origins of the American Nation**

From colonial origins through Reconstruction, with emphasis on the formation of local, sectional, and national communities. (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). (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

**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)

**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. (Humanities) GIVENS

**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)

**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. A maximum of two course credits may be earned in Internship courses; however, only one course credit of Internship may be applied to a History major. 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**

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)

**232. Women and Men in the Twenty-First Century**

Interdisciplinary, team-taught course exploring gender issues from literary, historical, and social science perspectives. Students will examine gender-related attitudes, images, and behaviors as they are articulated, examined, and otherwise



embodied in scholarly studies, fiction, and film. Prerequisite: sophomore standing. H. DAMON-MOORE/D. DAMON MOORE

### **283. Seminar on Community Service**

Exploration of the dynamics of human community and individual responsibility within community, as well as the moral issues raised in contemplation of social responsibility. Students participate in a community service position for the duration of the course. This course integrates learning and community service through reading, writing, reflection, and discussion. Prerequisite: sophomore standing. Not offered every year. (CR) GARNER and H. DAMON-MOORE

### **501. Practice in Writing (1/4)**

Two-term individualized adjunct course to improve basic writing skills. Six class meetings and six individual tutorials on the writing for the student's principal course (or on additional essays if necessary). Topics include preparation to write; organization; grammar and punctuation tips; writing introductory, body, and concluding paragraphs; and revising. Prerequisite: permission of instructor. (CR) A. GRUBER-MILLER

## **International Business (IBU)**

Advisors: Charles Connell and Gordon Urquhart

This interdepartmental 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 IBU Committee 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); ECB 263 (Multinational Corporation in Central America); HIS 141 (Latin American History), 349 (Topics in Latin American History); MUS 225 (World Music); PHI 301 (Asian Philosophy); POL 345 (Political Economy of Brazil), 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

EST 123 (Introduction to Ethnic Studies); ENG 367 (Multicultural Literature); 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); GER 304 (Business German); 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 213 (Economic Development), 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), 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 months (one or two course credits) in the junior or senior year. Prerequisites: proficiency at the 301 level in a modern foreign language and permission of the International Business Committee. 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 Committee. See *Index. Courses 299/399*. (CR)

## International Relations (IRE)

Advisor: Robert Givens

This interdepartmental 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: (Because of the need to schedule a number of courses in different departments, majors must elect as their principal advisor one of the members of the International Relations Committee.)

- 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), 345 (Political Economy of Brazil) or 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. 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):
  - ART 202 or 302 (Ceramics I & II) when taught in Mexico; ECB \*213 (Economic Development), 263 (Multinational Corporation in Central

America); HIS/LAS 349; LAS 240 (Topics in Latin American Studies), 340 (Advanced Topics in Latin American Studies); POL 345 (Political Economy of Brazil), 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), 385 (Latin American Culture and Civilization), and when the subject matter deals specifically with Latin America, SPA 311 (Introduction to Textual Analysis), and 411 (Seminar); a maximum of two appropriate independent studies; 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; 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); ECB 263; HIS/LAS 349; POL 345, 346; REL 335; SPA 311, 411 (when the subject matter deals specifically with Latin America), 355, 356; a maximum of one appropriate independent study; relevant courses taken as part of an off-campus program and approved by the LAS Committee.

#### **141. Latin American History**

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. (Humanities)

#### **235-239. 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.*

#### **335-339. 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 an 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, Ann Cannon (chair), Tony deLaubenfels, James Freeman

**Major:** Completion of the calculus sequence (MAT 141, 142, 143, and 223); MAT 221; at least four additional 300-level courses, which include either 327 or 337 and which exclude Individual Projects, Group Projects, and Internships; and completion of CSC 140. The department recommends that CSC 140, which provides knowledge of a programming language, be acquired by the end of the sophomore year. The number of courses required to complete the major depends on where a student places into the calculus sequence. For students starting in or receiving credit for Calculus I this will mean 10 credits, nine in mathematics.

**Teaching Major:** Completion of the calculus sequence (MAT 141, 142, 143, and 223); MAT 221; at least four additional 300-level courses which include MAT 331 and either 327 or 337 and which exclude Individual Projects, Group Projects, and Internships; completion of CSC 140; and a grade point average in all Mathematics courses of at least 2.5. Students with other majors who intend to apply for certification in Mathematics as a second field must take MAT 331 and either 327 or 337, and have a grade point average in all Mathematics courses of at least 2.5. The department recommends that CSC 140, which provides knowledge of a programming language, be acquired by the end of the sophomore year. The number of courses required to complete the major depends on where a student places into the calculus sequence. For students starting in or receiving credit for Calculus I this will mean 10 credits, nine in mathematics. 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 Mathematics which include MAT 221, 223, and at least two 300-level Mathematics courses.

### 112. Functions

Logarithmic, exponential, and trigonometric functions, and related topics. Prerequisite: three years of high school mathematics. (Mathematics)

### 141. Calculus I

Calculus of functions of one real variable and analytic geometry of two variables. Prerequisite: MAT 112 or three and one-half years of high school mathematics, including trigonometry. (Mathematics)

### 142. Calculus II

Continuation of Calculus I, including further techniques of integration, transcendental functions, and applications. Prerequisite: MAT 141.

### 143. Calculus III

Infinite series and vector analysis. Prerequisite: MAT 142.

### 221. Linear Algebra

Linear algebra, vector spaces, and linear transformations. Prerequisite: MAT 142.

### 223. Calculus IV

Calculus of functions of several variables. Prerequisite: MAT 143.

### 306. Numerical Analysis

Function approximation, error analysis, data fitting, iteration, and symbolic computation. Applications to the approximate solution of problems, including

root-finding in non-linear equations, differentiation, integration, linear systems, and differential equations. Prerequisites: MAT 143, 221, and CSC 140 or equivalent. Alternate years. Same course as CSC 306. deLAUBENFELS

**327-328. Modern Algebra I & II**

Formal systems of algebra (groups, rings, integral domains, and fields) and their relations to other disciplines. Prerequisite: MAT 221. Alternate years.

**331. Fundamentals of Geometries**

Axiomatic structures of two-dimensional geometry, with an emphasis on the history of the Euclidean 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.

**336. Differential Equations**

Differential equations, existence theorems for solutions of differential equations, solution of systems of equations, and an introduction to stability theory. Prerequisites: MAT 143 and 221. Alternate years.

**337-338. Analysis I & II**

Topics from the theory of functions of a real variable, including limits and continuity, differentiation, theories of integration, and convergence properties of functions. Prerequisites: MAT 143 and 221. Alternate years.

**347-348. Mathematical Statistics I & II**

Probability, random variables, sampling distributions, theory of estimation and hypothesis testing, linear and multiple regression, analysis of variance, and techniques for categorical data. Prerequisites: MAT 221 and 223. Alternate years. CANNON

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

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

## 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 in this program 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 interdisciplinary major in Medieval and Early Modern Studies by following the recommendations given below and filing with the Registrar a *Contract for an Interdisciplinary Major*. See *Index. Interdisciplinary 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 Medieval and Early Modern Studies Senior Project; 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. Medieval and Early Modern Studies 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 (chair), Lisa Hearne, Martin Hearne, James Martin, Jama Stilwell  
 Adjunct Faculty/Academic Staff: Jonathon Thull

Cornell College offers majors 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. The degree options, majors, the minor, and regulations governing lessons and ensembles are given below.

**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 expired, 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 (except Music Recognition Scholarship students) must be enrolled in music lessons to retain their scholarships.

## **BACHELOR OF ARTS WITH A MAJOR IN MUSIC**

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. Through this type of broadly-based music curriculum, a student may be drawn to further studies or discover career opportunities in such fields as music publishing, manufacturing, arts management, instrument design and restoration, library work, recording, or radio and television. Instruction in a performing medium and participation in solo performance and in ensembles are required components of the B.A. Music major. In addition to fulfilling the general requirements for the B.A. degree (see *Index. Degree Programs*), B.A. Music majors must complete the following:

### **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); and
- IV. All B.A. 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.

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 three categories from which to choose: recital (FAA 798 or 799); student teaching; paper/project (MUS 485). Students may choose more than one 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.



## BACHELOR OF MUSIC (B.Mus.)

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, 299/399) may be counted toward satisfying the minimum credit requirement for this degree.
2. A cumulative grade point average of 2.0 or above.
3. A minimum of nine courses numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 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, including a writing-designated course (W), selected from outside the Department of Music, of which at least three additional courses must be selected from those courses in this *Catalogue* or its supplements whose descriptions end with a parenthesis containing the word "Humanities."
5. Music Theory: MUS 110, 210, 310, 343, 346.
6. Music History: MUS 321, 322, 323.
7. One elective course credit in music history or theory, selected from MUS 213-275, 315, 348-366.
8. FAA 701 in all semesters of residence.
9. A grade of "Pass" on all parts of the Piano Proficiency Requirement (see below, "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 below, "Ensemble Participation").
11. Satisfaction of the requirement for attendance at music events (see below, "Music Performance Seminar").
12. Completion of a senior project (see paragraph above under "Bachelor of Arts").
13. One of the following programs of concentration:
 

**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, or wind instrument.
  - b. One course credit in a secondary performance medium.
  - c. MUS 306.
  - d. MUS 302 or 304.

- e. MUS 107 and 308 for voice majors; MUS 303 for organ majors; or MUS 307 for piano majors.
- f. FAA 798 (junior year) and 799 (senior year).
- g. FRE, GER, GRE, JPN, LAT, RUS, SPA 205 or equivalent.
- h. Entering students who intend to major in performance must audition before the Department of Music during their first semester in residence.

**Major in Music Education (MUE)**

- a. Three course credits in a primary performance medium, either voice or a keyboard, string, 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 708 or 774, and 707.
- c. Demonstrate the ability to accompany a singer or instrumentalist (part of the Piano Proficiency Requirement).
- d. MUS 306.
- e. MUS 331 and 431.
- f. Admission to the Teacher Education Program not later than February 1 of the sophomore year and satisfaction of all its requirements by the time of graduation (see *Education* for complete prerequisite information).

**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 711-720) is required of all Music majors and music scholarship students, regardless of degree or program. Requirements vary, depending on the degree program, and are detailed in the preceding curricular information. 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 entirely 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, Music minors, as well as all other students who are enrolled in music lessons. (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 each semester 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. (Humanities, Writing Requirement) CHAMBERLAIN

**210. Music Theory II**

Continuation of MUS 110, with the addition of keyboard techniques. 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.* (Humanities)

**213. American Music**

Music in the American colonies and the United States from the seventeenth century *Bay Psalm Book* to the twentieth century. Open to all students. Offered subject to availability of faculty. (Humanities)

**214. Arts in New York**

Ten days in New York City, the center of cultural activities in America, preceded by a week on campus studying the plays, operas, musicals, and other events to be seen and heard in New York. Open to all students. Registration entails additional costs. Offered subject to availability of faculty.

**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. (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

**225. World Music**

Study of the relationship between music and culture with emphasis on music of the non-Western world. Open to all students. Offered subject to availability of faculty. (Humanities)

**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. Recommended prerequisite: MUS 101. M. HEARNE

**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. 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) STILWELL

**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. M. HEARNE

**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

**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. Prerequisites: MUS 331 and fulfillment of the Piano Proficiency Requirement. M. HEARNE

**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. M. HEARNE

**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)**

Opportunity for students to perform in recital and studio workshop situations. A forum for guest artists to perform and for lectures and discussions by students, faculty, and visiting musicians. (See “Music Performance Seminar” on page 110.)

**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

**703-706; 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**

**707. Instrumental Techniques for Singers (1/4)**

Basic techniques of woodwind, string, and percussion instruments. Required of vocal music education majors.

**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. CHAMBERLAIN

**Ensemble and Solo Performance Courses**

Music courses numbered 711-793 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 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. Performance majors must 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. (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*.

<b>731 (1/4), 732 (1/2), 733 (1)</b>	<b>Brass Instruments</b>
<b>741 (1/4), 742 (1/2), 743 (1)</b>	<b>Organ</b>
<b>751 (1/4), 752 (1/2), 753 (1)</b>	<b>Percussion Instruments</b>
<b>761 (1/4), 762 (1/2), 763 (1)</b>	<b>Piano</b>
<b>771 (1/4), 772 (1/2), 773 (1)</b>	<b>String Instruments</b>
<b>774 (1/4), 775 (1/2), 776 (1)</b>	<b>Guitar</b>
<b>777 (1/4), 778 (1/2), 779 (1)</b>	<b>Harp</b>
<b>781 (1/4), 782 (1/2), 783 (1)</b>	<b>Voice</b>
<b>791 (1/4), 792 (1/2), 793 (1)</b>	<b>Woodwind Instruments</b>

**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)

Karen Brown, 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, and 306; 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. Alternate years. 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*, Zarnyatin's *We*, 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, Samkhya, Yoga, Vedanta and Zen through their classic texts. Alternate years. (Humanities) K. BROWN

**302. Ancient Philosophy**

Advanced study of philosophers from the ancient period, such as the Presocratics, Plato, and Aristotle. Alternate years. (Humanities) K. BROWN

**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. Modern Philosophy: Nineteenth Century**

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. American Philosophy**

Intensive study of three major American philosophers such as William James, John Dewey and Richard Rorty. Offered every 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

**352. Philosophy of Feminism**

Explores philosophical theories on the nature of women, feminist critiques of Western philosophy, and current issues in feminist ethics, epistemology, and metaphysics. Alternate years. (Humanities) K. BROWN

**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. Covers ground from Aquinas to Critical Legal Studies. 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) K. BROWN

**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

### 359. Postmodern Philosophy

Introduction to a very recent post-Analytic movement in twentieth century philosophy. Study of the views of philosophers such as Lyotard, Foucault, and Rorty. Offered every third year. (Humanities) GRAY

### 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. 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, Cynthia Jennings, Ed Timm, Ellen Whale (chair)  
Adjunct Faculty/Academic Staff: Curt Heideman, Lori Moss, Dick Simmons

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 Major:** 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 Major:** 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 completion of a major in Elementary or Secondary Education.

**Coaching Authorization:** PED 205 and EDU 215 (Educational Psychology).

#### **101. Lifetime Physical Fitness and Activities**

Instruction in the major components of fitness, the physiological bases 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.

#### **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. TIMM

#### **205. Coaching Endorsement or Authorization**

Structure and function of the human body during physical activity. Athletic conditioning, care and prevention of injuries and first aid, theory of coaching interscholastic athletics, professional ethics, and legal responsibility. Combined with EDU 215 (Educational Psychology), this course meets the requirement for an Iowa Coaching Endorsement for Education majors and Coaching Authorization for all other students. Open to Physical Education majors with the permission of the instructor. (See “Coaching Endorsement or Authorization” above.) DeVRIES

#### **212. Sports and American Society**

Discussion 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 recruiting and the college education. Readings reflecting a variety of viewpoints about the role of sports in American society will be selected from contemporary literature. Alternate years. (Social Science) DeVRIES

#### **215. Psychology of Sport**

Theory and issues related to the psychological aspects of competitive sport. Personality and sport, attentional control, anxiety and performance, motivation

and attributions, aggression in sport, and team cohesion. Intervention strategies for performance enhancement. Alternate years. (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. SIMMONS

**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)**

Structures producing movement in the human body. Systematic study of the bones, joints, and muscles; their interdependence; and movement fundamentals. Prerequisite: PED 313. JENNINGS

**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. Alternate years. WHALE

**313. Human Anatomy**

Study of the human musculoskeletal, cardiovascular, respiratory, and nervous systems as they relate to physical activity. JENNINGS

**314. Exercise Physiology (1/2)**

Fundamental concepts describing the response of human organ systems to exercise. Energy production, conditioning for sport, and nutrition and physical performance. Prerequisite: PED 313. JENNINGS

**318. Techniques of Team, Dual, and Individual Sports**

Emphasis on teaching progressions, analysis of skills, and strategies of selected sports and games. Alternate years. TIMM

**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. 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. Prerequisite: PED 111. DeVRIES

**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. 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. Prerequisite: PED 237. Open only to juniors and seniors, except with permission of instructor. Alternate years. SIMMONS

**341. Methods of Coaching Baseball (1/2)**

Alternate years.

**342. Methods of Coaching Basketball (1/2)**

Alternate years. TIMM

**343. Methods of Coaching Football (1/2)**

Alternate years. REASLAND

**345. Methods of Coaching Track (1/2)**

Alternate years. JENNINGS

**347. Methods of Coaching Volleyball (1/2)**

Alternate years. WHALE

**348. Methods of Coaching Wrestling (1/2)**

Alternate years. HEIDEMAN

**350. Methods of Coaching Softball (1/2)**

Alternate years. MOSS

**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. WHALE

**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. Alternate years.

**362. Fitness Assessment and Prescription**

Physiology as it directly relates to exercise, including energy production, the cardiorespiratory system, and muscular structure and function. Assessment techniques of health-related components of fitness, including body composition, cardiorespiratory fitness, strength, and flexibility. Interpretation of results and personalized fitness prescriptions. Proper exercise techniques, including aerobics, running, biking, rowing, strength training, and flexibility training. Prerequisites: PED 308, 313, and 314. Alternate years. WHALE

**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. WHALE

### **380. Internship in Physical Education**

A two-term internship, working under the guidance of the directors of Mercy Hospital's Wellness Program in Cedar Rapids and a Cornell faculty member. The terms must be taken consecutively (for a total of two course credits). Observation and participation in various aspects of the Wellness Program, including fitness testing, counseling, and instructing fitness classes. Prerequisites: junior or senior standing, at least three Physical Education courses numbered in the 300s or 400s, and approval of the Department. Recommended prerequisites: PED 101, 308, 313, and 314. 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. Prerequisites: Must be accepted into the Cornell College Athletic Training Program as administered and supervised by Head Athletic Trainer Dick Simmons. 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. There are no specific courses required as prerequisite for admission to the program or to the Athletic Training Practicum. (CR)

## Physics (PHY)

Kara Beauchamp, Lyle Lichty, Derin Sherman (chair)

**Major:** MAT 141, 142 (Calculus I and II); 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 143 (Calculus III), 221 (Linear Algebra), 223 (Calculus IV), and three additional course credits in Physics at or above the 300 level, for a minimum of 14 courses. Students planning for graduate work in Physics should elect option (B) and include PHY 321, 322, 334, and MAT 336 (Differential Equations).

**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 141 and 142 (Calculus I and II) 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

interdisciplinary 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. Prerequisite: two years of high school algebra. (Science)

**102. Introductory Physics II**

Continuation of PHY 101 covering electricity, magnetism, and modern physics. Prerequisite: PHY 101. (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 141. (Science)

**112. General Physics II**

Continuation of PHY 111. Topics include relativity and electricity and magnetism. Prerequisite: PHY 111. (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)

**120. Conceptual Physics**

Conceptual revolutions in physics which have changed our view of the world. Topics may include Newton's theory of motion, Einstein's conception of space and time, the ideas of quantum theory, and the discovery and classification of elementary particles. Emphasis on the logical structure of these theories rather than their mathematical content. Intended for non-science majors. Alternate years. (Science) SHERMAN

**125. Science through Film and Fiction**

Scientific topics and issues found in selected novels and feature films. Students will investigate specific scientific concepts and use them as case studies illustrating the historical development of science, the process of scientific discovery, 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) JACOB 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 Alternatives**

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. Alternate years. (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: MAT 141; PHY 112, 114, and 303. 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 114, 302, 303, and one other 200- or 300-level physics course. Alternate years. SHERMAN

**321. Mechanics**

Newtonian mechanics covering the motion of single particles, rigid bodies, and particle systems. Prerequisites: MAT 142; PHY 112 and 114. Alternate years.

**322. Electricity and Magnetism**

Electric and magnetic fields and their sources, magnetic and dielectric materials, and Maxwell's equations. Prerequisites: MAT 223; PHY 112 and 114. Alternate years.

**334. Introduction to Quantum Mechanics**

Development on the Schrödinger wave equation and its solution for the harmonic oscillator and Coulomb potentials. Orbital and spin angular momentum, and applications to simple atomic and molecular systems. Prerequisites: MAT 221; PHY 303, and either PHY 305 or 321. Alternate years. BEAUCHAMP

**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.

**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)

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

## Politics (POL)

Craig Allin, David Loeb sack (chair), Robert Sutherland  
Adjunct Faculty/Academic Staff: Ko-hsing Huang

**Major:** A minimum of eight 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*. POL 111 may be counted toward the eight required courses. INT 201 (Statistical Methods) may be substituted for one course in *International Relations and Comparative Government* or one course in *American 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 (interdisciplinary 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)

#### 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. (Social Science) SUTHERLAND

### 315-319. Seminar in Political Thought

Examination of a particular topic or issue in political thought. Content varies from year to year. Prerequisite: either POL 222, 225, or 327. 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: either POL 222, 225, or 327. (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. (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

**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) LOEBSACK

**335-339. 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. Prerequisite: either POL 242 or 243. Offered subject to availability of faculty. (Social Science)

**345. Political Economy of Brazil**

In-country study of Brazil, a newly industrializing country that is attempting to make the transition from authoritarian military rule to constitutional democracy. When taught in Brazil, registration entails additional costs. Prerequisite: POL 243. Alternate years. (Social Science) LOEBSACK

**346. Political Economy of Developing Countries**

Political-economic systems of selected developing countries of Africa, Asia, and Latin America. Normally the course will focus on 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

**355-359. 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: Public Law in the Age of Multiculturalism**

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: Civil 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**

Selected problems of urban America, their consequences for city dwellers and the nation. Feasibility and desirability of various policy 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

**981. Washington Center:** see *Index. Washington Center.*

**982. Capital Experience:** see *Index. Capital Experience.*

## **Psychology (PSY)**

Suzette Astley, James Brown, William Dragon (chair), Carolyn Enns, Alice Ganzel

Adjunct Faculty/Academic Staff: Lori Nelson, Lisa Janssens-Rud

**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). The statistics course must be taken before 394 and 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 (interdisciplinary 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. General Psychology**

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. (Social Science)

### **272. Cognitive Psychology**

A critical examination of human memory and thinking. Topics may include: attention, concept formation, memory systems, imagery and cognitive maps,

problem solving, reasoning, judgment and choice, language, intelligence, creativity, and personal cognition. Emphasis will be placed on the application of theoretical models to everyday life and on developing empirical tests of these models. Prerequisite: PSY 161. (Social Science) DRAGON or 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 or NELSON

**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 or NELSON

**277. Child Psychology**

Physiological, cognitive, social, and cultural influences on development from conception through middle childhood. Emphasis on building an integrated picture of child development and on 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**

Examination of the influences of families, peers, schools, and work on adolescent development. Emphasis on issues of identity, intimacy, autonomy, sexuality, and achievement. (Social Science) GANZEL

**279. Personality Theories**

Survey of major research and theoretical approaches to personality, including the 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. Recent topics have included The Self, How We Know, Women and Mental Health, and Psychology and the Law. 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**

Critical examination of theories, research, and historical perspectives relevant to the development of sex-role differences and biases. Topics include hormonal effects on brain and behavior, the nature/nurture questions, sex-role development and stereotyping, and women's sexuality. Prerequisite: PSY 161 or any 200-level Psychology course. (Social Science) ENNS or NELSON

**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) J. BROWN

**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. J. BROWN

**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. Alternate years. (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 reactions to stress, depression, anxiety disorders, addictions, schizophrenia, organic 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

**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**

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* seniors with a declared major in Psychology.

### **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, Charles Vernoff (chair)

Adjunct Faculty: Stephen Fox, Catherine Quehl-Engel, Emory Gillespie

Interdisciplinary Faculty: Christina McOmer, Alfrieta Parks Monagan, Mary Olson, Jama Stilwell

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 course credits. Of these eight, there must be:

- 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).
- 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.
- III. REL 388 (Seminar in Perspectives on Religion).

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). A variety of suggested course lists are available, each meeting departmental requirements with an emphasis on some particular focal interest.

**Minor:** A minimum of five course credits in Religion which include REL 101 or 222; one course credit 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.  
Prerequisite: approval of the Department chair. 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 and applying them to diverse religious traditions. Content will vary from course to course. Emphasis on individual research.  
Prerequisite: three Religion courses or permission of instructor. 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 approval 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 approval 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 approval 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 approval 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 approval 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**

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 biblical faith. Role of hagiographer in biblical 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 approval 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 approval 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 approval 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 which 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 approval of instructor. Alternate years. (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) QUEHL-ENGEL [JC]

### **362. Holocaust and Hope**

Theological developments in the contemporary interaction between Judaism and Christianity as shaped by the watershed events of the Nazi Holocaust and the

return of the Jewish People to the Land of Israel, with attention to the claim that basic changes in Western religious understanding are now inevitable. Prerequisite: sophomore standing or approval of instructor. Alternate years. (Humanities) VERNOFF [JC]

### **363. Suffering and the Sacred**

Jewish and Christian theological approaches to human suffering. Biblical responses of lament and audacious defiance, submission, and redemptive suffering, as well as their elaboration in later Jewish and Christian traditions. Comparative analysis includes liberation, feminist, Black, and Holocaust perspectives. Prerequisite: sophomore standing or approval 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**

Religion, religious behavior and practices, world view, and the supernatural. Rites of transition, death and afterlife, ritual, religious leaders, traditional curing, religious movements, revitalization, cults, witchcraft, magic, and especially shamanism are examined cross-culturally. 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). (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 approval 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 approval 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 approval 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 approval of instructor. (Humanities) McCOMBER [HR]

## Russian Studies (RSS)

Advisors: Robert Givens and Lynne Ikach

This interdepartmental major has been designed to prepare the student for graduate school, teaching, government employment, or research in the field of Russian Studies. The curriculum encompasses a four-year 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 the Russian Federation.

**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) 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, Tina Fetner, Alfrieta Parks Monagan, Mary Olson, Richard Peterson (chair)

### 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. Majors are urged to take courses from outside Sociology to support work done in the chosen subfield.

**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 (interdisciplinary 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.

**Note:** Interdisciplinary majors and B.S.S. programs may be developed involving sociology and other disciplines, especially anthropology, psychology, economics, history, politics, and ethnic studies. Students preparing for graduate study should include SOC 334 in their programs. See also *Index. Social Work/Human Services*.

**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) FETNER [Small Group]

#### **248. Contemporary Native Americans**

Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are formed by and are formative of the larger



American social structure. Goals of current tribal activism, nature of tribal self-determination, and comparison of treaty rights and civil rights. Alternate years. Prerequisite: SOC 101. (Social Science) OLSON [Hierarchy]

**255. Media and the Public Mind**

An examination of the role and 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. (Social Science)

**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) FETNER [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 grass-roots 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 immigration policy, civil rights and social change, treaty rights and assimilation, prejudice and discrimination, and cultural pluralism and ethnic conflict. Prerequisite: SOC 101 or EST 123. (Social Science) OLSON [Hierarchy]

**356 through 360. Advanced Topics in Sociology**

Selected topics of current interest in sociology. Prerequisite: SOC 101. (Social Science)

**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 the development of the juvenile justice system, patterns of delinquent behavior, 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) FETNER [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) FETNER [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 approval of instructor. Alternate years. Same course as REL 375. (Social Science) OLSON

**376. Civil Rights and Western Racism**

Examination of the modern Civil Rights Movement. Consideration of the manifestation of this movement as social protest, legal action, and

court-sponsored social change, and of the historical factors involved in emergence of this movement. 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) FETNER

### 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. Interdisciplinary majors and B.S.S. concentrations may be developed involving anthropology and other disciplines, especially art, biology, economics, ethnic studies, history, music, politics, psychology, religion, sociology, and women's studies by filing with the Registrar a *Contract for an Interdisciplinary Major*. See *Index. Interdisciplinary Majors*. See also the interdepartmental major in Sociology and Anthropology and the Teaching Majors described below.

**Note:** *Students may not combine an interdisciplinary major in Anthropology with the interdepartmental major in Sociology and Anthropology.*

**Teaching Major:** An interdisciplinary major in Anthropology, which includes at least six 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.

**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 descendants 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. 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. Recent topics have included Latin America – Cultural Politics and Social Movements; Anthropology of the South; and Language, Culture, and Communities. (Social Science)

**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 360. Advanced Topics in Anthropology**

Selected topics and current issues in anthropological theory. Recent topics have included The Anthropology of Fishing Communities; Medical Anthropology; and Culture, Environment, and Economy. Prerequisite: ANT 101.

**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 interdisciplinary 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 interdepartmental 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 200-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 interdisciplinary 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, Scott Olinger (chair)

Adjunct Faculty/Academic Staff: Ronald Clark, Jody Hovland, Jonathan Reed, Carol Wightman

### Theatre (THE)

**Major:** A minimum of 10 course credits in Theatre (excluding THE 103), which include:

- I. six full-credit courses, including: THE 115; 107 or 108; 311; and three courses chosen from THE 361-364;
- II. a total of two credits in adjunct courses, divided as follows: one-half credit in THE 715; one-quarter credit each in three courses chosen from THE 751, 752, 753, 754; and an additional three-quarters of a credit from any theatre adjunct courses; and
- III. two other full-credit courses in Theatre or, with permission of the Department, in theatre-related courses in other departments.

#### 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. Scenery Construction and Stage Lighting

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 expected to help in the construction of costumes for an upcoming Theatre Department production. Alternate years. (Fine Arts)

**115. Acting I**

Study and practice in the essentials of the art and craft of acting. (Fine Arts)  
CLARK or HOVLAND

**215. Acting II**

Advanced acting, with emphasis on the traditional and contemporary styles.  
Prerequisite: THE 115. 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. (Fine Arts)

**266. Drafting for the Theatre**

Instruction in computer-aided drafting for theatre applications. Focuses on scenic  
and lighting design. Course uses AutoCAD v.2000i. 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.

**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 construction techniques 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 108). (Fine Arts)

**311. Directing I**

Theory and practice of directing, with emphasis on the realistic genre. Prerequisites: THE 115 and at least 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. (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)

**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.

**361. Western Theatre to 1576**

History and literature of Western theatre from primitive ritual through the Renaissance. Greek, Roman, and Medieval theatre, and early forms of *Commedia dell'Arte*. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HUNTER

**362. Western Theatre: 1576-1820**

History and literature of Western theatre from the establishment of permanent theatre buildings in England through Weimar classicism. Topics include Shakespeare, French Neoclassicism, and Spanish Golden Age. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HUNTER

**363. Western Theatre: Büchner to World War I**

History and literature of the early modern theatre. The well-made play, the rise of the director, and realism and reactions to realism. Prerequisite: writing-designated course (W). Alternate years. (Humanities) HUNTER

**364. Western Theatre: 1917 to the Present**

History and literature of the theatre of the post-war era. Expressionism and other non-realistic forms, epic theatre, development of the American theatre, and



theatre as a political medium. Prerequisite: writing-designated course (W).  
Alternate years. (Humanities) HUNTER

**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. Rehearsal 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

**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. 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: Scott Olinger

The following interdepartmental major is available only as a teaching major:

**Teaching Major in Theatre and Speech:** A minimum of 10.75 course credits in Theatre and Communications Studies, which include:

- I. the following full-credit courses: COM 121, 235, 323, 326; THE 115, 311, 312, either 107 or 108, 364 or, with Departmental approval, 363; and
- II. a total of one course credit from THE 715; two quarter credits selected from among THE 751, 752, 753, and 754; and an additional one-quarter credit in 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)**

Advisors/Co-Chairs: Carolyn Enns, Christina McOmber

The program in Women's Studies, which includes this interdepartmental 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 (excluding Group and Individual Projects), and WST 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); CLA 264 (Women in Antiquity); EDU 255 (Gender in American Education); ENG 335 (Virginia Woolf); FRE 254 (French

Women Writers in Translation); PHI 352 (Philosophy of Feminism); POL 361 (Race, Sex, and the Constitution); PSY 374 (Psychology of Women); SOC 273 (Families in Social Context), 343 (Women: Oppressions and Resistances), 365 (Sexualities), and 366 (Gender and Social Institutions). Consult the 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**

The view of women in traditional thought. History of perceptions about gender and sexuality. The re-evaluation of theories and methodologies in scholarly work. The course is intended to prepare students to apply the new methodologies to the courses in Women's Studies that they take in other departments of the College, and to offer students an overview to help them integrate what they have learned into a coherent approach to the study of women in culture. CROWDER, H. DAMON-MOORE, or ROMALOV

#### **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. Alternate years. Prerequisite: WST 171. CROWDER or MOUTON

#### **255 through 279. Topics in Women's Studies**

Study of a selected topic of interest and concern in Women's Studies. Topics for 2002-2004 include *Feminism and Fairy Tales; or, Don't Bet on the Prince* and *Japanese and Japanese American Women Writers and Activists*.

**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. Topics course for 2002-2003 is *Gendered Communication and the Social Self*. 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)*.



**FPO**

**file: add  
academic**

## All-College Independent Study Courses

*No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 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, 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 (1/2-4)**

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. (CR)

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.

### **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 interdepartmental; 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 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)

### **299/399. 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 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 prospectus 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. Only grades of *Credit* (not letter grades) are assigned for successful completion of Summer Study courses. 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 it. 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)

### **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 degree advisor 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 advisor. 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 advisor 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 advisor 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 advisor must certify to the Registrar at the end of every term that satisfactory progress is being made toward the completion of the project, the advisor 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 advisor, 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)

## **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, Brazil, Canada (Québec), England, Italy, Mexico, Russia, Spain; and, in the United States, Chicago, Florida, Louisiana, Texas, 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.



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 *299/399 Summer Study* option described in the preceding section.

Internships and independent studies are open only to students who have earned at least nine course credits. Unless otherwise stated or arranged at the time of registration, these internships and independent studies are graded only Credit (CR) or No Credit (NC). 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.

## **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.

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, Fisk Exchange, 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 in which the student 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 Office 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*.

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 in its variations and uncertainties. This ACM program is based at Palacky University in Olomouc, the historical capital of Moravia, with much of its ancient architecture intact and a topography of dramatic, contrasting beauty. The program includes intensive language training and coursework, field trips to major European cities, independent research, and housing with Czech students in university dormitories. Courses cover Eastern European history, contemporary socio-political issues, environmental concerns, and Czech literature and culture. Late August to December. Prerequisite: junior standing. IKACH [950]

### **Costa Rica: Studies in Latin American Culture and Society (4)**

Studies in Latin American Culture and Society 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 cultural change enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and to enjoy continuous, personal involvement in the daily life of a Latin American community. Prerequisite: SPA 103. Late August to December. LACY-SALAZAR [941]

#### **Costa Rica: Tropical Field Research (4)**

The Tropical Field Research Program is designed for advanced work in the natural and social sciences. Independent research in the humanities is also encouraged. 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, geography, geology, history, 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 of study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor.

Prerequisites: sophomore standing, prior coursework in the proposed research discipline, and at least SPA 103. Late January to May. CONDON [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, art history courses, 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. Prerequisite: junior standing. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. Late August to December. McOMBER [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 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 non-Western civilization. The program begins in mid-July with a five-week orientation in the Pune area, during which students, who live with Indian families, take an intensive Marathi language course. During the remainder of the program, students enroll in The Certificate Course in Marathi language at Tilak Maharashtra Vidyapeeth, a university in Pune. Students choose from a set of courses on India with special emphasis on the Maharashtra region. Throughout the semester, students devote substantial thought and effort to completing an independent study project, which is completed and presented during the final week of the program. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves and the pilgrimage to Pandharpur. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged. Mid-July to mid-December. MOLLEUR [922]

#### **Japan Study (9)**

Students study at Waseda University's International Division 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. 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. Late August to June. 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 in January in Florence. Previous coursework in studio art, art history, theatre, history, and literature are encouraged, though not required. Allocation of Cornell credit is based upon

course selection and is subject to departmental approval. Late January to May.  
McOMBER [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. [954]

#### **Russia (4)**

The enormous political, social, and economic changes taking place in Russia provide a fascinating environment for this program, and the Kuban 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 about 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 relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found on programs in Russia. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Prerequisite: RUS 103. Late August to December.  
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: 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 Serengeti while developing a field project. For the next six weeks, students live in tent 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, and only well-qualified students will be selected. Prerequisite: junior standing. Late July to mid-December. GARVIN [912]

**Tanzania: Nation-Building and Development in Africa (4)**

This new program allows students to experience the breadth of Tanzanian society and study its culture, language, politics, religion, and socio-economic structures. The historical and regional contexts of present-day Tanzania are examined in courses in sociology and political science. Guest speakers, including leaders in government, business, international organizations, and universities, contribute their expertise. Field trips and a two-week rural stay supplement the academic work, enabling students to explore the country's cultural, economic, and ecological diversity. Family stays in Dar es Salaam offer opportunities for students to live with Tanzanians, participate in community life, and experience a variety of cultures. Prerequisite: advanced sophomore standing. Early January through mid-May. LOEBSACK [913]

**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** [988-BTS]

**Cameroon: Culture and Development** [988-CMR]

**Ghana: Arts and Culture** [988-GHA-A]

**Ghana: African Diaspora Studies** [988-GHA-C]

**Kenya: Coastal Cultures** [988-KNY-C]

**Kenya: Culture and Development** [988-KNY-A]



**Madagascar: Culture and Society** [988-MDG-A]  
**Madagascar: Ecology and Conservation** [988-MDG-E]  
**Mali: Gender and Development** [988-MAL]  
**Morocco: Culture and Society** [988-MRC]  
**Senegal: Arts and Culture** [988-SNG]  
**South Africa: Multiculturalism and Social Change** [988-SAF-C]  
**South Africa: Reconciliation and Development** [988-SAF-D]  
**Tanzania: Biodiversity and Conservation** [988-TNZ-B]  
**Tanzania: Wildlife Ecology and Conservation** [988-TNZ-W]  
**Tanzania (Zanzibar): Coastal Ecology** [988-TNZ-C]  
**Uganda: Development Studies** [988-UGN]  
**Zimbabwe: Grassroots Development and NGO Management** [988-ZMB-D]

**ASIA and OCEANIA**

**Australia: The Multicultural Society** [988-AUS-A]  
**Australia: Natural and Cultural Ecology** [988-AUS-E]  
**Australia: Conservation and Resource Management** [988-AUS-R]  
**China (Yunnan Province): Language and Cultures** [988-CHN]  
**India: Arts and Culture** [988-IND-A]  
**India: Culture and Development** [988-IND-D]  
**Indonesia: Bali** [988-INN-B]  
**Mongolia: Culture and Development** [988-MON]  
**Nepal: Culture and Development** [988-NPL]  
**New Zealand: Biodiversity and Conservation** [988-NZL]  
**Samoa: Pacific Islands Studies** [988-POL]  
**Tibetan Studies** [988-TBT]  
**Viet Nam: Culture and Development** [988-VNM]

**EUROPE and THE MIDDLE EAST**

**The Balkans: Women and Democratization** [988-BLK]  
**Central Europe: Nationalism, Ethnicity, and Culture** [988-EUR]  
**Czech Republic: Arts and Social Change** [988-CZC]  
**France: Intensive Language and Culture** [988-FRN-L]  
**France: Culture and Society** [988-FRN-A]  
**Ireland: Peace and Conflict Studies** [988-IRL]  
**Jordan: Modernization and Social Change** [988-JOR]  
**The Netherlands: Sexuality, Gender, and Identity** [988-NTH]  
**Russia: Ethnic and Cultural Studies** [988-RSS]  
**Spain: Intensive Language and Culture** [988-SPN-L]  
**Spain: Culture and Society** [988-SPN-A]  
**Switzerland: International Studies, Organizations, and Social Justice** [988-SWZ]

**THE AMERICAS**

**Belize: Natural and Cultural Ecology** [988-BLZ]  
**Bolivia: Culture and Development** [988-BLV]  
**Brazil: Amazonian Ecology and Natural Resource Management** [988-BRZ-E]  
**Brazil: Culture, Development, and Social Justice** [988-BRZ-A]  
**Chile: Culture, Development, and Social Justice** [988-CHL-C]  
**Chile: Economic Development and Globalization** [988-CHL-E]  
**Cuba: Culture, Identity, and Community** [988-CBA]  
**Ecuador: Comparative Ecology** [988-ECD-E]  
**Ecuador: Culture and Development** [988-ECD-A]  
**Jamaica: Gender and Development** [988-JAM]  
**Mexico: Grassroots Development and Social Change** [988-MXC]  
**Nicaragua: Revolution, Transformation, and Civil Society** [988-NIC]

**Panama: Development and Conservation** [988-PAN]

**Southern Cone: Culture, Development, and Regional Integration** [988-SCN]

## **Cornell-Affiliated Domestic Off-Campus Programs**

### **Capital Experience (1-4)**

This small, highly flexible IEL 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://ielnet.org> for detailed information. SUTHERLAND [982]

### **Chicago Arts Program (4)**

The Chicago Arts Program is a 15-week semester of urban art immersion. 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 the Artworld, and an elective special topics seminar or studio-based 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 with 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. Prerequisite: advanced sophomore standing. Fall or Spring. PLAUT [964]

### **Newberry Library Program in the Humanities (4)**

One of America's great research libraries provides the setting and resources for this program located in downtown Chicago. Students attend interdisciplinary seminars taught by visiting professors and also have the opportunity to meet with resident scholars and library staff. In the fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In addition to the semester-long fall seminar, students may enroll in one-month seminars during the winter and spring. Administered by ACM, the Newberry Library Program is also recognized by GLCA. Intended for juniors and seniors. Late August to December. One-month seminars offered January to May. 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. There is a stipend and a housing allowance (see website: <http://www.orss.denison.edu>). Prerequisites: a major in one of the natural or social sciences or in mathematics, and junior standing. August to December. CARDON [963]

### **Urban Education (3)**

The Urban Education Program offers term or semester student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January 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.

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)**

This one-month ACM course in Chicago explores the meaning of cultural identification and its impact on children's learning. For students interested in expanding their understanding of other cultures, for international students wanting a deeper understanding of America's cities, and for candidates in bilingual education. January. LUCK [970]

### **English as a Second Language or Bilingual Education (3)**

Offered only in the summer in Chicago, these ACM programs prepare students for certification in either field. Every student takes both 973 and 974, and either 971 or 972. LUCK

- 971. Theoretical Foundations of Teaching ESL
- 972. Foundations of Bilingual Education
- 973. Methods and Materials for Teaching ESL
- 974. Assessment: Oral and Literacy Skills Development

### **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. 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. Prerequisite: Sophomore standing. Fall or Spring. PETERSON [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**

## 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 2002-2003 Academic Year

Terms Enrolled	Activity				Total
	Tuition	Fee	Residence	Dining	
9	\$20,795	\$160	\$2,715	\$3,085	\$26,755
8	20,795	160	2,715	3,085	26,755
7	18,265	145	2,415	2,735	23,560
6	15,730	130	2,110	2,385	20,355
5	13,185	110	1,795	2,025	17,115
4	10,615	90	1,465	1,650	13,820
3	8,015	70	1,125	1,260	10,470
2	5,385	50	765	855	7,055
1	2,715	25	385	430	3,555

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 December 20. 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 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 .....	\$150
Late Registration (adding or dropping courses), per course .....	\$25
Readmission Application Fee .....	\$300
Single Room Charge, per semester .....	\$200*
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) not to exceed \$200 per semester. Recipients of Music Scholarship Awards (Trustees' Music Scholarship, Horace Alden Miller, Dungan, or a Music Recognition Award) will be charged only for those lessons in excess of four per semester.

**Non-Music Majors:** \$135 for one half-hour lesson per week for four terms ( $\frac{1}{4}$  course credit). Each additional weekly half-hour lesson is \$135 for four terms.

\*Optional services

### Refunds and Withdrawals

To qualify for a refund, a student must formally withdraw or be granted an emergency leave of absence from the College by the Dean of Students (see *Index. Leave of Absence*). A student withdrawing or on an approved leave of absence from Cornell, after having been approved by the Dean of Students, may be allowed a tuition credit. If a student withdraws or is given an approved leave of absence from the College after the first three (3) days of the block, the student is charged for the entire block. The exit date will be the last day of that particular block and not necessarily the last date the student went to class or the day the student initiated the withdrawal or leave of absence process.

#### 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 withdraws before the 60% point in the semester will receive a tuition refund. The amount of the refund is based on the percentage of the semester that has not been completed (the number of calendar days remaining in the semester divided by the number of calendar days in the semester). Financial assistance will be refunded to the respective sources (federal, state, and institutional) using these same percentages. Stated simply, a student who withdraws after completing 20% of the semester will be charged 20% of tuition charges and would retain 20% of his or her financial assistance. Examples of the application of the Repayment Policy are available upon request at the Financial Assistance Office.

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 June 15, or the deposit will be forfeited.

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.

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:

<b>During the Following Weeks of the Semester</b>	<b>Percentage of Residence Charges Refunded</b>
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 for which the student pays directly) during the three and one-half weeks of the term. Students may begin taking meals again Wednesday evening 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. Please refer to the annual Financial Aid Handbook for current policy.*

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. The federal financial assistance form may be obtained from the student's high school or from Cornell. **Students must apply for financial assistance each year.**

## Cornell Financial Assistance Programs

- Merit Scholarships – Beginning with the 2002-03 academic year, entering students must maintain a 3.0 cumulative grade point average to renew the William Fletcher King scholarship and a 2.75 cumulative grade point average to renew the Academic and Community Enrichment (ACE) scholarship and any new transfer scholarship. Please refer to the Financial Assistance Handbook annually for updated information about Merit Scholarships.

All students who matriculated before the 2002-03 academic year with Academic scholarships must maintain a 2.0 cumulative grade point average to renew their scholarships.

- Cornell College and Kirkwood Community College, seeking to enhance relations between the two colleges and to develop a positive transfer procedure, developed the Kirkwood-Cornell Connection Transfer Scholarship Program. Students may transfer to Cornell from Kirkwood with or without an A.A. or A.S. degree and need a cumulative transfer grade point average of 3.0 or higher. The transfer scholarship is renewed for one year if the recipient maintains a 2.75 grade point average or higher while at Cornell. The Kirkwood-Cornell Connection Transfer Scholarships include: Presidential Connection Scholarships, Kirkwood Connection Scholarships, and Leadership Connection Scholarships. There is also the Kirkwood-Cornell Connection Honor Scholarship. The Honor Scholarships are available for students who have successfully completed the Honors Program through Kirkwood Community College. The stipend is \$2,500 annually, and is renewable for the second year at Cornell. Applicants should have a minimum 3.5 cumulative grade point average at Kirkwood. This scholarship is in

addition to any of the other Kirkwood-Cornell Connection scholarships a student may receive.

Other transfer scholarships are available to students transferring from institutions other than Kirkwood Community College. These include the Academic and Community Enrichment (ACE) Transfer Scholarship, which is renewed if the student maintains a minimum 2.75 cumulative grade point average at Cornell. There is also the Phi Theta Kappa Scholarship. The recipient of this scholarship must have a cumulative transfer grade point average of 3.25 or higher. The PTK Scholarship is renewed depending upon the number of credits transferred to Cornell.

Please refer to the Financial Assistance Handbook annually for updated information about Transfer Scholarships.

If a student falls below the required grade point average, her or his financial assistance award will be revised based upon demonstrated financial need only from the FAFSA form.

- Fine Arts Scholarships – Beginning with the 2002-03 academic year, entering students must maintain a 2.75 cumulative grade point average to renew any Art, Music, or Theatre scholarships, and any new transfer scholarship. Other participation requirements may exist; please contact the specific department for a listing of all renewal criteria. Please refer to the Financial Assistance Handbook annually for updated information about Fine Arts Scholarships.

All students who matriculated before the 2002-03 academic year with Fine Arts scholarships must maintain a 2.0 cumulative grade point average to renew their scholarships. Other participation requirements may exist; please contact the specific department for a listing of all renewal criteria.

- Fine Arts Awards – All students must maintain a 2.0 cumulative grade point average to renew their Fine Arts Award. Other participation requirements may exist; please contact the specific department for a listing of all renewal criteria. Please refer to the Financial Assistance Handbook annually for updated information about Fine Arts Awards.

If a student falls below the required grade point average, their financial assistance award will be revised based upon demonstrated financial need only from the FAFSA form.

- 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 \$800-\$1200 per year. Students are paid minimum wage once a month.
- The Mabel E. Sherman Loan is awarded to students who are Iowa residents. Students are only eligible to receive the loan during their freshman and sophomore years. 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 to students during their freshman and sophomore years. The loan has an 8% interest rate. The interest will accrue

from the first day 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 \$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.
- 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.
- Perkins Loans are need-based, long-term, low-interest loans available only to freshman and sophomore 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 freshman year.

### **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.

## **Financial Aid for Off-Campus Programs**

Students receiving financial assistance may apply their award from scholarships, grants, and loans (not campus employment) toward the tuition of an off-campus program affiliated with Cornell and listed in this *Catalogue*. The College, however, will not pay for more than one semester (four terms) of an off-campus program during a student's Cornell career. Students contemplating year-long programs or several different semester-long programs must consult the Office of Financial Assistance to determine if financial assistance is available. Off-campus programs that are not listed in this *Catalogue* do not qualify for Cornell assistance.

In order to apply financial assistance toward an off-campus program, students must be enrolled at Cornell College for the semester when they will be off campus and pay Cornell tuition, less the amount of their financial assistance. Cornell will then pay the host institution. 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.

The student is responsible for transportation, housing, meals, books, and incidental expenses not covered by the program's tuition charge. Cornell does not provide aid or reimbursement for these costs.

Please refer to the Leave of Absence policy on page 40 for further information.



**FPO**

**life file: student**

## 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 committees, on the Student Senate, on the Performing Arts and Activities Council, and in various other leadership and involvement roles.

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” 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 publishes 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 provided for each student and may also be obtained from the Dean of Students’ Office.

## 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; or are more than 25 years old. Permission for these exceptions must be obtained through the Dean of Students.

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 Life Sports Center. The oldest residence hall was built in 1885 and the newest in 1984. A few single rooms are available and are assigned according to seniority.

An activity fee is assessed for all residence hall students in order to provide funding for social and educational activities in the buildings. The programs are generally 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 Assistant Directors of Residence Life administer and provide leadership for the residence life program.

## Food Service

Cornell Food Service is provided by the Sodexo Marriott Corporation. Everyone is required to eat in one of the three dining rooms in The Commons. 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.

## Writing Resource Center

Individual tutoring on writing and study skills, handouts, some course syllabi and model student papers, and books on improving writing, reading, study skills, and time management are available to students at the Writing Resource Center, located on the first floor of the Library, by the Circulation Desk. Networked IBM-compatible word processors are available in the adjacent computer labs, with priority reserved for writing and revising papers. Upon request, the Center finds student content tutors to help students with their course material. The Center facilitates arrangements for students with documented special learning needs, such as ordering course books on tape.

The Director, the Writing Associate, and student writing tutors are available by appointment, to discuss students' writing at any stage of the process, and to give suggestions on improving writing and study skills. Student tutors are selected on the recommendation of the faculty as good writers and good students, and they are trained to help other students improve their writing and study skills without doing their work for them. The Writing Resource Center staff does not proofread, edit, rewrite papers or judge the accuracy of the content of a paper.

Twice a year, the Center offers a two-block adjunct course on improving writing: INT 501 Practice in Writing (1/4 credit), which meets weekly after regular class hours. Students in the course have six individual writing tutorials. Students register by contacting the Center no later than the block before the course begins.

## 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
- 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
- On-campus recruiting for graduate schools and full-time positions
- Career computer lab featuring a computerized career guidance program, internet access to local, regional, national, and international career information, and an internship database with more than 1200 opportunities

## 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. There are also two technology classrooms/open access facilities: one with 16 new high-end Pentium PC computers, the other with 16 new PC microcomputers. There is also equipment for multimedia presentations and web page development. Law Hall serves as the technology center of the campus. There is a 25-station Math/Statistics Tech classroom, 20-station Computer Science Tech classroom, and a 10-station Psychology research area. A new foreign language/multimedia technology classroom with 25 new PC computers is also connected to the campus network. 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 Resource Center, and the Career Services Center. In The Commons there are three public kiosks used for internet access by the student body at large.

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, and 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/>.

Computing Services, located on the third floor of Law Hall, is responsible for hardware and software support for the college network, administrative systems, faculty microcomputers, and student labs. The College employs approximately 60 student assistants to provide hardware and software support and 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. In addition to regular Cornell courses, workshops to teach interested students how to use the available software are offered regularly.

A variety of hardware and software for personal purchase is available at substantial educational discounts through the Bookstore. Computing Services personnel are available to consult with interested buyers. Although owning a computer is not required, students are strongly urged to bring one with them to campus.

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 Page, 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 40 channels of cable television service.

## Counseling Services

The Director of Counseling Services and practicum students from area university doctoral programs work with students on concerns involving educational and personal counseling. The counseling staff offers short-term counseling and will assist with referrals to community resources for longer-term needs. College counselors maintain the standards of confidentiality required by the American Counseling Association.

## 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. Students requiring x-rays will be referred to the local clinic.

All students are required to have health insurance. This may be through an existing family policy or through Cornell's accident and sickness insurance. A photocopy of each student's insurance card must be kept on file at the Health Center. 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 and the Dean of Students' Office.

All medical records are maintained in strict confidence and are securely stored. No information is released without the student's written permission.

## 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.

Current international students at Cornell represent several countries. Swelling the "international student" ranks at Cornell are many U.S. students who study and travel abroad each year or who choose foreign languages and cultures as their primary field of interest.

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 four 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.

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. 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 Assistant Dean of Students/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.

## **Campus Activities and Cultural Events**

The weekly *Cornell Campus Newsletter*, the online 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 exploration and guidance, programs in religious diversity and understanding, spiritual retreats, services of healing and wholeness, and a weekly ecumenical chapel service called *Soulfeast*. An interfaith student Peer Ministry team assists the Chaplain with ministry of presence to peers; religious diversity sensitivity and appreciation; coordinating carpools for those who wish to worship in a church, synagogue, or mosque in Cedar Rapids or Iowa City; and programming related to both spirituality and the intersection of faith and social justice. There are also numerous student-led, faith-based organizations on campus which run independently from the Chaplain's Office.

## **Student Activities**

The Performing Arts and Activities Council (PAAC) plans movies, comedy shows, lectures, special weekend programs, concerts, and various other recreational and cultural 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, and tickets at discounted prices to plays, concerts, and games.

## 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, is issued each fall; and *Open Field*, a literary magazine, is published each spring. Radio station KRNL-FM (89.7) broadcasts in stereo daily 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 (founded 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. The Chapter has 87 regular and five honorary members.

**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 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 is open to both majors and non-majors who have demonstrated superior ability in advanced-level Spanish courses.

## **Physical Education and Athletics**

A wide variety of physical education, intramural, and intercollegiate athletic opportunities for men and women is available through the Department of Physical Education. Students may participate in intramural sports on an individual basis or as members of residence halls, social groups, or other teams.

The intercollegiate athletic programs are conducted within the guidelines of the National Collegiate Athletic Association (NCAA)-Division III. The nine women's intercollegiate sports are: 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. Cornell competes in the Iowa Conference. The other member schools are: Buena Vista, Central, Coe, Dubuque, Loras, Luther, Simpson, Upper Iowa, and Wartburg.

### **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. 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 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 playing or competing in intercollegiate events. The following are special academic regulations that affect student athletes.

To be eligible to represent Cornell College in intercollegiate athletics under National Collegiate Athletic Association guidelines, 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. Cornell requires that a full-time student register for a minimum of eight terms in each academic year, unless the date of enrollment is after the first term, in which case a student must register for all the remaining terms of the academic year. Seniors must register for at least the number of terms needed to complete their graduation requirements.
2. be enrolled for a minimum of three term credits (12 semester hours) during the first semester (Terms One-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-Nine) in order to participate in intercollegiate athletics during any or all of those terms. A student who elects to enroll in only three terms during the first semester or only four terms during the second semester must be enrolled in a course for all the other terms during that academic year. The exception to this rule is the senior athlete who completes her or his final course while in the middle of a season. These seniors may finish the season without enrolling for additional courses; however, if they wish to participate in another sport, the NCAA requires that they must enroll for a minimum of three term credits (12 semester hours) during that sport season.

Questions concerning eligibility should be addressed to the Athletics Director and, if they involve registration or satisfactory progress, to the Registrar. 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 Athletics Director, the student's coach, and the student's academic advisor.





**FPO**

**file: admission**

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.

## **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 Admissions 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 in the semester preceding the intended entrance date.

### **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.

### **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 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 admissions 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.

## 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 (CLEP) or contact the Educational Testing Service, Box 592, Princeton, New Jersey 08540, or on the World Wide Web at [www.ets.org](http://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 interested in taking courses to enrich themselves, to earn transferable credits for admission to graduate programs, for teacher certification, or high

school students on a trial basis to decide whether they wish to matriculate as degree candidates are eligible for admission as Continuing Education students, and may take up to four courses. After four blocks of enrollment with Continuing Education status, a student must apply for admission to enter a degree program. 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 must pay for courses on a term-by-term basis, may take as many terms off during the academic year as they wish, and are only eligible to live in College housing with permission of the Dean of Students.

A Cornell College graduate may enroll for an additional major, preparation for graduate school, or for licensure to teach. A former Cornell student who has not completed a *baccalaureate* degree must return to Cornell as a readmitted student (see *Index. Readmission*). Cornell's unique One-Course-At-A-Time calendar makes it possible for Continuing Education 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 Admissions 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 and may use Veterans' Administration and Vocational Rehabilitation benefits toward tuition charges. 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 one week prior to the beginning of each course.

If a Continuing Education student wishes to pursue a baccalaureate degree, he or she must apply for admission to Cornell, providing official transcripts, and any other information required by the Office of Admissions. Degree candidates have a choice of four baccalaureate programs (see *Index. Degree Programs*).

**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.

**FPO**

**file: history**

Timeline p. 1

Timeline p. 2

Timeline p. 3



Timeline p. 4

Timeline p. 5

Timeline p. 6

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."

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.

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 had 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 world 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 as a high-tech information center.

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 (first conferred 1875), Bachelor of Philosophy (first conferred 1881), Bachelor of Music (first conferred 1921), Bachelor of School Music (conferred 1925-45), and Bachelor of Music Education (conferred 1946-64). 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 the State of 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.

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, and 11 were still in existence in 1927, when they all voluntarily disbanded. The first eight had 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). 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 in 1909 with unbounded enthusiasm. In 1953 the Field House was erected. The Richard and Norma Small Multi-Sports Center, which opened in 1986, allows indoor practice for some teams, and serves as a fitness facility for all students.

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."



**FPO**

**file: 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. A 266-seat mainstage theatre built on the west side of the original building opens in fall 2002, and the rest of the building will undergo major remodeling during the 2002-2003 academic year. The refurbished Armstrong Hall will provide a flexible experimental theatre, scene and costume shops, a recital and acting studio, and music practice rooms, in addition to faculty offices and classrooms for the two departments.

**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 Cole Online (the library's catalog), more than a dozen online indexes and databases including LexisNexis, PsychINFO, Ebsco Academic Search Elite, BasicBIOSIS, 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 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 Resource Center 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; six classrooms; game, conference, and activities rooms; the College Bookstore; offices for Student Government; Volunteer Services; Leadership Programs; 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 43 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 College's 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. In 1995 it became the home of the Philosophy Department.

**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-Sports 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-Sports Center has five basketball courts with movable bleachers seating 1,800. 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, the football stadium, an eight-lane, 400-meter all-weather track, soccer game and practice fields, and open fields for intramural use. 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.

**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 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.

**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. In 2002, the Crawford, or "East," House became a male residence.

**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, Rorem 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 Office of Enrollment Services (Admissions 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.



**FPO**

**file: directory**

## Board of Trustees

Chair: Jerry N. Ringer '59

Vice Chair for Academic Affairs:

Thomas M. Hayden

Vice Chair for Business Affairs:

James B. McWethy '65

Vice Chair for Alumni and College

Advancement: Mary B. Seidler '61

Vice Chair for Enrollment and Student

Affairs: John E. Urheim '62

President of the College: Leslie H.

Garner, Jr.

Secretary: Richard L. Brubaker '55

Treasurer: Glenn W. Dodd

### Term Expires 2002

**Douglas J. Anderson '73**, Pastor, First United Methodist Church, Mason City, Iowa

**Peter S. Bryant**, Consultant, Noel-Levitz Centers, Inc., Iowa City, Iowa

**Thomas L. Cox '52**, Vice President and CFO, Illinois Bell Telephone (retired)

**Laura Derr**, Business Consultant, Lenoir City, Tennessee

**Lawrence D. Dorr '63**, Medical Director, Arthritis Institute, Centinela Hospital, Inglewood, California, and Queen of Angels Medical Center, Los Angeles, California

**Madgetta T. Dunge '64**, Assistant Dean, University of Iowa College of Medicine, Iowa City, Iowa

**Martha Glassmeyer '72**, Attorney and Investment Banker, Vero Beach, Florida

**RJ Holmes '99**, Cornell Class of 1999 Young Trustee, Washington University in St. Louis, St. Louis, Missouri

**Thomas L. Jarom '66**, Vice President, Bank of America, Chicago, Illinois (retired)

**Jerry N. Ringer '59**, Ophthalmologist, Gailey Eye Clinic, Ltd., Bloomington, Illinois

**Mary B. Seidler '61**, Civic Leader, Des Moines, Iowa

**Blaine Shaum '69**, Independent Businessman, Beverly Hills, California

**Craig Shives '67**, Attorney, Nyemaster, Goode, Voigts, West, Hansell & O'Brien, Des Moines, Iowa

### Term Expires 2003

**John M. Bickel '66**, Attorney, Shuttleworth & Ingersoll, P.C., Cedar Rapids, Iowa

**Richard L. Brubaker '55**, President/CEO, RichWrap, Inc., Elburn, Illinois

**Susan P. Buck '79**, Community Volunteer, Glen Ellyn, Illinois

**George B. Caldwell '52**, Hospital Administrator, Lake Forest, Illinois, and Naples, Florida (retired)

**Thomas M. Hayden**, President and CEO, Shive Hattery, Inc., Cedar Rapids, Iowa

**James E. Hoffman**, Executive Vice President, Alliant Energy, Cedar Rapids, Iowa

**Kurt Karr**, Owner/manager, Karr Tuckpointing Company and Apex Office Supply, Vinton, Iowa

**Janet E. Stephenson**, Lab Technician III, Iowa State University, Ames, Iowa (retired)

**Douglas E. Swanson '60**, Independent Businessman, Houston, Texas

**H. Lee Swanson '60**, President and CEO, Oil States International, Inc., Houston, Texas

**Aleta A. Trauger '68**, U.S. District Judge, Nashville, Tennessee

**John E. Urheim '62**, Vice Chair of the Board/CEO, Atrix Laboratories, Inc., Fort Collins, Colorado (retired)

**Andrea Wirth '00**, Cornell Class of 2000 Young Trustee, Milwaukee, Wisconsin

### Term Expires 2004

**Thomas H. Adams '63**, Senior Vice President, Bank One Corporation, Pequot Lakes, Minnesota (retired)

**William I. Aossey '63**, President, Midamar Corporation, Cedar Rapids, Iowa

**James R. Brown '68**, President/CEO, Hardin County Savings Bank, Eldora, Iowa

**Wendy S. Buresh '74**, Physician,  
Cedar Rapids, Iowa

**Lee R. Clancey**, Civic Leader, City of  
Cedar Rapids, Iowa

**Andrea Clements '01**, Cornell Class of  
2001 Young Trustee, Wichita, Kansas

**Gilbert X. Drendel, Jr.**, President/Sr.  
Partner, Drendel, Tatnall, Lonergan  
& Drendel, P.C., Batavia, Illinois

**Robert E. Engel '55**, Associate  
Professor Emeritus, University of  
Iowa, Iowa City, Iowa

**Randall J. McCright '77**, President,  
SCI Financial Group, Cedar Rapids,  
Iowa

**John D. McGrane '73**, Partner,  
Morgan Lewis, Washington, D.C.

**James B. McWethy '65**, Independent  
Businessman, Downers Grove, Illinois

**Richard M. Ryan '67**, Poet, Novelist,  
and Senior VP, Robert W. Baird,  
Milwaukee, Wisconsin

**Laura P. Sullivan '69**,  
Vice-President-Counsel, State Farm  
Mutual Automobile Insurance  
Company, Bloomington, Illinois

## Life Trustees

**Merlin J. Ackerson '54**, Senior Pastor,  
United Methodist Church, Mason  
City, Iowa

**Esther Y. Armstrong**, Church and  
Community Leader, Cedar Rapids,  
Iowa

**Jean T. Beal '52**, Retired Teacher,  
Pentwater, Michigan

**Howard A. Bennett '41**, Retired  
Physician, Bartlesville, Oklahoma

**Leo L. Beranek '36**, Consultant in  
Acoustical Design, Cambridge,  
Massachusetts

**Ernest J. Buresh**, President, The  
Exchange Bank, Springville, Iowa

**Thomas E. Caywood '39**, Retired  
Business Executive and Professor,  
Flossmoor, Illinois

**Joseph H. Fink '37**, Retired Attorney,  
Niceville, Florida

**C. William Heywood**, Cornell College  
Professor of History Emeritus, Mt.  
Vernon, Iowa

**John S. Koch '50**, Retired Orthopedic  
Surgeon, Cedar Rapids, Iowa

**Peter Paul Luce**, Commercial Land  
Developer, Englewood, Colorado

**John K. MacGregor '41**, Surgeon,  
Mason City Clinic, Mason City, Iowa

**Geneva Meers**, Cornell College  
Professor of English Emerita, Mt.  
Vernon, Iowa

**Gordon D. "Rick" Meredith '47**,  
President, Meredith Realty, West  
Palm Beach, Florida

**F. Forbes Olberg**, Retired Chair of the  
Board, Banks of Iowa, Inc., Cedar  
Rapids, Iowa

**Merrill K. Pulliam '34**, Retired  
President, E.W. Kneip, Inc.,  
LaGrange, Illinois

**Robert W. Slater '60**, Consultant,  
Slater & Associates, Arlington, Texas

**Richard Small '50**, Retired CEO,  
Tri-Star Aerospace, Inc., Tulsa,  
Oklahoma

**Robert W. Smith '35**, Retired Ford  
Motor Company Product  
Engineering Executive, Sun City  
West, Arizona

**Keith E. Thayer '51**, Retired Professor,  
College of Dentistry, University of  
Iowa, Iowa City, Iowa

**Donald M. Typer '27**, Retired Doane  
College President, Grinnell, Iowa

**Douglas C. Van Metre '50**,  
Independent Businessman, Cedar  
Rapids, Iowa

**Charles F. Warden '41**, Retired Senior  
Vice President, Western Federal  
Savings and Loan Association,  
Boulder, Colorado

**Richard Wessling '37**, Consultant and  
Retired Executive, Allen Bradley  
Company, Barrington Hills, Illinois

**Charles F. Youngker '42**, Retired  
Rancher and Farmer, Sun City West,  
Arizona

## Honorary Trustees

**Marie Carter**, Homemaker,  
Bettendorf, Iowa

**Charles M. Cochran**, Cornell College  
Vice President for Business Affairs  
and Treasurer Emeritus, Pocasset,  
Massachusetts

**Merlin “Pat” Dreibelbis**, Retired Vice  
President, Citizens State Bank, Belle  
Plaine, Iowa

**Edward Glassmeyer**, Retired Financial  
Attorney, Vero Beach, Florida

**Ann MacGregor**, Community  
Volunteer, Mason City, Iowa

**Norma Small**, Community Volunteer,  
Tulsa, Oklahoma

## Emeriti

**Edna Mary Byerly** (1949-53; 1960-88)  
Librarian and Professor Emerita.  
B.A., Cornell College; M.L.S.,  
University of Illinois.

**Donald Cell** (1962-2000)  
David T. Joyce Professor of  
Economics and Business Emeritus.  
B.A., University of Illinois; Ph.D.,  
Columbia University.

**Paul A. Christiansen** (1967-96)  
Professor of Biology Emeritus. B.A.,  
University of Iowa; M.S., University  
of Oregon; Ph.D., Iowa State  
University.

**Charles M. Cochran** (1957-86)  
Vice President for Business Affairs  
and Treasurer Emeritus. B.A., Albion  
College; University of Mississippi.

**Cecil F. Dam** (1958-84)  
Barton S. Pauley Distinguished  
Emeritus Professor of Physics. B.A.,  
Kalamazoo College; M.S., Cornell  
University; Ph.D., The Ohio State  
University.

**Robert Dana** (1954-94)  
Professor of English and  
Poet-in-Residence Emeritus. B.A.,  
Drake University; M.A., University of  
Iowa.

**Helen A. Danforth** (1981-87)  
Professor of Education Emerita. B.A.,  
Cornell College; M.A., Northwestern  
University.

**William A. Deskin** (1956-89)  
Professor of Chemistry Emeritus.  
B.S.Ed., B.A., Northeast Missouri  
State College; M.A., University of  
Missouri; Ph.D., University of Iowa.

**Francis Alan DuVal** (1941-82)  
Edwin R. and Mary E. Mason and  
Barton S. Pauley Distinguished  
Emeritus Professor of Languages.  
B.A., Simpson College; M.A., Ph.D.,  
University of Iowa.

**Harlan D. Graber** (1962-2000)  
William F. Johnston Professor of  
Physics Emeritus. B.S., Bethel  
College; Ph.D., University of Kansas.

**Herbert E. Hendriks** (1947-83)  
William Harmon Norton and Barton  
S. Pauley Distinguished Emeritus  
Professor of Geology. B.A., Cornell  
College; Syracuse University; M.S.,  
Ph.D., University of Iowa.

**Charles William Heywood** (1954-87)  
Dean of the College and Edgar  
Truman Brackett, Jr. Professor of  
History Emeritus. B.A., Earlham  
College; M.A., Ph.D., University of  
Pennsylvania.

**Vivian Heywood** (1963-88)  
Professor of Art Emerita. B.S., M.S.,  
Drexel Institute of Technology.

**Edward T. Hill** (1969-2000)  
Watson M. Davis Professor of  
Mathematics Emeritus. B.A., Luther  
College; M.A., Ph.D., Vanderbilt  
University.

**Gene Hinman** (1956-58; 1960-95)  
William Harmon Norton Professor of  
Geology Emeritus. B.A., Cornell  
College; M.S., Washington State  
University; Ph.D., University of Iowa.

**Richard L. Jacob** (1968-2001)  
Professor of Physics and Computer  
Science Emeritus. B.S., Stanford  
University; M.S., Ph.D., University of  
Wisconsin.

**Truman H. Jordan** (1966-2002)  
Professor of Chemistry Emeritus.  
B.A., Albion College; M.A., Ph.D.,  
Harvard University.

**Marcella Lee** (1968-91)  
 Professor of Music Emerita.  
 B.Mus.Ed., Cornell College; M.Mus.,  
 Syracuse University; University of  
 Iowa.

**Delores Sue Lifson** (1975-99)  
 Reader Services Librarian with the  
 rank of Associate Professor Emerita.  
 B.S., Ball State University; M.A.,  
 Indiana University.

**Hugh Lifson** (1963-99)  
 Professor of Art Emeritus. B.A.,  
 Wesleyan University; M.F.A., Pratt  
 Institute.

**David Lyon** (1965-98)  
 Professor of Biology Emeritus. B.A.,  
 Beloit College; M.A., University of  
 Missouri; Ph.D., Iowa State  
 University.

**Geneva Meers** (1953-86)  
 Professor of English Emerita. B.Ed.,  
 Illinois State University; M.A., Ph.D.,  
 Northwestern University.

**Charles J. Milhauser** (1964-93)  
 Registrar and Professor of Classics  
 Emeritus. B.A., Hunter College;  
 University of North Carolina; L.H.D.,  
 Cornell College.

**T. Hardie Park** (1963-91)  
 Professor of Economics and Business  
 Emeritus. B.A., Vanderbilt  
 University; University of Glasgow;  
 Ph.D., Vanderbilt University.

**Francis Adams Pray** (1957-87)  
 Professor of Biology Emeritus. B.A.,  
 Earlham College; M.S., Ph.D.,  
 Purdue University.

**T. Edwin Rogers** (1955-82)  
 Barton S. Pauley Distinguished  
 Emeritus Professor of Biology. B.A.,  
 Cornell College; M.S., Ph.D.,  
 University of Oklahoma.

**Paul K. Scott** (1954-76)  
 Alumni Director Emeritus. B.A.,  
 Cornell College; M.A., Columbia  
 University.

**Thomas Shaw** (1982-99)  
 College Librarian with the rank of  
 Professor Emeritus. B.A., University  
 of Alabama; M.L.S., University of  
 Oklahoma; M.A., University of  
 Northern Iowa.

**Walter F. Stromer** (1953-85)  
 Professor of Theatre and Speech  
 Emeritus. B.A., Hastings College;  
 M.A., Ph.D., University of Denver.

**Richard H. Thomas** (1967-96)  
 Chaplain of the College and  
 Professor of History Emeritus. B.A.,  
 Macalester College; B.D., Garrett  
 Theological Seminary; M.A., Ph.D.,  
 Rutgers University.

**Charlotte A. Vaughan** (1972-90)  
 Professor of Sociology Emerita. B.A.,  
 Northwestern University; M.S.T.,  
 Illinois Institute of Technology;  
 Ph.D., University of Chicago.

## Members of the Faculty

**Craig W. Allin** (1972)  
 Professor of Politics. B.A., Grinnell  
 College; M.A., Ph.D., Princeton  
 University.

**Suzette L. Astley** (1982)  
 Professor of Psychology. B.S.,  
 University of Iowa; M.S., Ph.D.,  
 Kansas State University.

**Addison Ault** (1962)  
 Professor of Chemistry. B.A.,  
 Amherst College; Ph.D., Harvard  
 University.

**Kara M. Beauchamp** (2001)  
 Assistant Professor of Physics. B.A.,  
 Carleton College; Ph.D., University  
 of Minnesota.

**Stephen P. Bean** (2001)  
 Assistant Professor of Mathematics.  
 B.S., M.A., Bowling Green State  
 University; Ph.D., University of Iowa.

**Robert Black** (1987)  
 Professor of Biology. B.S., Lawrence  
 University; Ph.D., State University of  
 New York at Stony Brook.

**Jan Boney** (1990)  
 Associate Professor of French. B.A.,  
 Louisiana State University; M.A.,  
 M.Ph., Ph.D., Columbia University.

**Kerry Bostwick** (1998)  
 Assistant Professor of Education.  
 B.A., University of Iowa; M.Ed.,  
 National-Louis University; Ph.D.,  
 The Union Institute.

- James W. Brown** (1990)  
Associate Dean of the College,  
Associate Professor of Psychology.  
B.A., University of California at Santa  
Cruz; M.A., Ph.D., University of  
Wisconsin.
- Karen L. Brown** (2000)  
Assistant Professor of Philosophy.  
B.A., College of William and Mary;  
M.A., University of Washington;  
Indiana University, Bloomington.
- Ann Cannon** (1993)  
Associate Professor of Mathematics.  
B.A., Grinnell College; M.S., Ph.D.,  
Iowa State University.
- Jeffrey Cardon** (1982)  
Professor of Biology and Chemistry.  
B.S., University of Utah; Ph.D.,  
University of California at Los  
Angeles.
- Christopher Dean Carlson** (1980)  
Professor of Sociology. B.A.,  
University of California at Davis;  
M.A., University of Illinois at  
Chicago; Ph.D., University of  
Oregon.
- Donald Chamberlain** (1994)  
Associate Professor of Music. B.M.,  
Berklee College of Music; M.M.,  
D.M.A., University of Texas.
- Barbara Christie-Pope** (1995)  
Associate Professor of Biology. A.S.,  
Oscar Rose Junior College; B.S.,  
University of Oklahoma; B.S., Ph.D.,  
University of Southern Alabama.
- Martha A. Condon** (1996)  
Associate Professor of Biology. B.S.,  
University of Michigan; Ph.D.,  
University of Texas.
- Charles R. Connell** (1968)  
Edwin R. and Mary E. Mason  
Professor of Languages and Professor  
of German. B.A., Brown University;  
Universität München; Freie  
Universität Berlin; M.A., M.A., Ph.D.,  
University of Chicago.
- Matthew B. Cooperman** (2002)  
Assistant Professor of English. B.A.,  
Colgate University; M.A., University  
of Colorado; Ph.D., Ohio University.
- Gregory Cotton** (1988)  
Technical Services Librarian with the  
rank of Associate Professor. B.S.,  
Northern State College; M.A.L.S.,  
University of Iowa.
- Diane Crowder** (1977)  
Professor of French and Women's  
Studies. B.S., Texas Christian  
University; M.A., Ph.D., University of  
Wisconsin.
- Tony deLaubenfels** (1983)  
Professor of Computer Science and  
Mathematics. B.A., Simpson College;  
M.S., University of Iowa; University  
of Iowa.
- Rhawn Denniston** (2000)  
Assistant Professor of Geology. B.A.,  
Hamilton College; M.S., University  
of New Mexico; Ph.D., University of  
Iowa.
- Steven Nelson DeVries** (1982)  
Professor of Physical Education. B.A.,  
University of Iowa; M.A., Mankato  
State University; Ph.D., University of  
Iowa.
- Jean Donham** (2000)  
College Librarian with the rank of  
Associate Professor. B.A., University  
of Iowa; M.L.S., University of  
Maryland; Ph.D., University of Iowa.
- William Dragon** (1987)  
Professor of Psychology. B.A.,  
Cleveland State University; M.A.,  
Ph.D., Bowling Green State  
University.
- Carolyn Zerbe Enns** (1987)  
Professor of Psychology. B.A., Tabor  
College; M.A., California State  
University at Fresno; Ph.D.,  
University of California at Santa  
Barbara.
- A'amer Farooqi** (1987)  
Professor of Economics and Business.  
B.A., Denison University; M.A., The  
Ohio State University; Ph.D.,  
University of Pittsburgh.
- Sally Farrington-Clute** (1973)  
Professor of Spanish. B.A., Simmons  
College; M.A., Ph.D., Harvard  
University.

- Tina Fetner** (2001)  
Assistant Professor of  
Sociology/Anthropology. B.A.,  
University of California at Santa  
Cruz; M.A., Ph.D., New York  
University.
- James H. Freeman** (1985)  
Professor of Mathematics. B.A.,  
Grinnell College; M.S., Ph.D.,  
University of Notre Dame.
- Alice Ganzel** (1999)  
Assistant Professor of Psychology.  
B.A., M.A., Ph.D., University of  
Nebraska-Lincoln.
- Paul L. Garvin** (1969)  
Professor of Geology. B.S., Idaho  
State University; Ph.D., University of  
Colorado.
- Robert D. Givens** (1979)  
Professor of History. B.A., M.A.,  
Ph.D., University of California at  
Berkeley.
- Paul Gray** (1969)  
Professor of Philosophy. B.A.,  
Youngstown State University; Ph.D.,  
The Ohio State University.
- Corey Williams Green** (2000)  
Consulting Librarian for the Social  
Sciences with the rank of Assistant  
Professor. B.A., M.A., University of  
Iowa.
- Benjamin Greenstein** (1997)  
Associate Professor of Geology. B.A.,  
University of Rochester; M.S., Ph.D.,  
University of Cincinnati.
- John C. Gruber-Miller** (1987)  
Professor of Classics. B.A., Xavier  
University; M.A., Ph.D., The Ohio  
State University.
- Leslie Hankins** (1992)  
Associate Professor of English. B.A.,  
Duke University; M.A., Ph.D.,  
University of North Carolina.
- Douglas N. Hanson** (1971)  
Professor of Art. B.S., B.A.,  
Moorhead State University; M.A.,  
M.F.A., University of Iowa.
- Lisa Hearne** (1998)  
Assistant Professor of Music. B.M.,  
Eastern Illinois University; M.M.,  
Arizona State University; D.M.A.,  
University of Iowa.
- Martin Hearne** (1992)  
Associate Professor of Music.  
B.M.Ed., Northeast Louisiana State  
University; M.M.Ed., Ph.D.,  
Louisiana State University.
- Mark Hunter** (2002)  
Assistant Professor of Theatre and  
Communications Studies. B.A., New  
York University; J.D., University of  
Syracuse; M.F.A., University of Iowa;  
University of Texas at Austin.
- Mary Iber** (2000)  
Consulting Librarian for the Sciences  
with the rank of Assistant Professor.  
B.S., Marquette University; M.A.,  
University of Iowa.
- Lynne Ikach** (1992)  
Associate Professor of Russian. B.A.,  
Grand Valley State University; M.A.,  
Ph.D., University of Illinois.
- Cynthia Jennings** (2000)  
Assistant Professor of Physical  
Education. B.A., Luther College;  
M.A., Northern Arizona University.
- Todd Knoop** (1998)  
Associate Professor of Economics and  
Business. B.A., M.A., Miami  
University; Ph.D., Purdue University.
- Carol Lacy-Salazar** (1984)  
Professor of Spanish. B.A., Duke  
University; M.A., Ph.D., University of  
Arizona.
- Charles Liberko** (1997)  
Associate Professor of Chemistry.  
B.A., College of St. Thomas; Ph.D.,  
University of Minnesota.
- Lyle R. Lichty** (1989)  
Professor of Physics. B.A., Oberlin  
College; Ph.D., Iowa State University.
- David W. Loeb sack** (1982)  
Professor of Politics. B.S., M.A., Iowa  
State University; Ph.D., University of  
California at Davis.
- M. Philip Lucas** (1984)  
Professor of History. B.A., University  
of Virginia; M.A., Ph.D., Cornell  
University.
- S. Gayle Luck** (1988)  
Professor of Education. B.S.,  
University of Colorado; M.A., Ph.D.,  
University of Iowa.

- James L. Martin** (1981)  
Professor of Music. B.Mus., Butler University; M.Mus., University of Illinois; D.Mus., Northwestern University.
- Richard A. Martin** (1970)  
Professor of English. B.A., Carleton College; M.A.T., Yale University; M.A., Ph.D., Northwestern University.
- S. Andy McCollum** (1998)  
Assistant Professor of Biology. B.S., North Carolina State University; Ph.D., Duke University.
- Christina McOmber** (1999)  
Assistant Professor of Art. B.A., McIntire School of Art; M.A., Ph.D., University of Iowa.
- Joseph B. Molleur** (2001)  
Assistant Professor of Religion. A.B., Grinnell College; M.A., Episcopal Divinity School; Ph.D., Boston College-Andover Newton Theological School.
- Alfrieta Parks Monagan** (2000)  
Associate Professor of Sociology/Anthropology. A.B., George Washington University; M.A., Ph.D., Princeton University.
- Michelle Mouton** (2000)  
Assistant Professor of English. B.A., Tulane University; M.A., Ph.D., University of North Carolina.
- Marcela Ochoa** (1999)  
Assistant Professor of Spanish. Profesora de Estado en Castellano, Universidad Metropolitana de Ciencias de la Educación; M.A., Ph.D., University of Iowa.
- Scott Olinger** (2000)  
Assistant Professor of Theatre and Communications Studies. B.A., University of Northern Iowa; M.F.A., Penn State University.
- Mary B. Olson** (1990)  
Professor of Sociology. B.A., University of Wisconsin at Oshkosh; M.S., Ph.D., University of Wisconsin.
- Richard Peters** (1988)  
Associate Professor of Education. A.A., Muscatine Junior College; B.A., M.A., University of Iowa; Walden University.
- Richard Peterson** (1970)  
Professor of Sociology. A.A., Austin State Junior College; B.A., Mankato State College; M.A., Ph.D., University of Iowa.
- Anthony Plaut** (1992)  
Associate Professor of Art. B.S.S., Cornell College; M.F.A., University of Chicago.
- Jerome J. Savitsky** (1989)  
Professor of Economics and Business. B.A., Mercer University; M.A., Ph.D., Virginia Polytechnic Institute and State University.
- Derin Sherman** (2000)  
Assistant Professor of Physics. B.S., Ph.D., Massachusetts Institute of Technology.
- Michelle Simmons** (2000)  
Consulting Librarian for the Arts and Humanities with the rank of Assistant Professor. B.A., College of St. Benedict; M.A., Minnesota State University.
- Kirilka S. Stavreva** (2001)  
Assistant Professor of English. Specialist Degree, English Literature, Sofia University, Bulgaria; Ph.D., University of Iowa.
- Catherine Stewart** (1999)  
Assistant Professor of History. B.A., Lawrence University; M.A., Ph.D., State University of New York at Stony Brook.
- Jama L. Stilwell** (2001)  
Assistant Professor of Music. M.B., University of Iowa; M.M., Northwestern University.
- James L. Stout** (1981)  
Associate Professor of Economics and Business. B.B.A., Wichita State University; M.A., University of Iowa.
- Cynthia Strong** (1989)  
Professor of Chemistry. B.A., Whitman College; Ph.D., California Institute of Technology.



**Robert W. Sutherland, Jr.** (1968)  
 Professor of Politics. B.A., University of Texas; M.A., Ph.D., Duke University.

**Leon Tabak** (1989)  
 Associate Professor of Computer Science. B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., Worcester Polytechnic Institute.

**Craig Tepper** (1989)  
 Professor of Biology. B.A., University of California at Santa Barbara; M.S., San Diego State University; M.A., Indiana University; Ph.D., Utah State University.

**R. Edward Timm** (1996)  
 Assistant Professor of Physical Education. B.A., Central College; M.A., University of Iowa.

**Gordon A. Urquhart** (1984)  
 Professor of Economics and Business. M.A., M.S., University of Aberdeen, Scotland.

**Charles E. Vernoff** (1978)  
 Professor of Religion. B.A., University of Chicago; M.A., University of California at Santa Barbara; Harvard University; Hebrew University in Jerusalem; Ph.D., University of California at Santa Barbara.

**Ellen Whale** (1978)  
 Professor of Physical Education. B.S., Illinois State University; M.S., Eastern Illinois University.

**James White** (1987)  
 Professor of Philosophy. B.A., Ph.D., University of Virginia.

## Administrative Personnel

### Academic Advising

Coordinators: Susan Minger, Jackie Wallace

### Academic Affairs

Vice President for Academic Affairs and Dean of the College:  
 Dennis Damon Moore  
 Associate Dean: James Brown

Assistant to the Vice President for Academic Affairs and Dean of the College: Ann Opatz  
 Executive Secretary: Nancy Rawson  
 Secretary: Carol Andrews-DeNeve  
 Secretaries to the Faculty: Carol Brokel, Cheryl Dake, Teresa Flockhart, Diane Harrington, Lori Reihle, Cathy Schonhorst

### Administrative Services

Director of Purchasing and Administrative Services: Lisa Larson  
 Campus Mail/Service Center  
 Coordinator: Becky Baxa  
 Campus Mail/Service Center Clerk: Michele Brehm  
 Purchasing Coordinator: Christine Robertson  
 Manager for College Bookstores of America, Inc.: Jody Clark

### Affirmative Action

Officer: Susan Minger

### Alumni and College Advancement

*Alumni Programs*  
 Director: Ruth Miller  
 Coordinator: Beverly Moser

*College Communications*  
 Director: Dee Ann Rexroat  
 Media Relations Director: Dawn Goodlove  
 Print and On-Line Publications  
 Director: Sara Sims  
 Sports Information Director: Darren Miller  
 Secretary: Lora Baltes  
 Publications Assistant: Beth Kucera Fangman

### Development

Vice President for Alumni and College Advancement: Terry Gibson  
 Director of College Advancement: Debbie Green  
 Director of Planned Giving: Steve Miller  
 Annual Fund Director: Steve Doser  
 Assistant Director of Development: Tom Hanschman  
 Executive Secretary to the Vice President: Sheri Hotz

Database Manager/Gifts Recorder:  
Denise Hanna-Bennett  
Leadership Circle Coordinator: Ellen  
Garvin  
Prospect Researcher: Michelle Jackson  
Secretary: Susan Alexander  
Secretary: Jenifer Holtz

#### **Athletics**

Director: Tina Hall  
Secretaries: Teresa Flockhart, Lori  
Reihle

#### **Business Affairs**

Vice President and Treasurer: Glenn  
Dodd  
Controller: Thomas Church  
Accountant: Judy Wilhelm  
Director of Human Resources: Mary  
Squiers  
Assistant Director of Human Resources:  
Karen Kleinsmith  
Student Accounts and Loan Manager:  
Mike Kragenbrink  
Student and General Accounting  
Assistant: Becky Whitman  
Cashier: Jackie Stewart  
Accounts Payable/Systems Coordinator:  
Kay Clouse  
Administrative Assistant: RuthAnn  
Scheer  
Brackett House Hostess: Jo Lowenberg  
Sodexo Dining Services District  
Manager: Jerry Bildstein  
Sodexo Dining Services General  
Manager: Connie Fraley  
Sodexo Dining Services Managers:  
Lori Anderson, Gretchen Mulinix  
FBG Supervisor: Jim Burchers

#### **Computing Services**

Director: John Weber  
Associate Director: Mike Cerveny  
Software Support Specialist: Judy  
Westergren  
Desktop Software Manager/  
Technology Classroom Coordinator:  
Annette Beck  
Senior Technician and Network  
Support Specialist: Dave Holtz  
Telecommunications Technician: Dan  
Davies

Campus Phone Coordinator: Jill  
Geerling-Schmidt  
AS/400 Systems Manager: Karla  
Moreland  
Resnet Coordinator/UNIX Technician:  
Jim Kallio  
Office Manager: Jacque Morningstar

#### **Enrollment Management**

Vice President for Enrollment and  
Dean of Admissions: Jonathan Stroud  
Secretary to the Vice President and  
Dean of Admissions/Visit  
Coordinator: Judy Penn  
Associate Deans of Admissions: Wes  
Butterfield, Sharon Grice  
Admissions Counselors: Matt Cook,  
Kayla Haptonstall, Terri LeBlanc,  
Bruce Mackintosh, Kate Soutter,  
Jason Turley  
Database/Communications Systems  
Manager: Joan Sizer  
Coordinators: Jan Hartung, Gail  
Horne

#### **Facilities Management**

Director of Physical Plant and Security:  
Bill Miler  
Assistant Director: TBA  
Physical Plant Secretary: Geraldine  
Decious  
Data Control Coordinator: Karen  
Clifton

#### **Financial Assistance**

Director: Cindi Reints  
Assistant Director: Pam Perry  
Financial Assistance Counselor:  
Shannon Amundson  
Secretary: Kristin Reimann

#### **Health and Counseling Services**

Director of Counseling Services:  
Brenda Lovstuen  
College Physicians: Iowa Health  
Physicians, Mount Vernon  
Director of Student Health Services and  
RN: Jill deLaubenfels  
Assistant Director of Student Health  
Services and RN: Nancy Reasland  
Medical Secretary: Ann Logan

**Institutional Research**

Director: Lori Nelson  
Associate Director: Susan Minger  
Assistant Director: Jackie Wallace

**Library Services**

College Librarian: Jean Donham  
Technical Services Librarian: Gregory Cotton  
Consulting Librarian for Social Sciences: Corey Williams Green  
Consulting Librarian for Arts and Humanities: Michelle Holschuh Simmons  
Consulting Librarian for the Sciences: Mary Iber  
Education Technologist: Lane Dunlop  
Government Documents Assistant: Paula Adams  
Technical Services Assistant: Jan Lehr  
Serials Library Assistant: Aileen Chang-Matus  
Circulation Supervisor: William Weare  
Library Secretary: Andrea Geddes  
Public Library Coordinator: Catherine Boggs

**President**

President: Leslie H. Garner, Jr.  
Administrative Assistant/Executive Secretary: Brinda Caldwell

**Registrar**

Registrar: Maureen L. Fittig  
Student Records Manager: Linda Givvin  
Assistant to the Registrar: Jeanette Gordon

**Religious Life**

Chaplain: Catherine Quehl-Engel

**Student Affairs**

Dean of Students: John W. Harp  
Secretary to the Dean: Michelle Long  
Associate Dean of Students: Karla Carney  
Assistant Director of Student Life/Leadership Assistant: Todd Gehrke  
The Commons Facility Coordinator: Carol Stock

The Commons Receptionist: Solvita Debbins  
Assistant Dean of Students/Director of Residence Life: Matt Johnson  
Secretary for Residence Life: Judy Goetchuis  
Assistant Dean of Students/Director of Intercultural Life: Christana Johnson  
International Student Services Coordinator: Ko-hsing Huang  
Assistant to the Director of Intercultural Life: Crystal Clark  
Director of Career Services: Jayne Swanson  
Assistant Director of Career Services: Andrea Wagner  
Chaplain: Catherine Quehl-Engel  
Director of Counseling Services: Brenda Lovstuen  
Director of Student Health Services: Jill deLaubenfels  
Assistant Director of Student Health Services: Nancy Reasland  
Secretary for Counseling and Health Services: Ann Logan  
Director of Volunteer Services: Helen Damon-Moore  
Volunteer Services Assistant: Jennifer Potter

**Teacher Education and Placement**

Director of Teacher Placement and Administrative Assistant to the Department of Education: Diane Harrington  
Teacher License Recommending Official: Richard Peters

**Veterans Administration**

Advisor: Maureen L. Fittig  
Recorder: Linda Givvin

**Writing Resource Center**

Director: Ann Gruber-Miller  
Writing Associate: David Strass

## **Alumni Association**

### **Officers**

**President:** Michael Conklin '69 (term ends 2004)

**President-elect:** Lu Ann White '78 (term begins 2004)

### **Staff**

Ruth Keefe Miller '66, Alumni Director

Beverly Moser, Hon. '80, Alumni Programs Coordinator

### **Board of Directors**

#### **Term Ends 2003**

Gary Thompson '60

Joseph R. Campanelli '69

Ann Parker Foote '79 (Class Agent)

Ruth Brown Ward '82

Fred Holtz '86

John Gilliland '89

Jane Riessen '00 (Class Agent)

#### **Term Ends 2004**

Carol Busch Telling '66

Sally Larson Sargent '72

Allan Rutter '76

Mark Van Etten '76 (Class Agent)

Sheila Kruse Boyce '85 (Class Agent)

Lisa Naaktgeboren '90

John and Ann Loewe Turner '94

Bobbi Buckner '01 (Class Agent)

#### **Term Ends 2005**

Richard A. (Joe) Morton '50

Richard K. Scott '63

Nels Lindquist '71

Barbara Schultz '71

Michael Mudlaff '88 (Class Agent)

Jodi Enger '91

Lisa Fry '02 (Class Agent)

**FPO**

**file:  
endowment**

## Scholarships and Awards

Cornell College uses the income from the named endowed funds listed below, in addition to funds budgeted each year from other sources, for scholarships, awards, and grants-in-aid.

Abraham, Marion Hill  
Absher, Alice Gehant  
Ackerson, Merlin and Helen  
Adams, Charles Forrest  
Albion Church  
Albrook, The Reverend J. Burleigh  
Albrook, Lydia A.  
Alexander, Mary Jean McCutcheon  
Allen, Winifred Carlton  
Alspaugh, William and Margaret  
Archer, Mr. and Mrs. Cornelius T.  
Bacon, Mrs. Harriett Rider  
Bailey, F. E.  
Barker, Richard W.  
Barkley, Alonzo J.  
Barlow, John M.  
Bartheld, Margaret Williams  
Batten, Cora  
Becker, Carl Lotus  
Beranek, Leo and Phyllis  
Bergmann, Helen Waln  
Bern, Julian  
Betts, Alice R.  
Bigger, Alice and L.E.  
Birchard, Frederick D.  
Bixler, Ingram and Clare K.  
Borgerding, Janet Sharp  
Bostrom, Robert G.  
Bowman, Roy and Grace  
Bradley, Kezia Ayers  
Braginton, Arthur James  
Brickley, Clarence J. and Margaret  
Briggs, William  
Brinck, Ava C.  
Brooks, Frank G.  
Brown, John Cotton  
Browning, Albert Hazard and Mary Ruth  
Sutliff  
Bruce, Dorothy  
Bruning, Patricia J.  
Bryant, Charles I.  
Buck, Della Simpson  
Bush, Sara Frances  
Butzloff, F. L.  
Buzza, George E.  
Campbell, Pearl Reeder  
Carlson, Mrs. Helen Arnold  
Carpenter, Erwin L.

Carter, Archie and Marie  
Carter, Harry W.  
Cell, Don  
Chase, A. E.  
Chenoweth, Paul N.  
Christianson, Louise  
Claborn, Luther E.  
Class of 1907  
Class of 1910  
Class of 1911  
Clement, William  
Cochran, Charles M.  
Collin, Alonzo  
Cook, Ray and Margaret  
Cornell Chautauqua  
Cory, Hazel  
Coulson, John and Merle  
Court, Frank W.  
Cowles, Gardner  
Criswell, Violet  
Cutsinger, Madonna  
Dale Scholarship Fund  
Daniel Scholarship Fund  
Darrow Scholarship Fund  
Davis, E. M.  
Davis, Lorraine Dunn and Charles Alfred  
Davis, Watson M. and Mildred V.  
Devereaux, Eugene  
Diether, Delia Duke  
Douglas, Bertha Hackett  
Dryden, Merrill M. and Helen F.  
DuBridge, Dr. Lee A.  
Dungan, Eva Ellsworth  
Dwire, George H.  
Edge, Martha Jane Tinder  
Ehrmann, Margaret and Winston  
Elkins, Eugene  
Elliott, A. C.  
Elliott, Mary Fisher  
Ellsworth, Beth  
Elwell, Mary Ambrose  
Emmons, Richard and Mary  
Enlow, Mrs. Clara E.  
Evans, Nelson James  
Faulkes, William Fawcett  
Finger, Mr. and Mrs. Sherman W.  
Fisher, Mr. and Mrs. Theodore  
Forbush, May Montgomery  
Fouse, Helen Chambers  
Freer, The Reverend S.C.  
Frey, Howard  
Fries, Homer S. and Mae J.  
Gardner, Bill  
Garst, Tom

Giddings, Clara Bate and J. Reed  
 Gilbert, Frederick B.  
 Gilliatt, Dean W.  
 Golden, Claire V.  
 Griffith, Byrne Smith  
 Grigsby, Dr. Lemuel Milton  
 Gulbrandson, Beulah  
 Gunn, R. M.  
 Hackerson, Alfred  
 Hamilton, Hughbert C. and Mildred  
 Hammon, Hazel  
 Hanawalt  
 Hanner, The Reverend J. R. A.  
 Hansen, Irvin L. and Ann Jennings  
 Hardesty, Marshall G.  
 Harlan, Sarah Ann  
 Harris, Ruth Anderson  
 Harrison, Etta Parsons  
 Harvey, Julius C. and Mary Heald  
 Hazlett, Cora  
 Hedges, Charles E. and Helen  
 Helmer, Edith B.  
 Hendriks, Herbert E.  
 Hendry, Margaret J.  
 Heslop, Erma Wilkinson  
 Hill, Edward  
 Hines, by Dr. W. A.  
 Hinman, Gene  
 Hoelscher, Geneve  
 Hogle, George W. and Kate A. Mason  
 Howe, L. A. and Blanche Hinkley  
 Huebsch, Leila R.  
 Hutchinson, Mark E., Jr.  
 Irwin, John D.  
 Isaacs, Mrs. Esle E.  
 Jisa, Wendell  
 Johnston, The Honorable W. F.  
 Jones, Letha M.  
 Kautenberg, Mr. and Mrs. W. E.  
 Keedick, Leonard O.  
 Keyes, Charles  
 Kibler, George H. and Mary L.  
 Kimmel, Richard and Laurine  
 King, Margaret McKell  
 King, Martin Luther  
 Kirkpatrick, Charlotte Cullumber  
 Knapp, Louise Hoover  
 Knoblauch, Julius C. and Erma Delaplain  
 Koch, Walton  
 Kopf, Minnie  
 Kreger, William and Anita Sackrison  
 Kuhlman, The Reverend Henry W.  
 Kuntz, Vira  
 Landis, Russell W. and Ruth E.  
 Lane, Howard C.  
 Lathe, Nama A.  
 Lawrence, O. W.  
 Lieberknecht, Barbara Gail  
 Liike, Robert  
 Littell, the "Judge" and Mrs. C. F.  
 Lowell, Arthur E.  
 Lynch, Charles J.  
 Magee, John B.  
 Maier, Edna J.  
 Marine, Stephen A. and Louise Freer  
 Marks, Nellie C. Reeder  
 Martin, Dr. Loren M.  
 Mathews, L. W.  
 McCall, Aletha  
 McCole, John T. and Thelma V.  
 McCutcheon, James and Ruth  
 McDermott, Kathryn L.  
 McKim, Judson  
 McKinney, Janette  
 McNeal, Clark H.  
 Meade, Harriet C. and Joseph T.  
 Medary, Bess H.  
 Medary, Marjorie  
 Meers, Geneva  
 Mentzer, John P.  
 Milholin, J. C.  
 Miller, Earl and Ina  
 Miller, Elmer  
 Miller, Erroll L. and Elmer A. Johnson  
 Miller, Luella Albrook  
 Miller, Maxwell M., Jr.  
 Moles, Ella Robinson  
 Monroe, Marjorie  
 Montgomery, T. K. "Ted" and Irene Sample  
 Moore, Harry A. and Julia  
 Moore, Lawrence  
 Moots, Elmer E.  
 Morrissey, Al and Norma  
 Ninde, William E.  
 Norskow, Florence  
 Noyes, LaVerne  
 Oakland, Lloyd  
 O'Connor, Burton and Mildred Kreim  
 Olberg, Ann and F. Forbes  
 Pascal, Lucy A.  
 Pearson, Eleanor  
 Peet, Mrs. J. D.  
 Peshak, Frances M.  
 Peterson Women's Scholarship  
 Pfeiffer, Mr. and Mrs. Henry  
 Pinkerton, Ruth  
 Prichard, Leonard and Florence Neff  
 Pulk, Rebecca Wearin  
 Rayburn, John  
 Reader's Digest  
 Reeder, Dotha Foote  
 Reeder, Mr. and Mrs. Harry H.  
 Reynolds, William B. and Margaret H.  
 Rigby, C. E. and Evelyn

Riley, Bruce T.  
 Rockwell, Helen  
 Rohrbacher, Virginia  
 Rollins, Alvin and Clara I.  
 Rorem, Gaylord C.  
 Russell, Dr. Jean E.  
 Sanderson, Laura and Robert  
 Schneider, Howard  
 Schoonover, Sara C.  
 Schuerman, Lawrence & Mildred France  
 Scott, Paul K.  
 Sewell, Allen  
 Shackford, John  
 Shaffer, Sherman S. and Vera  
 Shakespeare Prize  
 Shaw, Leslie M.  
 Sigma Tau  
 Sisler, Elma A.  
 Slingerland, William H. and Grace E.  
 Small, Matilda  
 Smith, May Forbush Montgomery  
 Smith, Viola May, and Melba and Robert W.  
 Smyth, Robert and Sara  
 Smyth, William  
 Snyder, Hazel May  
 Spletter, Charles J. and Evelyn R.  
 Statesmen Scholarship (see Littell)  
 Stevens Missionary  
 Stillman, Arthur Taylor  
 Stout, Benjamin F. and Eliza J.  
 Stout, Grace Farwell  
 Sunderlin, The Reverend Marion L. and  
     Mabel J. Jordan, and Bernadine Ruth  
     Sunderlin Norman  
 Surdna Foundation  
 Swanson, Elmer V.  
 Taber, Dr. R. Elmer  
 Taylor, Cassie  
 Taylor, James E.  
 Taylor, William  
 Trieschmann, Wesley  
 Tull, Clyde C.  
 Typer, Roger Don  
 Tyson, George R. and Helen A.  
 Van Etten, Winifred  
 Venn, Helen  
 Vernon, George F.  
 Virtue, Ethel B.  
 Waggoner, Harriett  
 Warfel, Robert E.  
 Wasta, Erwin J. and Louise  
 Waterhouse, Sara Hoover  
 Weller, Kathryn Bieber  
 Wessling, Richard and Jeanne  
 West, Merle Scott and Marie West Berry  
 West, Wesley  
 Wheeler, Charles and Bertha

Whitson, Frank N.  
 Whitwood, Alice Reid  
 Wilkinson, Alfred D.  
 Wilkinson, Dr. Herbert A.  
 Wilkinson, William and Ollie Dickinson  
 Winter, Abijah and Mary Adamson  
 Witmer, J. Nevin and Grace Wingert  
 Witzigman, The Reverend and Mrs.  
     Frederick C.  
 Wolf, Dorothy Custer  
 Woodard, Eva Lois  
 Wormer, Grace  
 Yamaoka, Norman  
 Yates, Ruth V.  
 Yaw Family  
 Yohe, G. Robert  
 Young, Fred A. and Elizabeth  
 Zigler, Theodore Frank

## Other

The Board of Education of the United  
 Methodist Church provides a national  
 scholarship fund from which awards are  
 made to Methodist students.  
 Presser Foundation; for advanced music  
 students  
 Tschirgi, Grace F.; administered by the  
 Firststar Bank of Cedar Rapids, Iowa

## Loan Funds Available

Adams, Maude L.  
 Armstrong, Frank H.; established by Mr. and  
     Mrs. Frank H. Armstrong  
 Board of Education Loan Fund of the  
     United Methodist Church  
 Brink, Eveadell  
 Cole  
 Crim, Mary Katherine  
 Delt  
 Esgate Family  
 Finger, Sherm; in memoriam  
 Gray Estate  
 Henshaw, Helen; in memoriam  
 Hill, M. L.  
 Jackson, J. R.  
 Kehr  
 McElroy/Cornell  
 Moore, Ken and Arletta  
 Park  
 Perkins Loans  
 Rayner, Ernest A.  
 Roberts, Alvin N. and Nevin A.  
 Sherman, Mabel E.  
 Smith, Laura M.  
 Stanton, W. J. and Annola and Vietta H.  
 United Student Aid Fund, Inc.



Other loans, including those from funds established by fraternal orders, may be recommended by the Director of Financial Assistance.

Index

## Index

### A

Abbreviations, 45  
About this Catalogue, 2  
Academic Advisor, 21  
Academic Honesty, 37  
Academic Information, 20  
Academic Probation, 38  
Academic Review, 37  
Academic Suspension, 39  
Academic Warning, 37  
Accreditation, Inside Back Cover  
Adding and Dropping Courses, 25  
Adjunct Courses, 23  
Administrative Personnel, 221  
Admission, 190  
Admission by Transfer, 191  
Advanced Placement, 32  
Advanced Standing, 191  
Affirmative Action, Inside Back Cover  
All-College Independent Study Courses, 154  
Alumni Association, 224  
Anthropology, 143  
Applying for Financial Assistance, 174  
Architecture, 11  
Art, 45  
Assessment of Student Experiences, Perceptions, and Academic Achievement, 41  
Associated Colleges of the Midwest (ACM), Inside Back Cover  
Athletic Eligibility, 186  
Athletic Philosophy, 186  
Auditing Courses, 24  
Australia: Conservation and Resource Management (SIT), 165  
Australia: Natural and Cultural Ecology (SIT), 165  
Australia: The Multicultural Society (SIT), 165

### B

Bachelor of  
Arts, 7  
Music, 109  
Philosophy, 10  
Special Studies, 8

Bachelor of Arts with a Major in Music, 108  
Belize: Natural and Cultural Ecology (SIT), 165  
Bidding, 22  
Bilingual Education, 167  
Biochemistry and Molecular Biology, 50  
Biology, 50  
Board of Trustees, 214  
Bolivia: Culture and Development (SIT), 165  
Botswana: Ecology and Conservation (SIT), 164  
Brazil: Amazonian Ecology and Natural Resource Management (SIT), 165  
Brazil: Culture, Development and Social Justice (SIT), 165

### C

Cameroon (SIT), 164  
Campus Activities and Cultural Events, 184  
Campus Map, 235  
Campus Visit, 190  
Capital Experience, 166  
Career in a Professional Field, 15  
Career Services, 181  
Central Europe: Nationalism, Ethnicity, and Culture (SIT), 165  
Chautauqua Program, 168  
Chemistry, 54  
Chicago Arts Program (ACM), 166  
Chile: Culture, Development and Social Justice (SIT), 165  
Chile: Economic Development and Globalization (SIT), 165  
China, Yunnan Province: Language and Cultures (SIT), 165  
Class Rank, 30  
Classical and Modern Languages, 57  
Classical Studies, 72  
Classics, 58  
CLEP, 32  
Cole Library, 207  
Combined Degree Programs, 11  
Commencement, 35  
Commons, 208

- Communications Studies, 149  
 Community Service, 101  
 Computer Science, 73  
 Computing Facilities and Services, 181  
 Concentration, 30  
 Confidentiality of Student Records, 20  
 Contemporary Campus, 206  
 Continuing Education, 191  
 Continuing Education Students, Financial Aid, 176  
 Cooperative Degree Programs, 11  
 Cornell College Mission Statement, 2  
 Cornell-Affiliated Domestic Off-Campus Programs, 166  
 Cornell-Affiliated Foreign Off-Campus Programs, 160  
 Correspondence Courses, 31  
 Costa Rica: Studies in Latin American Culture and Society (ACM), 160  
 Costa Rica: Tropical Field Research (ACM), 161  
 Counseling Services, 183  
 Course Prerequisites, 44  
 Courses  
   280/380, 154  
   289/389, 154  
   290/390, 154  
   299/399, 155  
 Courses of Instruction, 44  
 Courses, General Information, 44  
 Courses, Numbering, 44  
 Credit, 44  
 Credit by Examination, 32  
 Credit By Transfer, 31  
 Cuba: Culture, Identity, and Community (SIT), 165  
 Curriculum Advisor, 28  
 Czech Republic (ACM), 160  
 Czech Republic: Arts and Social Change (SIT), 165
- D**
- Dean's List, 35  
 Declaration of Degree, Majors, and Minors, 28  
 Degree Candidacy, Majors, and Minors, 28  
 Degree Programs, 6
- Bachelor of  
   Arts, 7  
   Music, 109  
   Philosophy, 10  
   Special Studies, 8  
 Degree Requirements, 6  
 Dentistry, 14  
 Departmental Credit by Exam, 33  
 Departmental Honors, 36  
 Dimensions of Multiculture and Global Awareness (ACM), 167  
 Directories, 214  
 Dismissal, 39  
 Domestic Off-Campus Programs, 166  
 Dropping Courses, 25
- E**
- Ebersole Center, 208  
 Economics and Business, 75  
 Ecuador: Comparative Ecology (SIT), 165  
 Ecuador: Culture and Development (SIT), 165  
 Education, 79  
 Effective Catalogue, 2  
 Elementary Education, 81  
 Emeriti, 216  
 Engineering, 12  
 English, 85  
 English as a Second Language, 71, 167  
 Enrollment Reservation, 192  
 Ensemble Participation (Music), 110  
 Environmental Management, 12  
 Environmental Studies, 90  
 Ethnic Studies, 93  
 Ewha Womans University Exchange (Korea), 161  
 Examination Credit, 32  
 Exemption, 32  
 Extension Courses, 31
- F**
- Faculty, 217  
 Federal Financial Assistance Programs, 176  
 Fees, 171  
 Financial Aid for Off-Campus Programs, 177  
 Financial Assistance, 173  
 Financial Assistance Programs, 174

Financial Information, 170  
Florence (ACM), 161  
Food Service, 180  
Foreign Country Programs, 160  
Foreign Language Abroad Program,  
161  
Forestry, 12  
France: Culture and Society (SIT),  
165  
France: Intensive Language and  
Culture (SIT), 165  
French, 61

## **G**

General Information about Courses,  
44  
    Abbreviations, 45  
    Chronology, 44  
    Credit, 44  
    Numbering, 44  
    Prerequisites, 44  
    Punctuation, 44  
General Requirements for Degree  
Programs, 6  
Geology, 94  
German, 63  
Ghana: African Diaspora Studies  
(SIT), 164  
Ghana: Arts and Culture (SIT), 164  
Grades, 33  
Graduation, 35  
Graduation Rate, 41  
Greek, 59  
Group Projects, 154

## **H**

Health Insurance, 183  
Health Service, 183  
History, 97  
History of the College, 194  
Honesty, 37  
Honor Societies, 185  
Honors, All-College, 36  
Honors, Departmental, 36  
Human Services, 16

## **I**

Incomplete, 33  
Independent Study Courses, 154  
India Studies (ACM), 162  
India: Arts and Culture (SIT), 165

India: Culture and Development  
(SIT), 165  
Individual Projects, 154  
Indonesia: Bali (SIT), 165  
Ink Pond, 208  
Interdepartmental Courses, 100  
Interdepartmental Major, 29  
Interdisciplinary Major, 29  
International Admission, 191  
International Baccalaureate, 33  
International Business, 101  
International Relations, 102  
International Relations and  
Comparative Government  
(Minor), 127  
International Student Services, 183  
Internships, 154  
Ireland: Peace and Conflict Studies  
(SIT), 165

## **J**

Jamaica: Gender and Development  
(SIT), 165  
Japan Study (ACM), 162  
Japanese, 65  
Jordan: Modernization and Social  
Change (SIT), 165

## **K**

Kenya: Coastal Cultures (SIT), 164  
Kenya: Culture and Development  
(SIT), 164  
King Chapel, 208  
Kyoto Seika University Exchange  
(Japan), 162

## **L**

Language and Linguistics, 71  
Latin, 60  
Latin American Studies, 103  
Law, 15  
Learning Disabilities, 20  
Leave of Absence, 40  
London and Florence: Arts in  
Context (ACM), 162

## **M**

Madagascar: Culture and Society  
(SIT), 165  
Madagascar: Ecology and  
Conservation (SIT), 165  
Major, Declaration of, 28

- Mali: Gender and Development (SIT), 165  
 Map, Campus, 235  
 Mathematics, 105  
 Meal Refunds: Off-Campus Programs, 173  
 Media, 185  
 Medical Technology, 13  
 Medicine, 16  
 Medieval and Early Modern Studies, 106  
 Members of the Faculty, 217  
 Mexico: Grassroots Development and Social Change (SIT), 165  
 Minor, Declaration of, 28  
 Mission Statement, 2  
 Modern Languages, 61  
 Mongolia: Culture and Development (SIT), 165  
 Morocco: Culture and Society (SIT), 165  
 Music, 107  
 Music Lessons, 108  
 Music Lessons, Fees, 171
- N**
- National Honor Societies, 185  
 Nepal: Culture and Development (SIT), 165  
 New Zealand: Biodiversity and Conservation (SIT), 165  
 Newberry Library (ACM), 166  
 Nicaragua: Revolution, Transformation, and Civil Society (SIT), 165  
 Non-Affiliated Off-Campus Programs, 159  
 Nondiscriminatory Policy, Inside Back Cover  
 Northern Ireland Exchange, 163  
 Nursing and Allied Health Sciences, 13
- O**
- Oak Ridge Science Semester (ACM), 166  
 Off-Campus Programs, 156  
 One-Course-At-A-Time, 3  
 Other Fees and Charges, 171
- P**
- Panama: Development and Conservation (SIT), 166  
 Philosophy, 117  
 Physical Education, 119  
 Physical Education and Athletics, 186  
 Physics, 123  
 Piano Proficiency Requirement (B.Mus.), 110  
 Plagiarism, 37  
 Politics, 126  
 Practice in Writing, 101  
 Prerequisites, 44  
 Probation, 38  
 Probationary Suspension, 39  
 Professional Programs, 11  
     Careers, 15  
     Education, 15  
     Law, 15  
     Medicine, 16  
     Social Work/Human Services, 16  
     Theology, 16  
 Combined Degree Programs, 11  
     Architecture, 11  
     Engineering, 12  
     Forestry and Environmental Management, 12  
 Early Acceptance Program in  
     Dentistry, 14  
     Medical Technology, 14  
     Nursing and Allied Health Sciences, 13  
 Prospectus, B.S.S., 9  
 Psychology, 130
- R**
- Rank in Class, 30  
 Rates and Charges, 170  
 Readmission, 40  
 Reduced Programs, 27  
 Refunds and Withdrawals, 171  
 Registration, 22  
 Religion, 133  
 Religious Life and Activities, 184  
 Repeating Courses, 24  
 Residence Life, 180  
 Russia (ACM), 163  
 Russia: Ethnic and Cultural Studies (SIT), 165  
 Russian, 66  
 Russian Studies, 138

**S**

Samoa: Pacific Islands Studies (SIT), 165  
Satisfactory Academic Progress (SAP) Policy, 27  
Scholarships and Awards, 226  
School for International Training Programs, 164  
Secondary Education, 81  
Sejong University Exchange (Korea), 163  
Senegal: Arts and Culture (SIT), 165  
Senior Audit, 35  
Slavic Studies, 139  
Social Work/Human Services, 16  
Sociology, 139  
Sociology and Anthropology, 145  
Sociology/Anthropology, 139  
Sookmyung Women's University Exchange (Korea), 163  
South Africa: Multiculturalism and Social Change (SIT), 165  
South Africa: Reconciliation and Development (SIT), 165  
Southern Cone: Culture, Development, and Regional Integration (SIT), 166  
Spain: Culture and Society (SIT), 165  
Spain: Intensive Language and Culture (SIT), 165  
Spanish, 67  
Special Studies, 156  
Statistics courses, 100  
Student Activities, 184  
Student Classification, 30  
Student Health Insurance, 183  
Student Health Service, 183  
Student Life, 180  
Study Skills, 181  
Summer Study, 155  
Suspension, 39  
Switzerland: International Studies, Organizations, and Social Justice (SIT), 165

**T**

Tanzania: Biodiversity and Conservation (SIT), 165  
Tanzania: Human Evolution and Ecology (ACM), 163

Tanzania: Nation-Building and Development in Africa, 164  
Tanzania: Wildlife Ecology and Conservation (SIT), 165  
Tanzania: Zanzibar: Coastal Ecology (SIT), 165  
Teaching Majors, 29  
The Balkans: Women and Democratization (SIT), 165  
The Netherlands: Sexuality, Gender, and Identity (SIT), 165  
Theatre, 146  
Theatre and Communications Studies, 146  
Theatre and Speech, 150  
Theology, 16  
Tibetan Studies (SIT), 165  
Time Management, 181  
Transcripts, 41  
Transfer Admission, 191  
Transfer Credit, 31  
Tuition and Fees, 170  
Tuition Scholarship Students, 176  
Tutors, 181  
Two Course Credits in One Term, 25

**U**

Uganda: Development Studies (SIT), 165  
Urban Education (ACM), 167  
Urban Studies (ACM), 167

**V**

Verification of Enrollment, 41  
Veterans Administration, 28  
Viet Nam: Culture and Development (SIT), 165

**W**

Warning, 37  
Washington Center, 168  
Withdrawal for Health, 26  
Withdrawal from a Course, 25  
Withdrawal from the College, 40  
Women's Studies, 150  
Writing Improvement, 181  
Writing Practice, 101  
Writing Resource Center, 181

**Y**

Yonsei University Exchange (Korea), 164

**Z**  
Zimbabwe: Grassroots Development  
and NGO Management (SIT),  
165

Index

**FPO**

**file: Cornell map**