

Calendar

2010-2011	2011-2012
Term One	Term One
August 30 - September 22	September 5 - September 28
Term Two	Term Two
September 27 - October 20	October 3 - October 26
Term Three	Term Three
October 25 - November 17	October 31 - November 23
Term Four	Term Four
November 22 - December 17	November 28 - December 21
Term Five	Term Five
January 3 - January 26	January 9 - February 1
Term Six	Term Six
January 31 - February 23	February 6 - February 29
Term Seven	Term Seven
February 28 - March 23	March 5 - March 28
Term Eight	Term Eight
April 4 - April 27	April 9 - May 2
Term Nine	Term Nine
May 2 - May 25	May 7 - May 30
Commencement	Commencement
Saturday, May 28, 2011	Saturday, June 2, 2012

Special Events

2010-2011

Homecoming: Friday, October 15 - Sunday, October 17

Family Weekend: Friday, November 5 - Sunday, November 7

Thanksgiving Break: Thursday, November 25 - Sunday, November 28

Winter Break: Saturday, December 18 - Sunday, January 2

Spring Break: Thursday, March 24 - Sunday, April 3

2011-2012

Homecoming: Friday, October 14 - Sunday, October 16

Family Weekend: TBA

Thanksgiving Break: Thursday, November 24 - Sunday, November 27

Winter Break: Thursday, December 22 - Sunday, January 8

Spring Break: Thursday, March 29 - Sunday, April 8

Effective Catalogue

[Note: This Catalogue is accurate as of May 31, 2010.]

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

Between editions, the College may change or revise the programs, rules, and procedures described in this *Catalogue*. Students are subject to the regulations and requirements in the *Catalogue* and its supplements 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 [Course Schedule](#), which is then updated as often as is necessary.

Accreditation

Cornell College is accredited by the North Central Association of Colleges and Secondary Schools, the Iowa State Department of Education, the American Chemical Society, and the University Senate of the United Methodist Church. Cornell is a member of the College Entrance Examination Board.

National Honor Societies

BETA BETA BETA (Biology), DELTA PHI ALPHA (German), LAMBDA ALPHA (Anthropology), MORTAR BOARD (Service, Scholarship, and Leadership), OMICRON DELTA EPSILON (Economics), PHI ALPHA DELTA (Pre-Law), PHI BETA KAPPA (Academic Achievement), PHI SIGMA TAU (Philosophy), PI DELTA PHI (French), PI KAPPA LAMBDA (Music), PI SIGMA ALPHA (Political Science), PSI CHI (Psychology), SIGMA DELTA PI (Spanish). See [Academic Clubs & Honor Societies](#) for more information.

Associated Colleges of the Midwest (ACM)

Cornell and 12 other liberal arts colleges located in Iowa, Colorado, Illinois, Minnesota, and Wisconsin compose the membership of the Associated Colleges of the Midwest. The purpose of the Associated Colleges is to increase educational effectiveness and operating efficiency and to extend the areas of cooperation of the constituent colleges through off-campus programs (see "[Off-Campus Programs](#)"). Members are Beloit, Carleton, Coe, Colorado College, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf.

Affirmative Action

Cornell College is an affirmative action/equal opportunity employer and is committed to an Affirmative Action Program. In compliance with federal and state laws, Cornell employs and promotes personnel without discrimination because of their age, ancestry, color, disability, sex, gender identity, national origin, race, religion, sexual orientation, genetic information, or any other characteristic protected by federal, state, or local law. Furthermore, Cornell actively strives to identify and secure qualified women and minority candidates for positions at the College. Grievance procedures, outlined in the "Affirmative Action Program of Cornell College," are available to any employee or student who has a grievance arising from discrimination because of any of the above factors. Copies of the "Affirmative Action Program" are on reserve in the Library and available from the Human Resources Office.

Notice of Nondiscriminatory Policy

Cornell admits qualified persons - without regard to age, ancestry, color, disability, sex, gender identity, national origin, race, religion, sexual orientation, or genetic information - to all the rights, privileges, programs, and activities generally accorded or made available to students at Cornell. The College does not discriminate in the administration of its educational or admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

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.

Educational Objectives at Cornell College

The College has established a set of specific learning objectives based on the mission statement. Thus, upon completion of their education at Cornell, we expect graduates to:

1. Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication;
2. Understand the methods and practices of the natural sciences, social sciences, arts, and humanities:
 - as a result of their experiences with various methods of inquiry, graduates will recognize and apply different disciplinary and interdisciplinary forms of thinking;
 - as a result of their experiences with a major or concentration, graduates will possess depth of understanding and research skills in at least one method of inquiry;
3. Possess intercultural knowledge and recognize global perspectives;
4. Integrate and transfer knowledge and skills from one setting to another; and
5. Be cognizant of their responsibility for individual, civic, and social choices.

Students achieve and demonstrate these objectives in a variety of independent and collaborative contexts blending academic and co-curricular experiences and learning. While faculty and staff provide opportunities for learning and a supportive environment, students ultimately bear the responsibility for their education.

One-Course-At-A-Time

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

1. The academic year, approximately September 1 to May 31, is divided into nine terms, each of which is three-and-one-half weeks (18 class days) in length. Each term begins at 9:00 a.m. on the first Monday and concludes at 5:00 p.m. on the fourth Wednesday with the exception of Term Four, which may be adjusted due to Thanksgiving Break and/or Winter Break. A four-day break separates each term, unless there is a winter or spring break. (See the [calendar](#) for exact dates.)
2. Readmitted students may enroll at the start of any of the nine terms but should apply at least one month before—and earlier if they desire financial aid or on-campus housing. (See [Readmission](#).)
3. Enrolled students register in the spring for all nine terms of the following academic year. After registration, students may drop and add courses throughout the year. (See [Registration](#) and [Adding and Dropping Courses](#).)
4. Cornell offers three degree programs: [Bachelor of Arts](#) (B.A.), [Bachelor of Music](#) (B.Mus.), and [Bachelor of Special Studies](#) (B.S.S.), each of which requires a minimum of 32 course credits. (See [Degree Programs](#).)
5. Progress toward any of Cornell's degrees is measured in term or course credits. One *term credit* is given for the successful completion of a Cornell course taken in a term. *Course credits* include term credits and credits from adjunct courses, music lessons and ensembles, advanced placement, and transferred work. As a unit of credit, one Cornell

term or "full course" credit is the equivalent of four semester or six quarter hours. (See [Student Classification](#) and [Credit by Transfer](#).)

6. Full-time students may register for eight or nine terms in the academic year. Those who prefer to attend for only eight terms may schedule a vacation in the term of their choice. Charges are the same for all students enrolled in eight or nine courses. 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.
7. The maximum amount of credit that a student may earn in one term is one term (full course) credit. Conversely, students, with the exception of seniors and candidates for the degree of [Bachelor of Music](#), are not permitted to enroll for less than a full term credit per term. Some departments offer concurrent courses, each of which is worth one-half term credit. Concurrent courses must, therefore, be taken in pairs and within the same department or in a related field. Exceptions must be approved by the Academic Standing Committee.
8. Students have many opportunities for independent research on or off campus, for internships, and for study in other countries or in other parts of the United States. Such programs vary in length from one term to one year, and some may be arranged for the summer. (See [Registration](#), and item [10](#) therein; and also [Independent Study Courses](#) and [Off-Campus Programs](#).)
9. Adjunct courses (numbered in the 500s) and music lessons, ensembles, and theatre participation courses (numbered in the 700s) may be taken along with principal and concurrent courses. (See [Adjunct Courses](#).)
10. Students declare their choice of degree program and major(s) before February of their sophomore year. Students may major in one or more departments or design their own individualized majors. (See [Degree Candidacy, Majors and Minors](#), and [Bachelor of Special Studies](#).)
11. Unless otherwise noted, Continuing Education students are subject to the academic rules listed above; however, there are special exceptions that apply to them. (See [Continuing Education](#).)

Introducing Cornell College

[Effective Catalogue](#)

[Accreditation](#)

[National Honor Societies](#)

[Associated Colleges of the Midwest \(ACM\)](#)

[Affirmative Action](#)

[Notice of Nondiscriminatory Policy](#)

[Cornell College Mission Statement](#)

General Requirements for Degree Programs

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

1. be admitted to [degree candidacy](#) by the Dean of Admission. 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.
2. file an application for graduation no later than October 1 of their senior year for graduation in January, May, or August of that academic year and have a conference with the Registrar. By filing this application for graduation, students formally declare their desire to be graduated during that academic year and register how they wish their name to appear on their diploma. Once the student has applied for graduation, an official audit of all credits earned and in progress will be conducted by the Registrar. The Registrar will inform the student and her or his academic advisor(s) of the requirements to be completed. No further check is made by the Registrar until after the start of the student's last term at Cornell. The student, therefore, is responsible for fulfilling the conditions stated on the audit given to her or him and for consulting the Registrar before changing any of the courses for which he or she was registered at the time the audit was done. Students who will be off campus during all or part of their senior year must reconfirm their status and credits with the Registrar at least one month before Commencement.
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. Even though a student may complete the required work immediately following Commencement or during the succeeding summer, her or his degree will not be conferred nor a diploma awarded retroactively.
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. 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.](#))

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 citizenship¹.

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

¹ *"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 admission, promotion, and graduation of students." [Article V, Section 2, of the Bylaws of Cornell College, as amended May 23, 1986]*

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 18 courses outside of any one specific department.

The B.A. program consists of two parts. Part One contains 10-15 specific course requirements of several types. First, the B.A. introduces students to each of the major modes of intellectual thought, the ways of thinking that are found in the natural sciences, the social sciences, and the humanities. Second, it requires students to achieve a certain level of proficiency in writing, in mathematics, and in foreign languages. Finally, it requires students to be exposed to and take part in the processes used in the fine arts. Part Two consists of study in depth, which requires students

to complete at least one major field of study, and to take at least nine courses at an advanced level.

The specific degree requirements are:

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than one full credit in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.
2. Of the minimum 32 course credits, at least 18 must be outside of any single department. Students who exceed 14 credits in one department will be required to take more than 32 credits to complete their degree in order to have at least 18 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](#), [Arabic](#), [French](#), [German](#), [Greek](#), [Japanese](#), [Language and Linguistics](#), [Latin](#), [Russian](#), [Sociology](#), [Spanish](#), and [Theatre](#).
3. A cumulative grade point average of 2.0 or higher.
4. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement.
5. At least one departmental, interdisciplinary, or individualized major.
6. The following general education requirements:
[Courses in this *Catalogue* that satisfy, wholly or partially, general education requirements are identified by a parenthesis near the end of the course description, e.g., (Humanities) or (Laboratory Science). Courses not so marked do not meet these requirements even though there may be other courses in the same department that do.]
 1. FIRST-YEAR SEMINAR: Enrollment in any course with a "FYS" designation on the Course Schedule, during the first or second term of the first year.
 2. FIRST-YEAR WRITING COURSE: Any course with a "W" designation on the Course Schedule, taken in the first year.
 3. FINE ARTS: One course credit (or the equivalent in half or quarter credits) chosen from the departments of [Art](#), [English](#), [Music](#), and [Theatre](#).
 4. FOREIGN LANGUAGE: One of the following: (1) [Arabic](#), [French](#), [German](#), [Greek](#), [Japanese](#), [Latin](#), [Russian](#), or [Spanish](#) 205; (2) placement into a 300-level course through an examination administered online prior to 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.
 5. HUMANITIES: Four appropriately marked courses from at least two of the following groupings: (1) [English](#) and Foreign Language; (2) [History](#); (3) [Philosophy](#); (4) [Religion](#); (5) [Art](#), [Music](#), or [Theatre](#); and (6) [Education](#).

6. MATHEMATICS: One of the following: (1) MAT [110](#) (On the Shoulders of Giants: Great Mathematical Ideas), [120](#) or [121](#) (Calculus of a Single Variable); (2) STA [201](#) (Statistical Methods); or (3) CSC [151](#) (Discrete Mathematics for Computer Science).
7. SCIENCE: Two courses, at least one of which must include laboratory work, chosen from one or two of the following departments: [Biology](#), [Chemistry](#), [Geology](#), [Kinesiology](#), or [Physics](#).
8. SOCIAL SCIENCE: Two courses chosen from one or two of the following disciplines: [Anthropology](#), [Economics and Business](#), [Education](#), [Kinesiology](#), [Politics](#), [Psychology](#), or [Sociology](#).

Bachelor of Music

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

General Requirements for the B.Mus. Degree

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than one full credit in 500-level adjunct courses may be counted toward satisfying the minimum 32 credits.
2. A cumulative grade point average of 2.0 or higher.
3. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of this requirement.
4. A minimum of 10 courses from outside the music department, to include a writing-designated course (W) and three humanities courses (not counting the W course) from at least two of the following groupings: (1) [English](#) and Foreign Language; (2) [History](#); (3) [Philosophy](#); (4) [Religion](#); (5) [Art](#) or [Theatre](#); and (6) [Education](#).
5. Music Theory: MUS [110](#), [210](#), [310](#), [343](#), and [346](#).
6. Music History: MUS [321](#), [322](#), and [323](#).
7. One elective course credit in music history or theory, selected from MUS [213-275](#), [315](#), or [348-366](#).

8. Receive a passing grade (P) in MUS [701](#) for a minimum of five semesters (see "[Music Performance Seminar](#)").
9. A grade of "Pass" on all parts of the [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 "[Ensemble Participation](#)").
11. Completion of a [senior capstone experience](#). There are three categories from which to choose: recital (MUS [798](#) or [799](#)); student teaching; and paper/project (MUS [485](#)). Students may choose more than one of these options. Students who plan to complete MUS 485 as their capstone must submit a description of the proposed project for departmental approval by October 1 of their senior year.
12. One of the following majors:

Major in Music Performance (separate three-letter code for each instrument). Students who intend to major in performance must audition before the Department of Music by the second semester of their sophomore year.

1. Four course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
2. One course credit in piano, or another secondary performance medium selected in consultation with the department.
3. MUS [302](#) or [304](#); and [306](#); [107](#) and [308](#) for voice majors; [303](#) for organ majors; or [307](#) for piano majors.
4. MUS [798](#) (junior year) and [799](#) (senior year).
5. [ARA](#), [FRE](#), [GER](#), [GRE](#), [JPN](#), [LAT](#), [RUS](#), [SPA](#) 205 or equivalent.

Major in Music Education (MUE)

6. Three course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
7. One-and-one-half course credits in secondary performance media, to include MUS [703](#), [704](#), [705](#), [706](#), and [708](#) or [774](#). The remaining 1/4 credit may be fulfilled by repeating one of these courses, or (with the approval of the department) by taking MUS [761](#).
8. The following courses, according to emphasis within the major:
 1. General Music Education: MUS [107](#) and [308](#).
 2. Instrumental Music Education: at least one semester of MUS [712](#).
 3. Vocal Music Education: MUS [107](#) and [308](#).
9. MUS [306](#), [331](#), and [431](#).
10. 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 [Elementary Education](#) or coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Bachelor of Special Studies

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

The particular requirements for the Bachelor of Special Studies degree are:

- complete a minimum of 32 course credits;
- achieve a cumulative grade point average of 2.0 or higher;
- file for candidacy by submitting the Prospectus at any time after October 1 of the sophomore year; and
- complete a minimum of 14 course credits after the Prospectus is approved. (Transfer students entering Cornell with junior standing must complete a minimum of 12 course credits following the approval of the Prospectus; those admitted with senior standing must complete a minimum of six course credits.)

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

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

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

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

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

1. Obtain a copy of the guidelines for the Narrative and the Chronology at the end of your first or the beginning of your second year (available in the Registrar's Office and on the web site at <http://www.cornellcollege.edu/registrar>).
2. Discuss your proposed B.S.S. program with your advisor or one or more members of the faculty.
3. Choose a committee of three faculty members including a primary advisor who will help you create your B.S.S. program and two faculty readers who, along with your primary advisor, will review and sign your Prospectus. The primary advisor and faculty readers must either be members of the full-time teaching faculty or part-time members who have been selected by the Department or Program to advise B.S.S. students. Some departments may choose certain members to advise all of their B.S.S. students. If you declare one or more majors, your primary advisor must be a member of a department in which you will have a major.
4. In conjunction with your primary advisor, begin planning your B.S.S. program prior to registering for your junior year. Write a 500-1,000 word Narrative and complete the Chronology. Rewrite until your primary advisor gives initial approval to your Prospectus.
5. Circulate your Prospectus to two faculty readers and schedule a group meeting with your primary advisor and your two faculty readers. After this review, your faculty committee may either approve and sign your Prospectus, or suggest revisions to strengthen it. If revisions are suggested, rewrite and re-circulate the revised document to each of your three committee members for their approval. Once approved, the Prospectus must be signed by each member of the faculty committee and filed with the Registrar, who will verify that it is complete and meets current academic regulations as set forth by the Faculty.

Your faculty committee will evaluate the Prospectus according to these criteria:

- Is it technically well-written (grammar, spelling, organization)?
 - Is it conceptually well-written (articulation of program clear, goals achievable, means reasonable)?
 - Is the Chronology consistent with the Narrative?
 - Is the plan consistent with the educational aims of the College?
 - Are the activities outside the classroom, in BSS 690 terms or other experiences, consistent with the Narrative and the Chronology?
6. File your Prospectus with the Registrar any time after October 1 of your sophomore year. If it is complete and found to conform to current academic regulations, the Registrar will notify you of its approval. The Prospectus will become part of your permanent file at the College.
 7. You must obtain the written permission of your faculty committee for any significant changes from the Prospectus before effecting such changes. If in doubt as to whether the changes are significant, consult your primary advisor or the Registrar.
 8. In the fall of the student's senior year, the Registrar will review each candidate's B.S.S. program to determine whether the student has registered for the same or similar courses

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

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](#), and [medical technology](#). For specific information and forms consult the program advisor or the Registrar.

Combined Degrees Program in Architecture

This **Three-Four Program** with Washington University in St. Louis, Missouri, offers the degree of Master of Architecture from the University and a baccalaureate degree from Cornell College. It is designed for students who wish to obtain their undergraduate education in a liberal arts college but who also want an early start on their professional degree in architecture. Participants complete three years of study at Cornell and four years studying architecture at the University. Suggested courses for admission to the University include: ART [103](#) (Drawing), [104](#) (Studio Art Basics), [202](#) (Ceramics), [310](#) (Collage/Assemblage), [311/312](#) (Sculpture); HIS [102](#) (Europe:

1300-1700) or [104](#) (Modern Europe and Its Critics); MAT [119-120](#) or [121](#) (Calculus of a Single Variable); and PHY [111](#) (General Physics I); and the submission of a portfolio of work done in art courses. One course in art history is highly recommended. Candidates for this program must also satisfy the requirements set forth under "[Degree Programs in Combination with Professional Schools](#)." Interested students should consult the program advisor before the end of their sophomore year. Program Advisor: [Christina Penn-Goetsch](#)

Combined Degrees Program in Engineering

Students in this program receive the baccalaureate degree from Cornell and the Bachelor of Science in Engineering from the Institute of Technology at the University of Minnesota by completing three years of study at Cornell followed by two or more years at the University of Minnesota.

Cornell students will be selected for entrance into the Institute of Technology based on the calculation of a cumulative grade point average using grades from courses in calculus, chemistry, computer science, and physics. This minimum grade point average will vary by the engineering major field but will not exceed a 2.8 average. Students must also satisfy the requirements set forth above under "[Degree Programs in Combination with Professional Schools](#)." When transferring to the Institute of Technology, students are expected to submit applications for admission, reciprocity, housing (if necessary), and financial aid on standard forms. These forms must be submitted in accordance with the deadlines published in the current Institute of Technology documents.

Engineering majors available at the Institute of Technology include: aerospace, biomedical, bioproducts and biosystems, chemical, civil, computer, electrical, geological, materials science, and mechanical. The courses that a student must take at Cornell vary for each major, but always include: MAT [119-120](#) (Calculus of a Single Variable Part I and II) or [121](#) (Calculus of a Single Variable), [122](#) (Calculus of Several Variables), [221](#) (Linear Algebra), and [236](#) (Differential Equations); PHY [111](#), [112](#), and [114](#) (General Physics I, II, and Lab); and CHE [121](#) or [161](#) (Chemical Principles I or Accelerated General Chemistry). Students should consult with the pre-engineering advisor to determine which Cornell courses are required for their intended engineering major. Summer engineering courses may sometimes be recommended in order to reduce the amount of time needed to obtain the engineering degree. Program Advisor: [Kara Beauchamp](#)

Combined Degrees Program in Forestry and Environmental Management

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

requirements set forth above under "[Degree Programs in Combination with Professional Schools.](#)"

The Master of Forestry degree program concentrates on forest and associated resources, including woodlands, water, wildlife, and recreation, and their management from an ecological and economic point of view. Graduates are qualified for employment as professional foresters with government agencies, forest industries, and other organizations.

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

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](#) (STA [201](#), Statistical Methods I, is strongly 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 credit. Program Advisor: Barbara Christie-Pope

Deferred Admit Program in Dentistry

The University of Iowa College of Dentistry's Deferred Admit Program (DAP) is open to residents of the state of Iowa. Academically motivated students interested in pursuing a D.D.S. may be admitted to the DAP as early as the end of the first year of their undergraduate education.

Although an undergraduate degree is not required for admission, students admitted through DAP must complete the equivalent number of hours required for a degree at their institution prior to enrollment in the College of Dentistry. In 2009, nearly 99 percent of the college's first-year dentistry students had a bachelor's degree.

Students selected for the DAP must have and maintain a 3.6 overall grade point average and a 3.50 science grade point average. The DAP application deadline is November 1, at least two years prior to your anticipated enrollment. The Dental Admissions Test (DAT) must be taken by August prior to the year of anticipated enrollment in the College of Dentistry, and scores on the individual sections of the DAT must be at the national average (17) or above. The application for the DAP is available online at www.uiowa.edu/admissions/graduate/programs/program-details/dds-dap.html.

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); 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 [313](#) (Developmental Biology), [315](#) (Genetics), [326](#) (Microbiology), [327](#) (Immunology), [328](#) (Neurobiology), [329](#) and [330](#) (Human Anatomy and Physiology I and II). A well-rounded background in the social sciences; philosophy; psychology; history; foreign languages; business and accounting; and mathematics is also recommended. Program Advisor: Craig Tepper

Professional Programs

[Degree Programs in Combination with Professional Schools](#)

[Combined Degrees Program in Architecture](#)

[Combined Degrees Program in Engineering](#)

[Combined Degrees Program in Forestry and Environmental Management](#)

[Cooperative Program in Medical Technology](#)

[Deferred Admit Program in Dentistry](#)

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 [Kinesiology](#), 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. Education Advisor: Jill Heinrich

Engineering

Although Cornell College does not offer an engineering degree, students at Cornell have several options by which to prepare for a career in engineering. Through the Combined Degrees Program in Engineering, students may enter an engineering school after three years at Cornell and then transfer credits back to complete the Cornell degree. (See Combined Degrees Program in Engineering.) Some students may prefer to finish their degree at Cornell and then spend two to three years at an engineering school to obtain the Bachelor of Science in Engineering. Students may also directly enter a graduate program in engineering after receiving a bachelor's degree from Cornell, usually with a major in one of the natural sciences, mathematics, or computer science.

The best option for a particular student depends on the intended field of engineering and on whether or not the student plans to obtain a professional engineering license. For this reason, students should consult with the pre-engineering advisor during their first year of study at Cornell. Although requirements may vary, preparation for further work in engineering usually includes: MAT [121](#) (Calculus of a Single Variable), [122](#) (Calculus of Several Variables), [221](#) (Linear Algebra), and [236](#) (Differential Equations); PHY [111](#), [112](#), and [114](#) (General Physics I, II, and Laboratory); CHE [121](#) and [122](#) (Chemical Principles I and II) or [161](#) (Accelerated General Chemistry); and CSC [140](#) (Foundations of Computer Science). Those planning to specialize in chemical engineering should also take CHE [225](#), [326](#), and [327](#) (Organic Chemistry I, II, and Laboratory). Engineering Advisor: [Kara Beauchamp](#)

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 ECB [255](#) (Antitrust Policy and Government Regulations); 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), [250](#) (Principles of Advocacy), [262](#) (American Politics), [325](#) (Anglo-American Constitutional Thought), [332](#) (Human Rights), [333](#) (International Organizations), [361](#) (Race, Sex, and the Constitution: Public Law in the Age of Multiculturalism), [364](#) (Congress and the Presidency), [365](#) (Constitutional Law: The American System), [366](#) (Constitutional Law: Rights and Liberties), and [372](#) (Current Cases before the Supreme Court); and SOC [248](#) (Contemporary Native Americans), [348](#) (Race and Ethnic Relations), and [376](#) (Civil Rights and Western Racism).

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

Medicine

The requirements for admission to medical school (including osteopathy, podiatry, and veterinary medicine) and the courses which are prerequisites for the Medical College Admission Test (MCAT) are more or less the same. The MCAT is based upon a core of work in the sciences which should be completed before attempting the test. Consult the Dimensions web site located at <http://cornellcollege.edu/dimensions/>, or consult the pre-med advisors ([Barbara Christie-Pope](#) and [Craig Tepper](#)) for further information.

At Cornell the essential minimum preparation consists of the following courses: BIO [141](#) and [142](#) (Foundations: Cellular Biology and Foundations: Organismal Biology), [205](#) (Cell and Molecular Biology); CHE [121](#) and [122](#) (Chemical Principles I and II) or [161](#) (Accelerated General Chemistry), [225](#), [326](#), and [327](#) (Organic Chemistry I, II, and Laboratory); MAT [119-120](#) or [121](#) (Calculus of a Single Variable); and either PHY [101](#), [102](#), and [114](#) (Introductory Physics I, II, and Laboratory) or [111](#), [112](#), and [114](#) (General Physics I, II, and Laboratory). Other relevant courses are BIO [211](#) (Evolution), [313](#) (Developmental Biology), [315](#) (Genetics), [326](#) (Microbiology), [327](#) (Immunology), [328](#) (Neurobiology), [329](#) and [330](#) (Human Anatomy and Physiology I and II); CHE [334](#) (Biochemistry); and STA [201](#) (Statistical Methods I).

Social Work/Human Services

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

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

Students are strongly urged to acquire experience in social work or human services as volunteers or interns. It is possible to earn credit for this kind of experience during the academic year through [PSY](#) or [SOC 280/380](#), and in the summer through [PSY](#) or [SOC 299/399](#).

Theology/Ordained Ministry

Most religious groups and denominations require a graduate professional degree from an accredited seminary or divinity school 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 natural sciences 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](#), [philosophy](#), [psychology](#), [religion](#), and [sociology](#) provide solid background for graduate courses related to ministry. Some students create their own [individualized majors](#) combining work in several departments, capped by an [internship](#). Students considering ordained ministry should contact the offices of their tradition to secure any special recommendations for their course of study, and the steps to follow in order to be recognized as a candidate for ordination.

Most seminaries and divinity schools expect that applicants for the Master of Divinity degree are connected with a specific denomination. It is the candidate's religious tradition, not a school's affiliation, that confers ordination after completion of the degree. Therefore, 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 also supports and advises students preparing for theological education.

Preparation for a Career in a Professional Field

[Education](#)

[Engineering](#)

[Law](#)

[Medicine](#)

[Social Work/Human Services](#)

[Theology/Ordained Ministry](#)

Degree and Professional Programs

[General Requirements for Degree Programs](#)

[Bachelor of Arts](#)

[Bachelor of Music](#)

[Bachelor of Special Studies](#)

[Professional Programs](#)

[Preparation for a Career in Professional Field](#)

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 "Academic Policies – Honesty in Academic Work."

Confidentiality of Student Records

Cornell complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), 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](#) will be released without the written authorization of the student whose records are requested, to persons other than the student and members of the Cornell faculty and administration, except in compliance with a lawfully issued subpoena or judicial order. Faculty and administrators who have legitimate business requiring them to see a student's academic records may have access without first obtaining the formal consent of the student. Such use of a student's academic records may be for purposes of counseling the student; considering the student for honors, awards, special programs, or financial aid; or compiling statistics.

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

Students may authorize the release of grades to parents or guardians by signing a release form that is filed in the Registrar's Office. The form is available on the Registrar's Office web site. A parent may provide documentation proving their right to the information, i.e., current income tax return which shows the student as a dependent.

For more detailed information, see *The Compass* under the heading "Confidentiality of Student Records".

Students with Disabilities

Cornell College is committed to compliance with federal law regarding students with disabilities. Section 504 of the Rehabilitation Act of 1973 states: "No otherwise qualified individual in the United States, as defined in section 706(7) of this title, shall, solely by reason of his handicap, be

excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." (29 U.S. Code, paragraph 794).

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

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

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

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

More information about accommodations for students with learning disabilities is available on the Cornell web site under "[Disability Services](#)."

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. When possible, entering students are assigned an academic advisor on the basis of the interests indicated in the admissions application, but Cornell advisors are qualified, whatever their teaching disciplines, to assist new students in preparing for any of the degree programs and majors in the College. Advisors are useful sources of information about many things, including College regulations and programs, career planning, and adjusting to Cornell. Students should always feel free to discuss their thoughts and concerns with their advisors and are expected to inform their advisors as soon as they encounter a problem. Advisors are able to

refer students to administrators or faculty who can provide good advice and effective assistance, especially when given sufficient time.

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

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

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

Registration

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

5. Full-time degree candidates must register for eight or nine terms and must earn at least seven term credits every academic year during their first, sophomore, and junior years in order to remain in good standing. Seniors need take only the number of terms required to complete their degree programs. Students who enter after Term One must register for all the terms remaining in that academic year in order to be considered as making satisfactory progress and may not take a vacation term. For an exception to this rule, see "[Reduced Programs](#)." This paragraph does not apply to [Continuing Education](#) students.
6. Students must register for vacation terms, off-campus programs, independent studies, and internships in the same way that they register for regular courses.
7. A few courses are taught over two consecutive terms (36 class days) under the Parallel Format, which permits students to carry two courses concurrently or to take one Parallel Course along with an independent study or a vacation term. No credit is given for completing only the first term of a Parallel Course. The regulations and procedures for registering for Parallel Courses and for changing such registrations are the same as for single-term courses with the exceptions noted under "Adding and Dropping Courses," [item 9](#). It is not possible to combine a Parallel Course with a single-term course.
8. Other courses may be taught in an alternate format, e.g., two courses offered concurrently and as co-requisites or two courses taught consecutively with related topics. Registration information for these courses will be available at the time of registration.
9. 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.
10. Independent study courses and internships numbered in the 200s and 300s, whether on or off campus, are open only to students who have completed the required minimum number of courses in the same department/interdisciplinary major, and for Individual Projects, a writing-designated course. Off-campus programs numbered in the 900s have special prerequisites and limits. (See [Independent Study Courses](#) and [Off-Campus Programs](#).)
11. 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.
12. 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.
13. 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.

14. 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 English or 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 one full credit 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 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 MUS 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 MUS courses numbered in the 700s who cease to attend or who do not fulfill the course requirements will receive the grade of F unless granted a W or WH. Students have one month from the start of the lessons or ensemble to drop without any record of the course or grade being posted on their transcript. (See [Department of Music](#), "[Music Lessons at Cornell](#)" and "[Ensemble Participation](#).")

Auditing Courses

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

not fulfilled the requirements, then the Registrar records a vacation term. Audited courses, whether recorded or unrecorded, may not be used to satisfy degree or major requirements.

Repeating Courses

1. Any course for which a student has received a grade of F or NC may be repeated. In such cases, the second grade earned in a repeated course does not replace the previous grade of F or NC and does not erase it from the transcript. Both the first and the second grades will be calculated when computing the student's grade point average.
2. A student who has passed a course with a low grade may wish to take the course again, especially if the course is one in a sequence, e.g., CHE 121 or GER 102, where a solid command of the material in the lower-level course is essential for success in the higher-level course. The simplest way for students to repeat course material is to retake the course as an Audit (see "Auditing Courses"). 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]. A repeated course does not gain the student an additional course credit toward graduation, unless the course description indicates that it may be repeated.
3. Adjunct courses, music lessons and music ensembles are exceptions to the above rule and may be repeated every semester unless it is stated otherwise in their descriptions.
4. Students who have received credit by examination or transfer will lose this credit if they take a course at Cornell that is the same as or similar to the examination or transferred course. In general, all introductory courses in the same academic discipline are considered to be similar even though their titles or actual contents may vary. Students who believe that their two courses are significantly different should consult the department chair for permission to receive credit for both.

Two Course Credits in One Term

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

Adding and Dropping Courses

1. *After registration but before the beginning of the term in which the course is taught*, a student may drop that course and add another course or a vacation term by (1) obtaining a Drop/Add Form from the Registrar's Office, (2) securing the signature of the academic advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. on the Friday immediately preceding that term.
2. *During the first three days of the term in which the course is taught*, a student may drop that course and add another course (or take a vacation term) by (1) obtaining the Drop/Add Form from the Registrar's Office, (2) securing the signatures of the instructor of the course being dropped, the instructor of the course being added, and the academic advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. of the third day (normally the first Wednesday) of the term. Instructors are not required to add students after the course has begun, and permission to add a course is more difficult to obtain after the first day, so students should not delay in contacting instructors of courses they wish to add.
3. If a student does not attend or ceases to attend a course for which he or she is registered and does not add another course or a vacation in its place before the end of the third day of the term, the student will be given the grade of WR. Students who receive a grade of WR are charged tuition for the course, but they are *not* eligible for institutional financial aid or VA benefits for that term. Any federal or state financial aid eligibility will be reviewed on a case by case basis per federal and state regulations.
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](#)").
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. The course instructor and the academic advisor must sign the petition, acknowledging that they have been notified of the student's intention. Both the course instructor and academic advisor are encouraged to submit a statement indicating whether they support the petition or not, and why. For a WH, a signature alone shall not be interpreted as endorsement of the petition.
 1. 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.
 2. 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.
 3. 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.
 4. 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:
 1. During the first three days of the first term, a student may replace both parallel courses with one single-term course.
 2. 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.
 3. On the 33rd day (the 15th day of the second term) as in item [6](#).
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 (see *Index. Admission*), who wish to enroll for fewer than eight term credits in an academic year, must obtain the permission of the Academic Standing Committee. Permission is usually granted if the student will (1) gain additional educational or professional experience related to the major or field of concentration, or (2) resolve physical, psychological, personal, or financial problems that may otherwise prevent her or him from continuing at Cornell. The petition must also contain a description of how and where the student plans to spend the terms when he or she will not be taking classes at Cornell. Students on reduced programs surrender, during those terms when they are not taking courses, the privileges of regularly enrolled students and are, therefore, not permitted to live in College housing, to use College facilities, or to participate in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public. Students on reduced programs may not transfer to Cornell any coursework taken at another school during the regular academic year (September through May). The financial aid of students on reduced programs will be affected and such students should discuss the implications with the Financial Assistance Office.

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

Satisfactory Academic Progress (SAP) Policy

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

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

individual Cornell department may require the student to earn more credit hours or maintain a higher grade point average than required by minimum standards.

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

Veterans Administration

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

Specifically, the points of difference are: (1) VA recipients will not be paid for a vacation term. (2) VA recipients will not be paid, or will be billed for overpayment, for any course from which they withdraw, i.e., receive a grade of W, WH, or WR, unless the VA approves their appeal on grounds of mitigating circumstances. (3) VA recipients who are placed on [Probation](#) by Cornell College will be given two semesters (nine terms) to remove themselves from [academic review](#). If, at the end of this probationary period, the recipient fails to demonstrate satisfactory progress, the recipient may have her or his benefits discontinued. The VA will not pay for any course numbered in the 900s (off-campus programs). Permission may sometimes be granted by the VA for a non-traditional educational experience upon petition in advance of the start of the project.

Declaration of Degree Candidacy, Majors, and Minors

1. On or before February 1 of their sophomore year, students must make one of the following declarations in the Registrar's Office (those admitted with senior standing must make their declarations within the first three months after entering Cornell):
 1. declare themselves candidates for either the [Bachelor of Arts](#) or the [Bachelor of Music](#) degree by filing a Declaration of Major card;
 2. declare themselves candidates for the [Bachelor of Special Studies](#) degree by filing a Declaration of B.S.S. Degree card, and soon after that a completed Prospectus;
or
 3. 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 [Degree Programs](#).)

2. In all degree tracks, students are limited to some combination of majors and minors totaling no more than three. Only in the [B.S.S.](#) degree can this be a combination of three minors. Each of the other degrees requires at least one major. Students may not elect both a major and a minor in the same discipline or interdisciplinary program, though a student may complete two minors in the same department.
3. Students may choose one or more of the departmental or interdisciplinary majors described in the central section of this *Catalogue* (see *Courses of Instruction* for particular subjects), or they may design an individualized major. Some departments offer two or more major options, one of which is a teaching major, approved by the State of Iowa and required of those intending to be licensed to teach that subject. A teaching major must always be combined with coursework leading to [secondary certification](#).
 1. Departmental majors allow a student to study in depth a single discipline. Cornell currently offers 23 departmental majors (many of these also have teaching majors): [Art](#), [Biology](#), [Chemistry](#), [French](#), [German](#), [Russian](#), [Spanish](#), [Computer Science](#), [Economics and Business](#), [Elementary Education](#), [English](#), [Geology](#), [History](#), [Kinesiology](#), [Mathematics](#), [Music](#), [Philosophy](#), [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](#).)
 2. Interdisciplinary majors offer the opportunity for a student to specialize in a recognized academic field by taking courses from various related disciplines. Cornell's current interdisciplinary majors are: [Biochemistry and Molecular Biology](#), [Classical Studies](#), [Environmental Studies](#), [Ethnic Studies](#), [International Relations](#), [Latin American Studies](#), [Russian Studies](#), [Sociology and Anthropology](#), and [Women's Studies](#).
 3. Individualized majors are programs that students design themselves to meet their particular needs and interests. Such a major involves a minimum of nine course credits to include four courses at the 300 level or above from at least two disciplines (not counting the capstone experience); a capstone experience (e.g., a course, individual project, or internship) at the 300 level or above; and at least six courses at or above the 200 level. A narrative that explains how these courses create a coherent major and describes how the capstone experience will synthesize the courses into a cohesive program of study is to be filed with the contract for this major. This type of major is a contract between the student and a committee of three faculty members chosen by the student. The contract for an individualized major must be signed by the student, the members of the committee, and the Registrar, acting for the Dean of the College. Any changes in the contract must be approved in writing by all members of the committee. The contract and any changes must be filed with the Registrar. The student must complete a minimum of 10 course credits after initially filing this form with the Registrar. For more information, consult the Registrar.

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

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

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

Cornell College alumni who wish to fulfill the requirements for an additional major after graduation must be accepted by the department (see procedure outlined above) and complete the necessary courses (there is no minimum number of credits that must be earned after graduation as long as the major requirements are met). Courses taken at another institution must be approved by the department in which the major will be granted. Financial aid may not be available, and students are advised to consult the Office of Financial Assistance before enrolling. During the last term of attendance, the student must meet with the Registrar to confirm that all requirements are completed. At the conference, the student will request that the additional major be recorded on his or her transcript. Upon completion, the additional major along with the date of completion will be recorded on the student's transcript.

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

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

5. Some departments also offer suggestions under the heading "Concentration" for students who may not wish or have time to complete the faculty-approved major but who are interested in a particular area or career relevant to the departmental discipline. Unlike majors and minors, concentrations are informal combinations of courses and are not

recognized officially by the College or named on a student's transcript. Candidates for the [B.S.S.](#) degree who do not choose to have an official major may call their individually designed program of specialization a concentration.

Assessment of Student Experiences

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

Student Classification and Class Rank

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

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

2. At the end of each semester, the Registrar's Office ranks students within their class according to their cumulative grade point average, e.g., a senior ranked "10/200" would be the 10th highest in a class of 200 seniors. A student's class rank is available upon request. Students who are graduated with fewer than 16 credits earned in courses taken for grade point credit at Cornell will not be ranked. Also, students who "walk" at Commencement and later graduate will not be ranked.

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

Credit By Transfer

Academic course credit earned prior to enrollment in Cornell or earned thereafter in summer sessions or in correspondence programs will be accepted if the work (1) is relevant to the curricular program at Cornell, (2) received a grade of C (not C-) or higher, (3) is not a repetition of a course taken at Cornell, and (4) was taken at institutions accredited by one of the following: Middle States, New England, North Central, Northwest, Southern, or Western Association of Schools and Colleges, or at an international university of comparable accreditation. Transfer credit is always evaluated on a course by course basis. No more than 64 semester or 96 quarter hours of credit (equal to 16 Cornell course credits) from a junior or community college may be transferred. Four semester hours or six quarter hours equal one Cornell course credit. No more than one-and-one-half course credits (six semester or 10 quarter hours) from extension or correspondence courses may be applied toward graduation. The Registrar is responsible for evaluating credit by transfer for courses taken prior to matriculation. 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 *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, Human Geography, and Music Listening and Literature. For a score of 4 or 5 the student will receive course credit (except in Art History, Chemistry, and foreign languages which require a score of 5 for credit); for a score of 3, only exemption and/or advanced placement (except in Biology, English Language and Literature, Environmental Science, foreign languages, Physics C, and Statistics). A complete list is available from the Registrar.
2. 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.
3. 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.
4. Examinations prepared and administered by Cornell departments at their option are an additional means of earning credit or exemption, subject to the following conditions:
 1. Exemption or credit by examination may be given only for courses listed in this *Catalogue*.
 2. Credit by examination may not be given for any independent study, internship, group or individual project, tutorial, seminar, special topic, or research course.

3. 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 [Courses 290/390](#) and b. above) is the appropriate vehicle for such work.
4. 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.
5. 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.
6. 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 "[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 "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 unofficial transcript available online. 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

8. 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.
9. 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.
10. 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.
11. Grades are reported by the Registrar to the student and the academic advisor. At the end of each term, the student's grade report is available on-line.
12. Students may authorize access to their grades to their parent(s)/guardian by signing a release form and placing the form on file in the Registrar's Office. (See "[Confidentiality of Student Records](#).")
13. 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.

14. For an instructor 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. After a lapse of one term from the issuance of the grade report, the information becomes a permanent part of the student's official transcript. 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.
15. 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.
16. Credits and grades are posted on the student's transcript at the end of each term. Unofficial transcripts are available on-line to current students. Information regarding ordering official transcripts is available on the Registrar's Office web site.

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 at the time the Dean's List is calculated. Grades earned in music lessons and ensembles are also calculated (except that the grade in MUS 701 is not calculated). The final grade earned in Term Five will be used for the purpose of computing the first semester average of a student who either takes a vacation or receives a WH, CR, or AU in Terms One, Two, Three, or Four; and when so used will not be included again in calculating the second semester average.

Graduation

The College confers degrees in the spring, August, and January; Commencement exercises, however, are held only in the spring following Term Nine. All candidates for graduation are required to attend the Spring 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). Transcripts of work taken at other schools before September of a student's senior year and statements of confirmation or exemption requested during the Senior Conference must be received by the Registrar before December 31 if they are to be credited toward the student's graduation during that academic year.

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

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

Non-graduates who elect to participate in Commencement have 16 months in which to complete their final requirements, either by returning to Cornell or by transferring the final credit(s) to Cornell. If the credits are not completed within that time period, students are considered to be withdrawn and, if they wish to complete their degree at a later date, must meet the requirements in effect in the *Catalogue* at that time.

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

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

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

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

Graduation Rate

The graduation rate for the 2004 cohort is 68% for six years. The 2005 cohort is 69% for five years.

Transcripts and Verification of Enrollment

The Registrar's Office is responsible for issuing transcripts and verifying the enrollment of students. Requests for official transcripts can be made online by visiting the [Registrar's Office web site](#) or in writing to the Registrar's Office. A nominal charge of \$3.00 per transcript applies to transcripts ordered online, or \$5.00 per transcript if the request is made directly to the Registrar's Office. Transcripts sent via FAX or by an expedited delivery service require an additional payment of \$5.00 per copy, plus the cost of the expedited service. Currently enrolled students can print unofficial copies of their transcript from the Registrar's Office web site at no charge.

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

per semester will be reported as "less than half-time." Students can print enrollment verifications through the Registrar's Office secure web site.

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 (see also [Satisfactory Academic Progress Policy](#)).

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 Teaching and Learning Center, 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 include 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
 1. 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
 2. 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
 3. 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.](#)). 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
 1. if their cumulative gpa is below 2.00 *and* their semester gpa is 1.25 or higher; or students are placed on PROBATION after any term for at least the next three terms
 2. if they have received a grade of F or NC, and their cumulative gpa has fallen below 2.00; or
 3. 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
 4. 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
 1. if their cumulative gpa is below 2.00, *but* their semester gpa is 2.00 or higher; or
 2. 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 *Adding and Dropping Courses*, item 7).

5. Students are subject to ACADEMIC SUSPENSION
 1. 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
 2. if they had been on Probation, and their semester gpa is below 2.00.

Students are also subject to SUSPENSION after any term

3. if they have been placed on Probation and they receive a grade of F or NC; or
4. 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. Students who are subject to suspension but who have, prior to the committee's deliberations, presented evidence of mitigating circumstances that the Academic Standing Committee then deems compelling, may be placed on PROBATIONARY SUSPENSION. These students continue on probation but may have additional restrictions and obligations as specified by the committee. Students whom the committee deems to have violated these additional restrictions and obligations will be subject to SUSPENSION.

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

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

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

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

Leave of Absence

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

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

Cornell College policy restricts leaves of absence to a maximum of 90 days unless an extension is granted by the Dean of Students.

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

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

Conditions for return include the student continuing to fulfill payment arrangements with the College while on a leave of absence.

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

For information on requesting an academic leave of absence for the purpose of participation in off-campus study programs not affiliated with Cornell, see [Other Off-Campus Study](#).

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 [Reduced Programs](#)) or a Withdrawal will be dropped from the College.

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

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

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

Readmission

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

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

At the time the student withdraws voluntarily, is dropped for non-attendance, or is suspended for academic, disciplinary, or financial reasons, the student forfeits any financial assistance that was

previously awarded. This includes any scholarship, grants, loans, or work study the student may have had.

If the student is readmitted, his/her financial assistance, including previous academic and fine arts awards, will be reviewed at that time and based upon current academic and financial information.

Please contact the Financial Assistance Office if you have questions.

Academic Information

[Academic Honesty](#)

[Confidentiality of Student Records](#)

[Students with Disabilities](#)

[Academic Advisor](#)

[Registration](#)

[Adjunct Courses](#)

[Auditing Courses](#)

[Repeating Courses](#)

[Two Course Credits in One Term](#)

[Adding and Dropping Courses](#)

[Reduced Programs](#)

[Satisfactory Academic Progress \(SAP\) Policy](#)

[Veterans Administration](#)

[Declaration of Degree Candidacy, Majors, and Minors](#)

[Assessment of Student Experiences](#)

[Student Classification and Class Rank](#)

[Credit By Transfer](#)

[Exemption, Advanced Placement, and Credit by Examination](#)

[Grades](#)

[The Dean's List](#)

[Graduation](#)

[Graduation Rate](#)

[Transcripts and Verification of Enrollment](#)

[Academic Review: Warning, Probation, and Suspension](#)

[Leave of Absence](#)

[Withdrawal from the College](#)

[Readmission](#)

Courses of Instruction

[General Information about Courses](#)

[Archaeology \(ARC\)](#)

[Art and Art History \(ART\)](#)

[Biochemistry and Molecular Biology \(BMB\)](#)

[Biology \(BIO\)](#)

[Chemistry \(CHE\)](#)

[Classical and Modern Languages](#)

[Classical Languages](#)

[Classics \(CLA\)](#)

[Greek \(GRE\)](#)

[Latin \(LAT\)](#)

[Modern Languages](#)

[French \(FRE\)](#)

[German \(GER\)](#)

[Japanese \(JPN\)](#)

[Russian \(RUS\)](#)

[Spanish \(SPA\)](#)

[Language and Linguistics \(LAL\)](#)

[English as a Second Language \(ESL\)](#)

[Classical Studies \(CLS\)](#)

[Computer Science \(CSC\)](#)

[Economics and Business \(ECB\)](#)

[Education \(EDU\)](#)

[English \(ENG\)](#)

[Environmental Studies \(ENV\)](#)

[Ethnic Studies \(EST\)](#)

[Geology \(GEO\)](#)

[History \(HIS\)](#)

[Interdepartmental Courses \(INT\)](#)

[International Relations \(IRE\)](#)

[Kinesiology \(KIN\)](#)

[Latin American Studies \(LAS\)](#)

[Mathematics and Statistics \(MAT\)](#)

[Medieval and Early Modern Studies \(MEM\)](#)

[Music \(MUS\)](#)

[Philosophy \(PHI\)](#)

[Physics \(PHY\)](#)

[Politics \(POL\)](#)

[General](#)

[Political Thought](#)

[International Relations and Comparative Government](#)

[American Politics](#)

[Psychology \(PSY\)](#)

[Religion \(REL\)](#)

[Russian Studies \(RSS\)](#)

[Sociology/Anthropology](#)

[Sociology \(SOC\)](#)

[Anthropology \(ANT\)](#)

[Sociology and Anthropology \(SAN\)](#)

[Theatre and Communications Studies](#)

[Theatre \(THE\)](#)

[Communications Studies \(COM\)](#)

[Theatre and Speech \(THS\)](#)

[Women's Studies \(WST\)](#)

[Topics Courses](#)

General Information about Courses

Numbering

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

1. introductory courses, primarily for first year students;
2. courses for sophomores or advanced first year students;
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 1/4 course credit;
6. Special Studies, open only to [B.S.S.](#) degree candidates;
7. music performance lessons and ensembles, English, and Theatre participation activities; and

9. Cornell-affiliated off-campus programs.

Punctuation

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

hyphen-the first course is a prerequisite for admission to the second [MAT 327-328], or the second to the third [RUS 101-102-103];

semicolon-the first course is designed for first year students and sophomores or non-majors, the second course for majors or other advanced students in the department [ART 231; 331].

Credit

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

Prerequisites

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

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

Repeat Policy

Course descriptions specifically indicate whether the course may be repeated for credit. All courses which do not specify a repeat policy are subject to the rules specified under the heading "Repeating Courses". See [Repeating Courses](#).

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 [Course Schedule](#). For the scheduling of courses not offered annually or not advertised on the Course Schedule, students should consult the department chair or the instructor.

Abbreviations

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

Faculty

For a complete listing of all faculty engaged in the academic program, please refer to the web site at <http://cornellcollege.edu/directory/> and choose "Faculty By Department" from the sidebar.

The Catalogue of Courses, arranged alphabetically by Department.

Archaeology (ARC)

Advisor: [John Gruber-Miller](#)

Archaeology is a multi-disciplinary field that emphasizes the interpretation of material remains in order to understand a culture's history, demographics, religions, economic exchange, political systems, and social values. Archaeologists can specialize in traditionally scientific areas, such as floral and faunal remains and forensic archaeology (biology), the chemical composition of ceramics or preservation of delicate paintings (chemistry), or the petrology and geomorphology of lithics and the ability to survey and map sites (geology). Archaeologists use computer software to record and catalog data and to map, and sometimes reconstruct, ancient sites. Historical archaeologists must be able to read coins, inscriptions, and the preserved writings of a

culture (languages). Finally, archaeologists need to be able to understand human interaction (anthropology) suggested by the art and artifacts of a culture (art history). In short, to be a good archaeologist, one needs a broad liberal arts education with emphases in one or more specific areas.

Students may develop an individualized major in Archaeology by following the recommendations given below and filing with the Registrar a *Contract for an Individualized Major*. See *Declaration of Degree Candidacy, Majors, and Minors*, item 3c. For students intending to attend graduate school in Archaeology, it is also highly recommended to have an additional major or minor in a related discipline (e.g., Anthropology, Art History, Classical Studies, Geology, History, Religion, or Spanish).

Archaeology faculty members: [Rhawn Denniston](#), [John Gruber-Miller](#), [Alfrieta Parks Monagan](#), [Christina Penn-Goetsch](#)

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

1. **Core courses:** ANT [101](#) (Cultural Anthropology), [110](#) (Introduction to Archaeology); two courses in biology, chemistry, or geology; and language through 205.
2. **Courses defined by Time and Place:**
Choose option 1 or 2 from each of the following two sections:
 1. **Time:**
 1. *Pre-historic:* ANT [105](#) (Human Origins); and either ART [202](#) (Ceramics I) or at least one additional course in science [e.g., CHE [202](#) (Analytical Chemistry); GEO [212](#) (Mineralogy), [222](#) (Climate Change), [320](#) (Geomorphology), [324](#) (Sedimentology and Stratigraphy)].
 2. *Historical:* at least one 300-level course in the language of the region you are interested in studying.
 2. **Place:**
 1. *Old World:* three courses from art history, classical archaeology, or history [e.g., ART [251](#) (Greek and Hellenistic Art), [252](#) (Etruscan and Roman Art), ART [263](#) (African Art); CLA [381](#) (Greek Archaeology), [382](#) (Roman Archaeology); HIS [202](#) (Rome from Vergil to St. Augustine)].
 2. *New World:* three courses from anthropology, art history, Latin American Studies, or religion [e.g., ANT [206](#) (West Indian People and Culture); ART [265](#) (Ritual Arts of the African Diaspora), [266](#) (American Indian Art: Gender and the Marketplace); HIS [141](#) (Latin American History); SPA [385](#) (Latin American Culture and Civilization)].
3. **Two additional courses** related to archaeology approved by the student's archaeology advisors.
4. **Senior Thesis** [485](#) directed by a faculty member approved by the Archaeology Program Committee.

Highly recommended: ANT [311](#) (Introduction to Archeological Field Methods) and/or some fieldwork or museum experience.

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

485. Senior Thesis

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

Art and Art History (ART)

[Susannah Biondo](#), [Douglas Hanson](#), [Christina Penn-Goetsch](#), [Anthony Plaut](#) (chair)

The offerings in the Department of Art and Art History 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-major who wishes to develop insight into the fields of studio art and art history

Studio Art Major: A minimum of 11 course credits in art and art history, which include the following required courses: [1] three course credits in art history [AH], one of which must be [260](#); [2] five course credits in studio art [SA], one of which must be [103](#), [104](#), or [105](#); [3] [483](#) (to be taken in the junior or senior year); and [4] [487](#) (to be taken in the senior year). Four of the above 11 courses must be at or above the 300 level. ART [371](#) may not be counted toward the major. Transfer students must take a minimum of six courses, including ART [483](#) and [487](#), from the Cornell College Department of Art and Art History.

Art History Major: A minimum of 11 course credits in art and art history: [1] three course credits in studio art [SA], one of which must be [103](#), [104](#), or [105](#); [2] six course credits in art history [AH]; [3] [484](#) (to be taken in the junior or senior year); and [4] [487](#) (to be taken in the senior year). Four of the above 11 courses must be at or above the 300 level. ART [371](#) may not be counted toward the major. Transfer students must take a minimum of six courses, including ART [484](#) and [487](#), from the Cornell College Department of Art and Art History.

Teaching Major in Studio Art: The same as the Studio Art major 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific major requirements from the Education Office.

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 and Art History.* Transfer students must take at least three courses from the Cornell College Department of Art and Art History.

Art History Minor: A minimum of six course credits in art and art history which include at least four art history courses [AH] and two studio art courses [SA], one of which must be [103](#), [104](#), or

[105](#). Individual projects and tutorials in art history or studio art will *not* be counted toward fulfillment of the minor.

Studio Art Minor: A minimum of six course credits in art and art history which include at least four studio art courses [SA], one of which must be [103](#), [104](#), or [105](#), and two art history courses [AH], one of which must be 260. Individual projects and tutorials in art history or studio art will *not* be counted toward fulfillment of the minor.

103; 203. Drawing I & II

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

104. Studio Art Basics

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

105. Cultural Expressions in Ceramics

An introduction to the ideas and techniques used in the ceramic arts as employed by Japanese, Native American, Mexican, and Central American cultures. Alternate years. (Fine Arts) [HANSON](#) [SA]

110 through 115. Studio Art Topics

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

151. Art and Culture

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

202. Ceramics I

Complete process from preparation of clay to glaze firing, using hand building and wheel throwing techniques to produce ceramic artworks. Participation, when the course is taught off campus, entails additional costs. Offered only in the parallel format, the course runs for two consecutive terms. (Fine Arts) [BIONDO](#) or [HANSON](#) [SA]

207. Photography

An introduction to camera use, black and white film, and darkroom techniques with an emphasis on photography within an art context. Students must provide their own 35mm SLR film camera. Prerequisite: ART [103](#) or [104](#). (Fine Arts) [DYAS](#) [SA]

220 through 230. Studio Art Topics

Topics in studio art. See [Topics Courses](#). (Fine Arts) [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. Alternate years. (Fine Arts) [PLAUT](#) [SA]

235. Weaving

This studio course introduces traditional dying, spinning, and handweaving techniques, as well as innovative design and installation practices. Students are also introduced to textile cultural history, folklore, and contemporary fiber art concepts. (Fine Arts) [SA]

237. Surface Design

This studio course ties the social meaning of clothing and textiles to the techniques of manipulating and transforming cloth. Students make art using screenprint, dye, collage, embroidery, and quilt techniques. (Fine Arts) [SA]

238. Papermaking

This studio course introduces sculpture, installation, and bookmaking using handmade and found paper. Students make Japanese, Nepalese, and European style papers and review the work of current artists manipulating paper to express ideas. (Fine Arts) [SA]

242. Painting

An introduction to the use of acrylic paint as a fine art medium. Observational, abstract, and non-objective approaches 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) STAFF [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) [PENN-GOETSCH](#) [AH]

256. Italian Renaissance Art: Art, Architecture, and Humanism

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) [PENN-GOETSCH](#) [AH]

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

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

259. Art, Identity, and Revolution: Late Eighteenth and 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) STAFF [AH]

260. Modern 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 1960. (Humanities) ROBBINS [AH]

263. African Art

Survey of the visual arts of Africa south of the Sahara based on the cycle of life in Africa. Culture and art objects will be discussed thematically, focusing on issues of birth and abundance, initiations, sexuality and partnership, status and royalty, secret societies, as well as death and the ancestors. Topics discussed will include traditional dress, decorated utensils and weapons, body arts, sculpture, painting, weaving, pottery, and architecture. The emphasis will be placed on the object as art form and as conceptual tool to translate socio-political ideas. (Humanities) STAFF [AH]

264. African American Art

This course provides an introduction to the visual arts produced by people of African descent in the United States from colonial times to the present. Artists, art movements, the relationship of art to politics, and the formation of racial and cultural identity will be examined. The emphasis will be placed on the object as art form and as conceptual tool to translate socio-political ideas. Offered alternate years. (Humanities) ROBBINS [AH]

265. Ritual Arts of the African Diaspora

In this course, the religious and aesthetic practices of West and Central Africa and their significance, preservation, and transformation in the Americas from the period of slavery to the present will be examined. The focus of the class will be on ritual arts such as Vodun, Santeria, Candomble, and Obeah and their cultural impact on Latin America, the Caribbean, and the United States. Alternate years. (Humanities) STAFF [AH]

266. American Indian Art: Gender and the Marketplace

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) [PENN-GOETSCH](#)[AH]

274 through 279. Topics in Art History

Various intermediate-level art history offerings based on faculty availability and interest. See [Topics Courses](#). (Humanities) [PENN-GOETSCH](#) [AH]

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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 repeated for credit. [SA]

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

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

302. Ceramics II

Advanced techniques in the formation and surface treatment of ceramic artworks. Registration, when the course is taught off campus, entails additional costs. Prerequisites: ART [202](#) and permission of instructor. Offered only in the parallel format, the course runs for two consecutive terms. (Fine Arts) [BIONDO](#) or [HANSON](#) [SA]

306. Intermedia

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

307. Advanced Photography

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

310. Collage and Assemblage

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

311. Sculpture

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

312. Sculpture–Casting

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

335. Advanced Textiles

This studio course explores traditional and unconventional fiber art-making practices within a contemporary context. Students explore relationships between technique, media, and artistic intent. Prerequisite: ART [235](#), [237](#), or [238](#). 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 that explores the possibility of making paintings that have little or no reference to material reality. Prerequisite: ART [242](#). Offered every third year. (Fine Arts) [PLAUT](#) [SA]

361. Saints and She-Devils

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

362. Art Since 1960

This course looks at the major movements, aesthetic theories, and critical debates related to art in the late 20th century in order to gain a better understanding of the diversity of contemporary practices. Students will be introduced to minimalism, conceptual art, institutional critique, feminist art, process and body art, postmodernism, and globalism. Prerequisite: 200-level art history course. Alternate years. (Humanities) [ROBBINS](#) [AH]

363. Feminist Art

Investigation of the feminist art movement of the 1970s to the present, as well as contemporary artwork by women artists. Readings and lectures focus on feminist approaches to gender, ethnicity, class, sexual orientation, and colonialism. Prerequisite: 200-level art history course or WST [171](#). Alternate years. (Humanities) [PENN-GOETSCH](#) [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 certification 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.

375 through 379. Advanced Topics in Art History

Examination of particular themes in art history. The course integrates material from other disciplines. Upcoming topics may include: African Masquerade; The Sistine Chapel; Leonardo, Michelangelo, and Raphael; Monet and the Impressionists; Frida Kahlo and Georgia O'Keeffe; The Duchamp Effect; Art and Empire; Classical Architecture; and the City of Rome.

Prerequisite: 200-level art history course or permission of the instructor. Alternate years. See [Topics Courses](#). (Humanities) [PENN-GOETSCH](#) [AH]

483. Studio Art Seminar

Readings and discussions about theories of art in conjunction with a studio practicum.

Prerequisites: ART [260](#), junior standing, and declared Studio Art major. [PLAUT](#) [SA]

484. Art History Seminar

Readings and discussions about theories of art and the methodologies of art history with a practicum. Prerequisites: junior standing and declared Art History major. ROBBINS [AH]

487. Senior Thesis

A substantial capstone project to be completed during the senior year. Studio majors conceive, create, and mount an exhibition of a new body of work. Art history majors research an art historical problem, write a research paper, prepare an abstract, and provide a public presentation of their work with the goal of creating an original contribution to the discipline. An oral defense is required for either major. Prerequisite: ART [483](#) or [484](#).

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 [ACM Programs](#).

952. Florence: see [ACM Programs](#).

964. Chicago Semester in the Arts: see [ACM Programs](#).

Biochemistry and Molecular Biology (BMB)

Advisors: [Addison Ault](#), [Robert Black](#), [Jeffrey Cardon](#), [Barbara Christie-Pope](#), [Martha Condon](#), [Charles Liberko](#), [S. Andy McCollum](#), [Brian Nowak-Thompson](#), [Cynthia Strong](#), [Craig Teague](#), [Craig Tepper](#)

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

Major: A minimum of 13 course credits (12 courses if CHE [161](#) is taken) in Biology and Chemistry, which include these 12 required courses: BIO [141](#) and [142](#) (Foundations: Cellular Biology, and Foundations: Organismal Biology), BIO [205](#) (Cell and Molecular Biology), BIO [315](#) (Genetics); CHE [121](#) and [122](#) (Chemical Principles I and II) or 161 (Accelerated General Chemistry), CHE [202](#) (Analytical Chemistry), CHE [225](#), [326](#), and [327](#) (Organic Chemistry I, II, and Laboratory), CHE [334](#) (Biochemistry); BMB [485](#) (Problems); and one course selected from BIO [305](#) (Advanced Topics in Molecular Biology), BIO [313](#) (Developmental Biology), BIO [326](#) (Microbiology), BIO [327](#) (Immunology), BIO [328](#) (Neurobiology), or CHE [323](#) (Physical Chemistry I).

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

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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](#), [CONDON](#), [NOWAK-THOMSON](#), [STRONG](#), or [TEPPER](#)

Biology (BIO)

[Robert Black](#), [Jeffrey Cardon](#), [Barbara Christie-Pope](#), [Martha Condon](#), [Lenny Gannes](#), [S. Andy McCollum](#) (chair), [Brian Nowak-Thompson](#), [Craig Tepper](#)

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

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

Core Courses

BIO [141](#) Foundations: Cellular Biology

BIO [142](#) Foundations: Organismal Biology

BIO [205](#) Cell and Molecular Biology

BIO [211](#) Evolution

BIO [315](#) Genetics

BIO [321](#) Ecology

BIO [485](#) Biological Problems or BMB [485](#) Problems

Cell Grouping

BIO [305](#) Advanced Molecular Biology

BIO [313](#) Developmental Biology

BIO [326](#) Microbiology

BIO [327](#) Immunology

BIO [328](#) Neurobiology

Plant Grouping

BIO [209](#) Plant Morphology

BIO [332](#) Plant Systematics

Animal Grouping

BIO [254](#) Ornithology

BIO [308](#) Invertebrate Zoology

BIO [312](#) Vertebrate Zoology

BIO [334](#) Animal Behavior

BIO [337](#) Entomology

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

Teaching Major: Identical to the general major except BIO [485](#) is not required. If the student's program permits, however, BIO [485](#) is strongly recommended. In addition to the foregoing requirements for the subject major, prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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

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

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

103. Investigations

Investigative approach to the solution of biological problems, emphasizing designing, executing,

and interpreting research. Specific research areas are confined to the interests of each instructor. Recommended for non-science majors. (Laboratory Science)

106. Biology for the Schools

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

108. Topics

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

141. Foundations: Cellular Biology

Study of living organisms, designed to introduce the principles of cell structure, cell function, information transfer, development, and cellular physiology. This course is a prerequisite for most upper-level Biology courses. (Laboratory Science) [CHRISTIE-POPE](#), [NOWAK-THOMPSON](#), 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) [CONDON](#), [GANNES](#), 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](#), [NOWAK-THOMPSON](#), 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 evolutionary biology, evidence, and methods of 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. One or more field trips may extend beyond normal class hours. Prerequisite: BIO [142](#). (Science) [McCOLLUM](#)

254. Ornithology

Basic biology of birds, emphasizing taxonomy, structure, ecology, behavior, distribution, and

natural history. May include an extended field trip. Other field trips may extend beyond normal class hours. Prerequisite: BIO [142](#). Alternate years. (Laboratory Science) [GANNES](#)

280/380. Internship: see [Courses 280/380](#).

281 through 285. Topics in Biology

Study of a selected topic of current interest or concern in biology. See [Topics Courses](#).

290/390. Individual Project: see [Courses 290/390](#).

305. Advanced Molecular Biology

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

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) [GANNES](#)

312. Vertebrate Zoology

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

313. Developmental Biology

Principles of development with an emphasis on early developmental changes. The course focuses on 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. Not to be taken in the same academic year as BIO 205. Prerequisite: BIO [205](#). (Laboratory Science) [TEPPER](#)

321. Ecology

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

326. Microbiology

Survey of microbial world with emphasis on bacterial genetics and metabolism, 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](#) or [141](#), [142](#) and permission of instructor. 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](#) or [141](#), [142](#) and permission of instructor. Alternate years. (Laboratory Science) [CHRISTIE-POPE](#)

332. Plant Systematics

Evolution and classification of vascular plants with an emphasis on field identification of flowering plants. Prerequisite: BIO [211](#). (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. This course includes one overnight field trip which requires a small additional fee for lodging and facility rental. Other field trips may extend beyond normal class hours. 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. Field trips may extend beyond normal class hours. Prerequisites: BIO [141](#) and [142](#). Offered every third year. (Laboratory Science) [McCOLLUM](#)

381 through 385. Advanced Topics in Biology

Advanced examination of a selected topic of current interest or concern in biology. See [Topics Courses](#).

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 [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.

901. Audubon Center of the North Woods: Wolf and Lynx Ecology Experiences in Northern Minnesota: see [Cornell-Approved Domestic Off-Campus Programs](#).

963. Oak Ridge Science Semester: see [Cornell-Approved Domestic Off-Campus Programs](#).

Chemistry (CHE)

[Addison Ault](#), [Jeffrey Cardon](#), [Charles Liberko](#), [Brian Nowak-Thompson](#), [Cynthia Strong](#), [Craig Teague](#) (chair)

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

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

ACS Certification: A minimum of 12 course credits in Chemistry (11 courses if CHE [161](#) is taken), which must include CHE [121](#), [122](#), [202](#), [225](#), [323](#), [324](#), [326](#), [327](#), [333](#), [334](#), [335](#), one additional course at the 300 level, excluding [380](#), and a major research experience. Also required are PHY [111](#), [112](#), and [114](#); and mathematics through MAT [221](#) (Linear Algebra). Students

seeking certification 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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

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

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

103. Investigations in Chemistry

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

108. Topics in Chemistry

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

111. Chemistry in the Natural World

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

121. Chemical Principles I

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

122. Chemical Principles II

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

161. Accelerated General Chemistry

Fundamental concepts of chemistry: atomic theory, quantum theory, bonding, states of matter,

thermodynamics, equilibrium, and kinetics. The course is designed for students who have a good understanding of atoms, molecules, and mole calculations. This course is the equivalent of CHE [121](#) and [122](#). Credit may be given for either 161 or 121-122, but not both. Prerequisite: placement exam or permission of instructor. (Laboratory Science)

202. Analytical Chemistry

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

225. Organic Chemistry I Lecture

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

234. Biological Chemistry

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

260 through 266. Topics in Chemistry

Study of a selected topic in chemistry. See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

Does not fulfill major or minor requirement.

290/390. Individual Project: see [Courses 290/390](#).

323. Physical Chemistry I

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

324. Physical Chemistry II

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

326. Organic Chemistry II Lecture

Continuation of CHE [225](#). Methods of synthesis and the reactions of organic compounds. Prerequisite: CHE [225](#). (Science) [AULT](#), [CARDON](#), [LIBERKO](#), or [NOWAK-THOMPSON](#)

327. Organic Chemistry Laboratory

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

328. Advanced Organic Chemistry

Selected advanced topics of reaction mechanisms or syntheses of organic compounds.

Prerequisite: CHE [327](#). Not offered every year. (Laboratory Science) [AULT](#) or [LIBERKO](#)

333. Advanced Analytical Chemistry

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

334. Biochemistry

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

335. Advanced Inorganic Chemistry

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

339. Advanced Physical Chemistry

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

485. Chemical Research

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 [Cornell-Approved Domestic Off-Campus Programs](#).

Classical and Modern Languages

[Devan Baty](#), [Charles Connell](#), [Diane Crowder](#), [Sally Farrington-Clute](#) (chair), [John Gruber-Miller](#), [Lynne Ikach](#), [Carol Lacy-Salazar](#), [Marcela Ochoa-Shivapour](#), [Philip Venticinque](#)

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

Cornell students may participate in Lake Forest College's International Study/Internship Program in France through an agreement between the two colleges. Cornell students also have the opportunity to study some less-widely-taught languages during the summer at [Beloit College](#). In addition, the Department offers one-term courses taught by Cornell faculty in international locations.

Spanish in Guatemala: The basic language sequence (SPA 101-205) as well as classes in Advanced Conversation, Spanish American Civilization, and Spanish American Literature may be taken in Antigua, Guatemala through Proyecto Lingüístico Francisco Marroquín. Another option in Guatemala is the Juan Sisay Spanish School in Quetzaltenango which offers both language study and volunteer opportunities.

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: Singer of Tales

CLA [373](#) Love and Sexuality in Greece and Rome

FRE [254](#) French Women Writers

RUS [281](#) Introduction to Russian Culture through Literature and Film

RUS [341](#) Classics of Nineteenth-Century Russian Literature

RUS [351](#) Change and Revolution in Russian Literature

RUS [355](#) Soviet and Post-Soviet Russian Literature and Film

Classical Languages

- [Classics](#)
- [Greek](#)
- [Latin](#)

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)
[VENTICINQUE](#)

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) [GRUBER-MILLER](#)

275 through 279. Topics in Classics

See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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 theatre and cinema; 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) [GRUBER-MILLER](#)

372. Epic Tradition: Singer of Tales

A deep engagement with oral and written epic poems and narratives from early, medieval, and contemporary cultures throughout the world. Epics may include Homer's *Iliad* or *Odyssey*, Vergil's *Aeneid*, *The Song of Roland*, the west African *Sun-Jata Epic*, and Derek Walcott's *Omeros*. Attention will be given to defining epic poetry, exploring the interaction of orality and literacy, and understanding the performance traditions of these texts. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) [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) [GRUBER-MILLER](#)

375 through 379. Advanced Topics in Classics

See [Topics Courses](#).

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 (CLA, GRE, or LAT) or [Anthropology](#). Offered every four years. (Humanities) [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 (CLA, GRE, or LAT) or [Anthropology](#). Offered every four years. (Humanities) [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 Ancient Greek I & II

Introduction to the language of ancient Greece, Alexander and his successors, and the eastern Mediterranean. Students will learn the essentials of grammar, vocabulary, and Greek mythology and culture through reading, speaking, and writing Greek; and read selections from classical writers and the New Testament. No previous foreign language experience required. Offered every third year.

205. Introduction to Greek Literature and Culture

Intensive engagement with a cultural topic through reading classical or hellenistic Greek texts, in tandem with listening, speaking, or writing in the target language. Topics may include Greek definitions of happiness, religious ritual, Greek education, or Athenian lawcourts. Prerequisite: GRE [102](#). Offered every third year.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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) [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, Pausanias, Plato, Thucydides, Xenophon, or the Greek New Testament. Prerequisite: GRE [205](#). Offered every third year. (Humanities) [GRUBER-MILLER](#)

365 through 369. Advanced Topics in Greek

See [Topics Courses](#).

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) [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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

101-102. Beginning Latin I & II

Introduction to the language of ancient Rome, its empire, the middle ages, and the early modern world. Students will learn the essentials of grammar, vocabulary, and Roman history and culture through reading, speaking, and writing Latin; increase English vocabulary through Latin derivatives; and read selections from Latin writers from different eras. Offered two out of every three years.

205. Introduction to Latin Literature and Culture

Intensive engagement with a cultural topic through reading Latin texts of the Republic or Empire, in tandem with listening, speaking, or writing in the target language. Topics may include Roman comedy, Roman performance culture, Roman banquets, or Roman elections. Prerequisite: LAT [102](#). Offered two out of every three years.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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) [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) [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) [VENTICINQUE](#)

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) [GRUBER-MILLER](#)

Modern Languages

- [Arabic](#)
- [French](#)
- [German](#)
- [Japanese](#)
- [Russian](#)
- [Spanish](#)

Arabic (ARA)

101-102-103. Beginning Modern Standard Arabic I, II, & III

Introduction to the Arabic alphabet, pronunciation and a survey of grammar. Facility in speaking and understanding spoken Modern Standard Arabic is stressed. Readings emphasize contemporary life in Arabic-speaking countries. The 101-102 and 103-205 sequences are offered in alternate years.

205. Topics in Arabic Cultures

Continued development of linguistic and cultural competence in Arabic through intensive

engagement with a cultural topic or theme or through interaction with native speakers.
Prerequisite: ARA [103](#).

French (FRE)

Major: A minimum of eight course credits in French at or above the 300 level, which include FRE [301](#), [303](#), [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](#), [303](#), [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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in French at or above the 300 level, which include FRE [301](#), [303](#), 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. Topics in French and Francophone Cultures

Continued development of linguistic and cultural competence in French through intensive engagement with a cultural topic or theme or through interaction with native speakers. Possible topics might include immigration, national identity, and regionalism. Prerequisite: FRE [103](#).

206. Francophone Cultural Immersion

Taught at a Francophone destination, students will develop their knowledge of French language and Francophone culture in a classroom setting and in daily interactions with native speakers from the local community. May include a homestay. Registration entails additional costs. Prerequisites: FRE [103](#) and permission of instructor. Alternate years.

254. French Women Writers in Translation

Works by representative women writers will be examined in light of contemporary views of feminism, femininity, and "female writing." All work in English. No knowledge of French

required. May be counted as a 300-level course for French majors with permission of instructor. Alternate years. (Humanities) [CROWDER](#)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [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](#).

302. Advanced Conversation and Culture Abroad

For students who wish to achieve greater fluency and an understanding of life in a Francophone country. This course will focus on oral comprehension, speaking and writing skills, and the acquisition of cultural competencies. Course assignments, readings and final research project will be tailored to the specific destination chosen. Registration entails additional costs. Prerequisites: FRE [205](#) and permission of instructor. Alternate years.

303. Cultures of France and the Francophone World

Contemporary French and Francophone culture viewed through the lenses of media, cinema, literature, politics, and popular culture. Students will study the historical, political, geographic, and cultural meanings of the post-colonial term "Francophonie," and will interrogate what it means to be "French" in a globalized world. Coursework includes both formal and informal writing assignments, a mid-term examination, and a final research project with oral presentation. Prerequisite: FRE [205](#) or [206](#); FRE [301](#) is strongly recommended. Alternate years. (Humanities)

311. Introduction to Literary Analysis in French

Introduction to a variety of French literary genres from the Medieval period to the 20th century, including poetry, theatre, the "nouvelle," and the novel. Students will develop their skills in advanced reading and analytical writing through formal writing assignments and oral presentations. Prerequisite: FRE [301](#) or permission of instructor. (Humanities)

315. Medieval French Literature

In this course, students will study a variety of literary genres of the French Middle Ages, including the epic [Chanson de Roland](#), songs of the Troubadours and *Trouvères*, chivalric romance, the tragic love story of Tristan and Yseut, satirical farce, the *Lais* of Marie de France, and Christine de Pisan's [Livre de la cité des dames](#). Our analysis of literature will be grounded in the political and socio-cultural landscape of the era. Course themes include feudalism, courtly love, the chivalric code of honor, sexual roles and identities, and the polemical *Querelle des Femmes*. Some readings are in English to provide background historical and cultural information, but all primary texts are in French. Students will develop their skills in advanced reading and analytical writing through informal and formal writing assignments and oral presentations in French. Prerequisite: FRE [311](#). Offered every third year. (Humanities) [BATY](#)

321. The French Renaissance: Sixteenth Century Literature

Beginning with Rabelais and ending with the best-selling serial genre of *Histoires Tragiques*, this course will introduce students to a variety of literary genres in sixteenth-century France, including poetry, the short story, and the essay. At a time when the choice of French as a literary language of high culture was subject to passionate debate, French writers paved the way for an emergent national literature and identity. Our analysis of literature will be grounded in the political and socio-cultural landscape of the era. Course themes include the French humanist tradition, violent religious factionalism, sexual roles and identities, the differences between court and popular culture, and the poetics (and politics) of imitation of ancient and Italian examples. French cinematic depictions of the era will also be studied. Some readings are in English to provide background historical and cultural information, but all primary texts are in French. Students will develop their skills in advanced reading and analytical writing through informal and formal writing assignments and oral presentations in French. Prerequisite: FRE [311](#). Offered every third year. (Humanities) [BATY](#)

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 subject to the availability of faculty. (Humanities)

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 subject to the availability of faculty. (Humanities)

342. Nineteenth Century II: 1850-1900

The Realist reaction against Romanticism—*Madame Bovary* and Baudelaire's poetry on trial for "indecenty." The impact of industrialism on the middle and working classes as seen by Zola. The scandal of Rimbaud and Valéry, the new poetry of Mallarmé, and the ribald play *Ubu roi* to close the century. Prerequisite: FRE [311](#). Offered subject to the availability of faculty. (Humanities)

351. Contemporary Literature I: Writing as Political Action

The Surrealist movement grows out of WWI. The Négritude movement unites colonized people in Francophone Africa and the Caribbean. Camus rewrites WWII as *The Plague*. Wittig and the rise of feminism after the student "revolution" of 1968. Postcolonial Francophone literature. Prerequisite: FRE [311](#). Offered subject to the availability of faculty. (Humanities)

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 subject to the availability of faculty. (Humanities)

365. Advanced Topics

Topics in French or Francophone literature or culture. See [Topics Courses](#).

411. Seminar

The topic varies, but has traditionally focused on the in-depth study of a literary movement, genre, author, or theme. Theoretical discourses in French and Francophone studies or cultural issues are other possible foci for this course. Required of all French majors. Prerequisite: permission of instructor. Alternate years.

988. There are language and culture semester programs in France or Francophone countries run by the School for International Training. See [School for International Training Programs](#).

990. Semester in Paris

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

991. Semester in Paris

Cornell students are eligible to participate in Central College's Paris program, a semester featuring intensive language study, culture, and the option of either an internship or service-learning opportunity. For further information, see <http://www.central.edu/abroad/paris/>.

German (GER)

Major: A minimum of eight course credits in German at or above the 300 level, which include GER [301](#), either [302](#) or [311](#), and [485](#). 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](#); LAL [308](#) (Language Teaching Methodology); at least one of these four courses: ANT [106](#) (Language, Culture, and Community), ENG [311](#) (Grammar and the Politics of English), LAL/PHI [350](#) (Philosophy of Language), or LAL [352](#) (Linguistics); 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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

Minor in German Studies: GER [205](#) and at least five additional course credits chosen from the following list, or another course or courses approved beforehand by the Department as relevant to German culture and civilization: GER [301](#), [302](#), [311](#), [381](#), [383](#), [385](#); HIS [304](#) (Europe: the

Sixteenth and Seventeenth Centuries), [315](#) (Diplomacy of War and Revolution), [324](#) (Modern Germany); MUS [323](#) (History of Western Music III), [352](#) (The Ring Cycle of Wagner), [353](#) (Wagner and Wagnerism); PHI [306](#) (Modern Philosophy: Nineteenth Century), [307](#) (Marx and Marxism); or REL [362](#) (Holocaust and Response).

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: Topics in German-Speaking Cultures

Continuing development of linguistic and cultural competence in German through engagements with a cultural topic and/or interaction with native speakers. Topic for 2010: Contemporary Austria. Prerequisite: GER [103](#).

301. Composition and Conversation I

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

302. Composition and Conversation II

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

311. Introduction to Literature

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

333. Goethe

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

341. Romanticism

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

351. Modernism

Survey of major authors of the early twentieth century, especially Rilke, Thomas Mann, and

Kafka, and their reactions to the modern world. Offered every third year. Prerequisite: GER [302](#) or [311](#). (Humanities) [CONNELL](#)

380. Internship: see [Courses 280/380](#).

381. Die Gründerjahre

A survey of the decade immediately following the unification of Germany under Bismarck in 1871. Readings and discussion of the history, society, and literature of those years when Germany became a world power, an industrialized country, and a militaristic society.

Prerequisite: GER [302](#) or [311](#). Offered every third year. (Humanities) [CONNELL](#)

383. Weimar

A survey of the Weimar Republic, 1919-1933, when Germany struggled to overcome its defeat in World War I. Readings and discussion of its economic and political history, and the developments in society, literature and cinema. Analysis of Nazism's rise to power. Prerequisite:

GER [302](#) or [311](#). Offered every third year. (Humanities) [CONNELL](#)

385. Die Trümmerjahre

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

(Humanities) [CONNELL](#)

390. Individual Project: see [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, discussed, commended, and criticized. Students are strongly recommended to take GER 390 or a similar course in one of the terms preceding the seminar, in order to properly prepare. Required of all German majors. 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 [Foreign Language Abroad Program](#) and also Goethe Institute's web site at <http://www.goethe.de>.

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. Topics in Japanese Culture

Continued development of linguistic and cultural competence in Japanese through intensive engagement with a cultural topic or theme or through interaction with native speakers.

Prerequisite: JPN [103](#).

923. [Japan Study](#)

An ACM program which offers a year at Waseda University in Tokyo.

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](#) or [303](#) and at least two courses in Russian literature. A maximum of two courses in Russian history may be applied toward the major: HIS [321](#) (Muscovite and Imperial Russia), [322](#) (Revolutionary and Soviet Russia), and [323](#) (Russia from 1941).

Teaching Major: A minimum of eight course credits, to include the requirements for the Russian major listed above and LAL [308](#) (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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

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

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

Courses taught in Russia: see RUS [384](#) and [955](#) below.

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

Development of basic languages skills (speaking, reading, listening, writing) and introduction to culture. Emphasis on practical vocabulary for everyday situations. [IKACH](#)

205. Intermediate Russian

Continued development of linguistic competence and cultural literacy. Students will use both textbooks and materials from the Internet to improve their skills. Prerequisite: RUS [103](#). [IKACH](#)

280/380. Internship: see [Courses 280/380](#).

281. Introduction to Russian Culture through Literature and Film

Examination of works of literature and film that reveal historical and contemporary trends in Russian culture, with an emphasis on Russia's relationship to its past and to other cultures. Conducted in English. Alternate years. Same course as RSS [281](#). (Humanities, Writing Requirement) [IKACH](#)

290/390. Individual Project: see [Courses 290/390](#).

301. Composition and Conversation

Practice in reading, writing, listening, and speaking, and introduction to complex grammatical structures. Compositions and discussions on a variety of topics using various materials. Alternate years. Prerequisite: RUS [205](#).

303. Language in Context

Practice in reading, writing, listening, and speaking using a variety of authentic materials from contemporary sources, such as on-line magazines and newspapers, films, interviews, and letters. Emphasis on building vocabulary and comprehension of complex grammatical structures. Alternate years. Prerequisite: RUS [205](#).

311. Nineteenth Century Russian Literature (in Russian)

Introduction to Russian literature of the nineteenth century, with readings of works by representative writers. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS [301](#) or [303](#). (Humanities) [IKACH](#)

312. Twentieth Century Russian Literature (in Russian)

Introduction to Russian literature of the twentieth century, with readings of works by representative writers. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS [301](#) or [303](#). (Humanities) [IKACH](#)

315 through 319. Topics in Russian Literature (in Russian)

Reading and analysis of selected works of Russian literature. Topics may focus on a particular writer, theme, or genre. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS [301](#) or [303](#). See [Topics Courses](#). (Humanities) [IKACH](#)

341. Classics of Nineteenth-Century Russian Literature (in English)

Examination of major writers and trends from the period when Russia produced some of the greatest works of literature in the world. Texts include Pushkin's *Eugene Onegin*, Dostoevsky's *Notes from Underground*, and Tolstoy's *Anna Karenina*. Conducted in English. Offered every third year. Prerequisite: Writing-designated course (W). (Humanities) [IKACH](#)

351. Change and Revolution in Russian Literature (in English)

Examination of major works of pre- and post-revolutionary Russian fiction, poetry, and drama from the period 1880-1932, with a focus on the theme of society in transition. Writers include Chekhov, Gorky, and Mayakovsky. Conducted in English. Offered every third year. Prerequisite: Writing-designated course (W). (Humanities) [IKACH](#)

355. Soviet and Post-Soviet Russian Literature and Film (in English)

Examination of major trends in literature and film during the Soviet and post-Soviet periods. Literary texts include Solzhenitsyn's *One Day in the Life of Ivan Denisovich*, Bulgakov's *The Master and Margarita*, and Pasternak's *Doctor Zhivago*. Films include *Ballad of a Soldier*, *The Cranes are Flying*, and *The Thief*. Conducted 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, with discussions and compositions based on the reading. Conducted in Russian. Prerequisites: RUS [205](#) and permission of instructor.

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

Reading, research, and writing in Russian on a topic developed in consultation with the instructor. 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](#)

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](#), [385](#), or Topics in Culture

Peninsular Literature: SPA [321](#), [322](#), [351](#), [352](#), or Topics in Peninsular Literature

Latin American Literature: SPA [355](#), [356](#), or Topics in Latin American Literature

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: [381](#), [383](#), [385](#), or Topics in Culture

Peninsular Literature: SPA [321](#), [322](#), [351](#), [352](#), or Topics in Peninsular Literature

Latin American Literature: SPA [355](#), [356](#), or Topics in Latin American Literature

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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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: [381](#), [383](#), [385](#), or Topics in Culture

Peninsular Literature: SPA [321](#), [322](#), [351](#), [352](#), or Topics in Peninsular Literature

Latin American Literature: SPA [355](#), [356](#), or Topics in Latin American Literature

Latin American Studies Major: see [Latin American Studies](#).

Courses taught in Mexico, Bolivia, and Spain: see [201](#), [206](#), [302](#), [303](#), and [381](#) below.

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

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

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

109. Topics in Hispanic Literature and Culture (in English)

Seminar for first year students only. Intensive engagement with a topic in Hispanic cultural or literary studies. Taught in English. (Humanities)

201. Basic Spanish

Independent, supervised study for students at the beginning or intermediate level who wish to improve their skills in reading, writing, speaking, and understanding Spanish in an approved language school in Latin America or Spain. Students take a placement test before and after the term and the department assigns credit at a level reflecting students' accomplishments. Consult with Spanish faculty for additional information. (CR)

205. Topics and Encounters in Hispanic Cultures

In this course students will apply their basic language skills to an investigation of various topics in Hispanic culture (such as immigration and film studies) and/or interact with native speakers in U.S. communities off-campus or via online virtual communities. Prerequisite: SPA [103](#).

206. Spanish Cultural Immersion

Taught in Latin American countries such as Argentina, Bolivia, and Guatemala, students will develop their knowledge of Spanish language and culture in a classroom setting, in daily interactions with native speakers from the local community, and in excursions to culturally rich sites. Includes a homestay. Registration entails additional costs. Prerequisites: SPA [103](#) and permission of instructor. Offered two out of three years.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

301. Composition and Conversation

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

302. Advanced Conversation Abroad

Taught in Mexico or Bolivia and designed for students who wish to achieve a higher level of fluency and a comprehensive understanding of life in Mexico or Bolivia. Includes a homestay with a Mexican or Bolivian family. Registration entails additional costs. Prerequisites: SPA [205](#) or [206](#) and permission of instructor. Offered two out of three 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, literary genre, period, or major writer and chosen to meet the needs of students who are just beginning upper-level coursework in Spanish. Special attention given to vocabulary development and to the advanced grammar required for understanding literary/cultural texts. Required of all Spanish majors. Prerequisite: SPA [301](#), [302](#), or [303](#). (Humanities)

321. Golden Age: Romancero and the Comedia

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

322. Golden Age: Don Quijote

Don Quijote in the context of the literature of the age. Readings from Amadis de Gaula, Lazarillo de Tormes, El abencerraje y la hermosa Jarifa. Renaissance and Baroque elements, contribution to the modern novel, universal themes and cinematographic interpretations. Prerequisite: SPA [311](#). Offered every third year. (Humanities) [LACY-SALAZAR](#)

351. Twentieth Century Peninsular Novel and Poetry

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

352. Modern Hispanic Theatre

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

355. Latin American Short Story and Novel

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

356. Latin American Poetry

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

365 through 369. Advanced Topics in Spanish

Selected topics in the literature and culture of the Hispanic world. See [Topics Courses](#). (Humanities)

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 [311](#). Offered every third year. (Humanities) [OCHOA-SHIVAPOUR](#)

383. Latinos in the U.S.

Origins, development, and significance of various aspects of Latino life in the United States. Prerequisite: SPA [311](#). Offered every third year. (Humanities) [OCHOA-SHIVAPOUR](#)

385. Latin American Culture and Civilization

Study of the most important cultural and political issues in Latin American civilization from Columbus to the present day. Chronicles, essays, and public speeches provide the main texts and sources of information for discussions. Prerequisite: SPA [311](#). Offered every third year. (Humanities) [OCHOA-SHIVAPOUR](#)

411. Seminar

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

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

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

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

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

941. Costa Rica: Studies in Latin American Culture and Society: see [ACM Programs](#).

942. Costa Rica: Tropical Field Research: see [ACM Programs](#).

988. There are semester programs in Spain, Central America, and South America run by the [School for International Training](#). In addition to language and culture studies, many of these programs have a special theme, e.g., Development Studies, Environmental Studies, Social Justice, the Arts, and Language Immersion.

Language and Linguistics (LAL)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Projects: see [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 30 hours of observation-practicum in the schools in teaching foreign language. Students must provide their own transportation. Required for secondary education certification in foreign language and [ESL](#).

Prerequisites: 205 course in a foreign language and EDU [215](#). Alternate years. Same course as EDU [308](#).

350. Philosophy of Language

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

352. Linguistics

A scientific view of languages, their characteristics, and their variations. Introduction to the more important sub-field of linguistics. Illustrations from English and other languages. Relationships between linguistics and other social sciences, showing research methods and conveying the view that language permeates both thought and culture. Offered subject to availability of faculty. (Social Science)

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 [Courses 290/390](#).

306. Advanced English as a Second Language

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

Classical Studies (CLS)

Advisor: [John Gruber-Miller](#)

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

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

- I. Three course credits in either [Latin](#) or [Greek](#) at or above the 200 level;
- II. Two course credits in Greek and Roman literature in English translation selected from [CLA 216](#), [364](#), [372](#), and [373](#);
- III. Three course credits in related areas selected from ART [251](#) (Greek and Hellenistic Art), [252](#) (Etruscan and Roman Art); CLA [264](#) (Women in Antiquity), [381](#) (Greek Archaeology), [382](#) (Roman Archaeology); HIS [202](#) (Rome from Vergil to St. Augustine); PHI [302](#) (Ancient Philosophy); REL [251](#) (Jesus in the Gospels), [252](#) (Epistles of Paul), [353](#) (Christian Foundations).

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 ten course credits, including nine in Computer Science; also MAT [120](#) or [121](#) (Calculus of a Single Variable). The courses in Computer Science must include CSC [140](#), [144](#), [151](#), [213](#), [218](#), and at least four 300-level courses. One of the four required 300-level courses may be an Internship, Individual Project, or Group Project. The faculty strongly recommends additional study of mathematics and statistics, to include STA [201](#) (Statistical Methods I) and MAT [221](#) (Linear Algebra), for those students who intend to pursue software engineering careers or continue their study of computer science at the graduate level.

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

131. Privacy, Piracy, and the Public Good

Reading, discussion, and writing on legal, ethical, and societal issues related to computing. Topics include first amendment issues, like filtering of on-line content; intellectual property issues, like "file sharing" and fair use exclusions to copyright; and fourth amendment issues including a detailed examination of the nature of our "right" to "privacy." Given these issues, classroom discussions often follow the format of group debates, both formal and informal. Throughout the course, there is an emphasis on building skills in locating, evaluating, and citing electronic-based information, including Internet and library resources. The lab portion of this course is project-oriented and introduces a variety of software including web page authoring and presentation software. Labs feature group work and emphasize learning how to learn software. (First Year Seminar)

140. Foundations of Computer Science

This course introduces students to problems that engage the interests of computer scientists and define the field. The course introduces students to object-oriented design, a principal discipline that computer scientists use to solve problems. Students learn to divide large problems into small problems, bundle related data with methods that operate on that data, and incorporate into new designs elements of previously completed designs. The course emphasizes creative expression using an abstract notation. Students practice designing, writing, testing, and presenting programs. Success in the course does not require previous programming experience.

144. Software Architecture

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

151. Discrete Mathematics for Computer Science

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

213. Algorithms and Data Structures

Measurements of complexity. Comparison of methods for searching and sorting data. Alternative

ways of organizing data in lists, tables, and trees. Prerequisites: CSC [140](#), [144](#), [151](#), and MAT [120](#) or [121](#).

218. Computer Organization

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

222. Geographic Information Systems

This course introduces students to computer science through a study of one of its important applications. Through work on projects related to their major fields of interest, students will learn how to use the visualization and statistical functions of geographic information systems as aids in making decisions. Students will learn how to represent, analyze, and display geographic data. Case studies will familiarize students with applications of the technology in the natural sciences, public policy, business, and other fields. Readings, discussions, and exercises will acquaint students with current standards, available tools, significant achievements, and the potential for the future development of geographic information systems. [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. See [Topics Courses](#).

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 [Courses 280/380](#). (CR)

289/389. Group Project: see [Courses 289/389](#).

290/390. Individual Project: see [Courses 290/390](#).

302. Electronics

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

311. Systems Software

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

314. Data Management Systems

Concepts and structures necessary to design and implement a database management system. Relational and object database models. Prerequisite: CSC [213](#). Alternate years. [deLAUBENFELS](#)

315. Programming Language Concepts

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

317. Computer Networks

In this course, students examine the challenges of communication through dynamic networks, including the challenges of routing messages and making communication reliable and secure. The top-down approach begins with a study of application level protocols (application level protocols govern, for example, communication through the Web and via e-mail) and proceeds to a study of the lower level transport and network layer TCP/IP protocols that are at the heart of the Internet. At the still lower link layer, students explore methods for resolving addresses and allowing multiple access on local area networks. Measurement, analysis, and simulation of networks in the laboratory. Prerequisites: CSC [140](#), [151](#), and [218](#). [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](#) and [218](#). 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, Computer Networks, Robotics, Client Server Systems, Structure and Interpretation of Computer Programs, and Bioinformatics. See [Topics Courses](#). Prerequisites: CSC [140](#) and [151](#).

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

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

Economics and Business (ECB)

[Christopher Conrad](#), [A'amer Farooqi](#), [Santhi Hejeebu](#), [Todd Knoop](#), [Jerome Savitsky](#) (chair)

Major: A minimum of 11 course credits, including the following core courses: ECB [101](#), [102](#), [151](#), [301](#), [302](#), and STA [201](#) (Statistical Methods I) or STA [348](#) (Mathematical Statistics II); at

least one 200-level ECB course from the following list of quantitative literacy courses, to be taken by Term Four of the junior year: ECB [225](#), [243](#), [254](#), [257](#), or [258](#); and at least two of the following seminar courses: ECB [311](#), [320](#), [321](#), [323](#), [352](#), [355](#), or [356](#).

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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Economics: The following program in conjunction with a *teaching major* in [Anthropology](#) (individualized major), [History](#), [Psychology](#), or [Sociology](#) will enable the student to apply for certification to teach both the major subject and Economics: ECB [101](#), [102](#), and any two of the following courses: ECB [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 interdisciplinary programs for special purposes, e.g., with the other social sciences and natural sciences for environmental studies, and with history and politics for international studies. Students interested in business may design a curriculum to develop the broadly transferable skills needed in management, especially analysis, writing, and quantitative methods; and an understanding of the government policies which affect business. In addition to ECB [151](#) and [352](#), which meet requirements for the major, students may select courses from among ECB [243](#), [253](#), [320](#), [340](#), [341](#), [351](#), and [380](#).

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

101. Macroeconomics

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

102. Microeconomics

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

206. Debt Securities

Fixed income (debt) securities account for about two thirds of the market value of all securities that are outstanding in the world. This course focuses on various types of debt securities and their markets, and in turn develops tools for the valuation and management of these securities and the interest rate risk associated with them. Additional topics include yield curve analysis, fixed income portfolio management, and immunization strategies. Alternate years. [CONRAD](#)

208. Health Economics

Examination of the structure and financing of the U.S. health care system, including government programs, employer sponsored programs, and the individual insurance market. Students will apply economic reasoning to contemporary issues involving the organization, cost, and distribution of resources in the health sector. The course will focus primarily on healthcare in the United States but will include coverage of other nations as well. Alternate years. (Social Science) [CONRAD](#)

210. Introduction to Financial Management

Provides an overview of the basic concepts and principles of financial management and insight into the financial decision making process. Topics include: the tradeoff between risk and return valuation techniques, capital budgeting, capital structure, and the role of financial markets. Emphasizes the mathematical tools of financial decision making and the reasoning and concepts in appropriately applying these tools. (Social Science) [CONRAD](#)

213. Economic Development

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

223. International Economics

Survey of international trade and finance with a theoretical emphasis. Why nations trade, the theory of protection, and commercial policy. Balance of payments, theories of exchange rate determination, and international macroeconomic theory and policy. Prerequisites: ECB [101](#) and [102](#). Offered two out of every three years. (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. Prerequisites: ECB [101](#) and either STA [201](#) or [348](#). (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](#), and either STA [201](#) or [348](#). Alternate years. (Social Science) [CONRAD](#)

251. Introduction to Entrepreneurship

This course provides an introduction to the study of how business enterprises are created and revitalized. Included will be an overview of the financial, marketing, organizational, and managerial tools that entrepreneurs use when shaping an enterprise. In addition, this course will introduce the topic of social entrepreneurship, in which organizations are created that not only generate a return for the entrepreneur, but also address significant social problems such as poverty alleviation or environmental protection. Alternate years.

253. Managerial Accounting

Continuation of ECB 151. Application of accounting data to management decisions. Prerequisites: ECB [102](#) and [151](#). Alternate years.

254. U.S. Economic and Business History

This course takes an economic approach to the study of America's past. We explore some of the leading personalities and organizations responsible for America's second industrial revolution, 1865-1914. The course will take students to the historic Pullman town and the Newberry Library in Chicago. Prerequisites: STA [201](#) or [348](#). Alternate years. (Social Science) [HEJEEBU](#)

255. Antitrust Policy and Government Regulation

The course introduces students to the economic analysis of antitrust policy and government regulation of business. We will examine how such policies affect horizontal and vertical mergers, pricing strategies, and other attempts by businesses to expand market power. Furthermore we will explore the economic rationale and consequences of federal government intervention in business operations. Prerequisite: ECB [102](#). Alternate years. (Social Science) [HEJEEBU](#)

257. Labor Market Issues

Exploration of a variety of current issues in labor markets from an economics perspective. Included among the questions to be addressed in this course are: Why do professional athletes, rock stars and movie stars earn so much more than the rest of us? What is the economic value of a college degree? Why do some college majors earn so much more than others? Who pays for and benefits from on-the-job training? Are workers better off when the government regulates safety in the workplace? How does discrimination in the labor market affect women, African Americans and other minorities? Why has union membership fallen so dramatically during the last 30 years? Who benefits from and who is hurt by increased international competition? Course activities will include a series of data collection/analysis/presentation projects. Prerequisites: ECB [101](#) or [102](#), and STA [201](#) or [348](#). Alternate years. (Social Science) [SAVITSKY](#)

258. Economics of Sports

Economic analysis of various aspects of professional sports and intercollegiate athletics. Topics will include the relationship between on-the-field performance and economic profits, the economics of competitive balance, the market for professional franchises, public financing of

stadiums and arenas, labor unions and labor relations, discrimination in the market for professional athletes, the economics of intercollegiate athletics, and the role of the NCAA in intercollegiate athletics. Course activities will include a series of data collection/analysis/presentation projects. Prerequisites: ECB [102](#) and STA [201](#) or [348](#). Alternate years. (Social Science) [SAVITSKY](#)

260. Economies of East Asia

Examination of the East Asian "economic miracle," with an emphasis on the causes of rapid growth, impact on income distribution, the nature of government economic management and the role of international trade. The dynamics of economic change are explored through a look at the economies of Japan, South Korea, China, and Hong Kong. Alternate years. (Social Science) [FAROOQI](#)

261. Global Environmental Economics

Economic analysis of global environmental issues, with special emphasis on developing countries. Review of basic economic theory with respect to environmental issues. Policy analysis of sustainable development, population growth, deforestation, air and water pollution, ecotourism, international hazardous waste, biodiversity, and global warming. Recommended prerequisite: ECB [101](#) or [102](#). Alternate years. (Social Science) [FAROOQI](#)

265 through 275. Topics in Economics and Business

Selected topics of current interest in economics and business. See [Topics Courses](#).

290/390. Individual Project: see [Courses 290/390](#).

301. Intermediate Microeconomics

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

302. Intermediate Macroeconomics

Factors influencing the level of national income and employment, movement of prices, and behavior of other macroeconomic variables. Postwar economic developments and contemporary monetary and fiscal policy problems. Problems of economic growth and international trade. Prerequisites: ECB [101](#), [102](#), and junior standing. (Social Science) [FAROOQI](#) or [KNOOP](#)

311. Industrial Organization Seminar

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

320. Women, Men, and the Labor Market Seminar

The seminar examines male/female differences in labor market outcomes. Theoretical

explanations will be confronted with empirical evidence. Topics to be covered include: labor supply behavior and the allocation of time in the household, human capital investments in education and labor market experience, discrimination against women in the acquisition of human capital, labor market discrimination against women and the pay gap, and the economics of anti-discrimination laws. Prerequisites: ECB [301](#) and STA [201](#) or [348](#). Alternate years. (Social Science) [SAVITSKY](#)

321. Macroeconomics Seminar

An investigation into why rich countries are rich and poor countries are poor. Macroeconomic growth theory will be examined in an attempt to explain why some countries have experienced growth miracles and others have been growth disasters. 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 [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 STA [201](#) or [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. Prerequisites: ECB [102](#) and MAT [120](#) or [121](#). Alternate years. (Social Science) [SAVITSKY](#)

351. Financial Management

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

352. Financial Management Seminar

This course explores the emerging field of Enterprise Risk Management (ERM), which focuses on risk mitigation strategies employed by firms against the various risks they face. There is a

particular emphasis on financial risk management. Prerequisite: ECB [301](#) or [302](#). (Social Science) [CONRAD](#)

354. Managerial Economics

This course aims to bridge the gap between the abstraction of economic theory and real life setting in which business decision-makers operate. We implement the broad ideas of supply, demand, elasticity, production and cost functions to specific problems of resource allocation within firms. The course is built around a series of case studies produced by the Harvard Business School. Business practitioners will be regularly invited to the class. Prerequisite: ECB [301](#). [HEJEEBU](#)

355. Multinational Corporations in Historical Perspective Seminar

This course examines the evolution of a major player in global trade: the multinational corporation. We will explore the boundary between commerce and the political roles multinational companies can play in their source and product markets. How does the multinational firm economically benefit from allegiances across states? What impacts do these firms have on their home and host economies? Prerequisite: ECB [301](#). Alternate years. [HEJEEBU](#)

356. Economics of Organizations Seminar

Organizational Economics offers an economic approach to the study of management. We explore the design of effective performance evaluation systems and employee compensation plans. We consider in detail the problem of assigning decision-making authority within a company. Topics covered include theories of the firm, contract theory, incentives within organizations, relational contracting, careers in organizations, etc. The course will use Harvard Business School case studies and will invite business practitioners. Prerequisite: ECB [301](#). Alternate years. [HEJEEBU](#)

365 through 369. Advanced Topics

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

380. Internship in Economics and Business

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

Education (EDU)

[Kerry Bostwick](#) (chair), [Jill Heinrich](#), [Kate Kauper](#), [Gayle Luck](#)

Admission to the Teacher Education Program and to Student Teaching

Cornell offers a major in [Elementary Education](#) and coursework for students seeking [secondary](#) certification. Students desiring to be certified to teach in the public and private K-12 schools must apply before December 1 of their sophomore year to the Education Department for admission to the Teacher Education Program, using the forms available on-line (<http://www.cornellcollege.edu/education>) and from the Education Office in Room 103 of College Hall. Those seeking admission to the Teacher Education Program in their junior year must have special permission from the chair of the Education Department to apply.

The following additional conditions must be met before the Education Department will approve the application: the student must (1) have filed a [Declaration of Degree Program and Major\(s\)](#) with the Registrar; (2) have completed two 200-level Education courses; (3) have a Cornell cumulative grade point average of 2.5 or higher; (4) have submitted one positive letter of recommendation from a faculty member outside the Education Department; (5) be in good standing - not on probation - academically and with the Cornell Division of Student Affairs; and (6) have successfully achieved passing scores on the Praxis I Pre-Professional Skills Tests.

Praxis I: Pre-Professional Skills Tests

Successful completion of the Praxis I Pre-Professional Skills Tests is required for all Cornell students seeking admission to the Teacher Education Program. These tests determine college-level competence in the areas of reading, writing, and mathematics. It is strongly recommended that students register to take the Praxis tests during the spring of their freshman year or the fall of their sophomore year. These exams are given by Educational Testing Service (at Iowa City and numerous other nationwide locations) during August, September, November, January, March, April, and June of each year. The department recommends that students take the Praxis I exam no later than November of their sophomore year. Registration for the Praxis I exam 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 in the Registration Bulletin and sample questions are available at the Education Office in Room 103 of College Hall. The registration fee is approximately \$170.00 and is the responsibility of the student. The passing scores for each section of the Praxis I Exam are: 175 or above on the reading section, 173 or above on the mathematics section, and 173 or above on the writing section, or a composite Praxis I score of 521, with a minimum of 170 for any one subtest.

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

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

In order to be admitted to student teaching, students must have a cumulative grade point average of 2.7 or higher, complete a Student Teacher Application and Preference form by January 15 of the junior year, complete all the required 200-level Education courses with a minimum 2.7 grade point average and all 300-level Education courses with a minimum 2.7 grade point average, be recommended by the chair of the Education Department, and be accepted by a local mentor classroom teacher. Before being admitted to student teaching, a student seeking secondary certification must have completed six course credits in the teaching subject matter major. Four consecutive terms of student teaching are required: preferably Terms One, Two, Three, and Four of the senior year or a fifth year. *Students desiring to student teach in Chicago must apply to the Academic Standing Committee by February 1 of their junior year.* See [Off-Campus Programs](#). All student teaching assignments are made within thirty miles of Mount Vernon or in Chicago unless exceptional personal circumstances exist. Students should refer to the Education Department's web site for an in-depth review of off-campus student teaching requests.

Praxis II: Subject Assessments Test

The State of Iowa requires all **elementary** education majors to successfully complete the Praxis II: Subject Assessments Test **prior** to licensure. Candidates in secondary and K-12 programs (Art, Music, and Physical Education) are **not** included. Elementary candidates must take one of the following Praxis II paper-based tests and obtain a passing score:

- Elementary Education: Curriculum, Instruction and Assessment (10011) two-hour test (**State of Iowa qualifying score is 151**), OR
- Elementary Education: Content Knowledge (10014) two-hour test (**State of Iowa qualifying score is 142**)

It is highly recommended that Cornell elementary education pre-service teachers take and pass one of the above Praxis II exams **prior** to student teaching. Students may decide which of the two tests to take. Either of these elementary education tests meets the Iowa elementary teacher program content requirement. There is an exception to qualifying scores for students who meet the criteria. Contact the Education Department for specific information regarding the “exception” policy. The Education Department recommends taking Praxis II after completion of EDU 319.

Refer to the ETS web site (www.ets.org/praxis) for available test dates. For example, Praxis II is offered in *March, April, June and July, which are the months following the completion of EDU 319*. In order to receive your license in a timely manner it is important to note that the results for paper-based tests are mailed approximately four weeks after taking the test. Passing scores must be on file in the Education Office at Cornell College before an Iowa license can be issued.

Students must take and pass the Praxis II even if planning to teach outside of Iowa. Requirements in other states will vary. If students intend to teach outside of Iowa, it is advisable to obtain information concerning testing requirements in that state as early as possible. The ETS web site requirement page for all states mandating Praxis II is www.ets.org/praxis.

Register online at the ETS test site by following the link to the Praxis II tests, then the link to Registering for a Test. Indicate Cornell College as a receiving institution so the college gets

official notification of the results. Sample test questions can be viewed on this site under *Tests at a Glance*. The web site includes information regarding the fees, testing dates, and additional services offered by ETS. The Cornell College Education Department offers Praxis II study books available for check-out.

Recommendation for Certification

After a student has successfully completed four consecutive terms of student teaching, the senior seminar, (and, as an Elementary Education major has passed the Praxis II exam), and has received a baccalaureate degree, the Education Department will make the final decision on Cornell College's recommendation for state certification. A criminal background check is required. Completion of student teaching and certification requirements does NOT guarantee recommendation for a teaching certification.

All students should note that teacher certifications 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 certification holders meet with little difficulty when applying for out-of-state certification. Information on all state certification requirements can be found in the Education Office in College Hall.

Teacher Education Program

Whether a candidate for the [B.A.](#), [B.Mus.](#), or [B.S.S.](#) degree, every elementary education major and every student seeking secondary certification 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](#), (2) [History](#), (3) [Philosophy](#), (4) [Religion](#), or (5) [Art](#), [Music](#), or [Theatre](#).
2. A college-level course in [mathematics](#) or [statistics](#). Students who earned a score of 4 or 5 on the College Entrance Examination Board's Advanced Placement (AP) Calculus or Statistics examinations or exemption on the Cornell Calculus Advanced Placement test are not required to complete additional courses in mathematics. This requirement may also be satisfied by taking a summer school mathematics course approved in advance by the Cornell Department of Mathematics.
3. Two courses in natural science.
4. One course in a behavioral science selected from [Anthropology](#), [Psychology](#), or [Sociology](#).
5. One course in a social science selected from [Economics and Business](#), [Politics](#), or, if not taken to satisfy the behavioral requirement, [Anthropology](#) or [Sociology](#).
6. One of the following programs:

Elementary Education Major: A minimum of 13 course credits in Education, which includes EDU [205](#), [215](#), [230](#), [240](#), [314](#), [317](#), [318](#), [319](#), [410](#), [420](#), [430](#), [440](#), and [483](#); two of the following courses: ART [371](#) (Art Methods), KIN [324](#) (Elementary Physical Education Methods), or MUS

[301](#) (Elementary School Music). A second major or the completion of a six-course certification area in one of the following teaching subjects: history, science, language arts, or social studies is strongly recommended. 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 teaching certification in the State of Iowa.

Coursework for Secondary Certification: A minimum of 11 course credits in Education, which includes EDU [205](#), [215](#), [230](#), [240](#), [328](#), [410](#), [420](#), [430](#), [440](#), and [483](#); a methods course in your content area: ART [371](#) (Art Methods), EDU [308](#)/LAL [308](#) (Language Teaching Methodology), EDU [322](#), [324](#), KIN [331](#) (Physical Education Methods for Secondary Schools), or MUS [331](#) (Music Education Seminar); and an approved teaching major in the area of certification. 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 secondary certification in [Kinesiology](#), [Music](#), [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 coursework for secondary certification and an approved teaching major qualify the student for a 5-12 teaching certification in the State of Iowa.

Second Teaching Areas for Students Seeking Secondary Certification: Students who have a teaching major in [Economics and Business](#), [History](#), [Politics](#), [Psychology](#), or [Sociology](#), or an individualized major in [Anthropology](#) must add one or more of the following areas as a second certification 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 one or more of the following areas as a second certification area: Biology, Chemistry, Geology, Physics or the all-science certification area. Details on the requirements for certification are found in the Education Office.

Title II Reporting Summary: The annual report required by Title II of the 1998 Higher Education Act is on file in the Education Office. 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

This course explores the philosophical, social, cultural, and historical foundations of education. The class draws heavily upon prominent educational philosophers from Plato to today with the aim of introducing students to the ideas that shape educational practices. Students are encouraged to question, explore, and develop their own thoughts about what education is and should be. In

particular, the course explores such questions as: Why do we educate? What does it mean to be educated? What are learning and teaching? What is and should be the relationship between school and society? What is the relationship between democracy and education? How do historical and contemporary educational practices embody philosophical ideas? Not open to juniors and seniors without permission of instructor. (Humanities) [KAUPER](#)

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. Fourteen hours of observation-practicum in the schools. Students must provide their own transportation. Not open to juniors and seniors without permission of instructor. (Social Science) [BOSTWICK](#)

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 2004 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. Not open to juniors and seniors without permission of instructor. (Social Science) [LUCK](#)

240. Human Relations

The study of prejudice and discrimination in race, ethnicity, gender, religion, age, and sexuality. Topics include the ways of life, history, cultural contributions, and educational experiences of Americans with African, Hispanic, Asian, and Native American Indian ancestry. A careful study of individual and group values, lifestyles, cultural and sexual diversity, and persons with handicapping conditions. Not open to juniors and seniors without permission of instructor. (Social Science) [HEINRICH](#), [KAUPER](#), or [POSTLER](#)

260 through 265. Topics in Education

In-depth study of selected topics in the field of education.

308. Language Teaching Methodology

Same course as LAL [308](#) (see for course description). Required of all foreign language and ESL teaching majors. Thirty hours of observation-practicum in the schools. This course must be taken PRIOR to student teaching for students seeking foreign language certification. Students must provide their own transportation. Prerequisites: 205 course in a foreign language and EDU [215](#). Alternate years.

314. Methods of Elementary Mathematics

Current elementary school methods, materials of instruction, lesson planning, computer applications, student assessment, and classroom management. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. This course must be

taken PRIOR to student teaching. Prerequisites: EDU [205](#), [215](#), [230](#), [240](#), [admission](#) to the Teacher Education Program, and junior standing. [BOSTWICK](#)

317. Methods of Elementary Science and Social Studies

Current elementary school methods in the teaching of natural science and social studies. Special emphasis on the development of interdisciplinary methods, the development of curricular units, lesson design, computer applications, student assessment, and classroom management. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. Prerequisite: EDU [314](#). [BOSTWICK](#)

318. Methods of Elementary Language Arts and Reading

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

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. This course must be taken PRIOR to student teaching. Prerequisite: EDU [318](#).

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. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. Prerequisites: EDU [205](#), [215](#), [230](#), [240](#), [admission](#) to the Teacher Education Program, and junior standing. [HEINRICH](#)

324. Secondary Mathematics, Science, and Social Studies

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

328. Reading in the Content Areas

Current best practice methodology, techniques, and strategies for teaching reading to middle and high school students. Lesson planning for incorporating reading and adolescent literature into all

secondary curricular areas. Classroom management, computer application, student assessment, and forty hours of observation-practicum in the local schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. Prerequisites: EDU [205](#), [215](#), [230](#), [240](#), [admission](#) to the Teacher Education Program, and junior standing. [HEINRICH](#)

380. Internship: see [Courses 280/380](#).

390. Individual Project: see [Courses 290/390](#).

410-420-430-440. Student Teaching I, II, III, & IV

A 16-week clinical teaching experience under the direction of Cornell faculty and certified K-12 school teachers in approved elementary or secondary schools. A bi-weekly on-campus evening seminar is required. These four courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching certification recommendation. Students must provide their own transportation. Prerequisite: All 200- and 300-level Education courses and approval of the Education Department. (CR) [BOSTWICK](#), [HEINRICH](#), [LUCK](#), or Director of Student Teaching

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

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

483. Senior Seminar

Critical examination of current educational controversies, reform ideas, ethical considerations, legal questions, and administrative problems facing modern American education. Students will compile a detailed professional portfolio in both notebook and electronic formats, a five-year professional development plan, a research paper, and will receive evaluation and assessment feedback from faculty on their strengths, weaknesses, accomplishments, and future plans.

Prerequisite: successful completion of EDU [440](#), [470](#), or CCU [966](#) (Chicago Center).

[BOSTWICK](#) or [HEINRICH](#)

966. Chicago Center for Urban Life and Culture

Four terms of student teaching in Chicago - fall or spring. Students must apply to the Academic Standing Committee by February 1 of their junior year. This is a competitive application and all students may not be accepted. Students must provide their own transportation. Prerequisite: permission of the Education Department. See [Chicago Center](#). [POSTLER](#)

English and Creative Writing (ENG)

[Rebecca Entel](#), [Glenn Freeman](#), [Leslie K. Hankins](#), [Michelle Mouton](#), [Shannon Reed](#) (chair),
[Kirilka Stavreva](#)

Major: Fosters a general understanding of English and American literary history while enabling students to concentrate in one of three areas in the field of English: literature; creative writing; or film studies. Majors must complete a minimum of 11 courses, to include the following:

1. Two of the following foundation courses in the field of English, one of which must be in the area of concentration (recommended to be completed by the end of sophomore year): ENG 201, 202, or 215.
2. One of the following courses with emphasis on social and/or global issues (may simultaneously fulfill one additional requirement for the English major if eligible): ENG 240, 311, 347 (when offered at the Wilderness Station), 350, 351, 367, 370, any 200- or 300-level literature course in translation or in the target language offered by the Classical and Modern Languages Department, other than FRE 311 (Introduction to Literary Analysis in French), GER 311 (Introduction to Literature), SPA 311 (Introduction to Textual Analysis).
3. One of the following concentrations:
 1. Literature
 1. One course from Medieval and Renaissance Literature: ENG 321-326;
 2. Three courses, to be distributed among at least two of the following literary-historical groups: Restoration and 18th Century: ENG 328, 329, 331; 19th-Century Literature: ENG 333, 334, 343, 345; 20th-21st Century: ENG 335, 336, 347, 350, 351, 361, 363, 364, 365 (depending on topic), 367;
 3. One course from ENG 311, 319, 371;
 4. One elective in the department.
 2. Creative Writing
 1. Three courses, to be distributed among three of the following literary-historical groups: Medieval and Renaissance Literature: ENG 321-326; Restoration and 18th Century: ENG 328, 329, 331; 19th-Century Literature: ENG 333, 334, 343, 345; 20th-21st Century: ENG 335, 336, 347, 350, 351, 361, 363, 364, 365 (depending on topic), 367;
 2. Either ENG 317 or ENG 318;
 3. One additional course from ENG 317, ENG 318, ENG 381-383, THE 321-322;
 4. One elective in the department.
 3. Film Studies
 1. Three courses, to be distributed among three of the following literary-historical groups: Medieval and Renaissance Literature: ENG 321-326; Restoration and 18th Century: ENG 328, 329, 331; 19th Century: ENG 333, 334, 343, 345; 20th -21st Century: ENG 335, 336, 347, 350, 351, 361, 363, 364, 365 (depending on topic), 367;
 2. Two additional courses from ENG 327, 365, 370, 371 (depending on topic), 372, HIS 364, CLA 364 (depending on topic);
 3. One elective in the department.

4. ENG 411

The department recommends that foundation courses be completed by the end of the sophomore year, and that majors consider an internship in an area of interest in the junior or senior year. Transfer students must take a minimum of six courses from Cornell College's Department of English and Creative Writing.

Teaching Major: The same as above, to include [311](#); one course selected from [323](#), [324](#), or [327](#); and one course selected from [343](#), [345](#), or [347](#); In addition, English majors seeking a teaching certification must complete COM [121](#) (Speech Communication) and EDU [322](#) (Secondary Arts, Languages, and Adolescent Literature); EDU 322 may satisfy the requirement for an elective in the concentration. Prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

111. Topics in Literature, Film, or Cultural Studies

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

201. Introduction to Literary Studies

Introduces students to methods of reading, analyzing, and interpreting literature. Focus on understanding conventions and technical aspects of a literary work and on introduction to multiple genres of literature. Students do close reading and are introduced to additional methods of critical inquiry involving literature. Shows students how to apply critical and literary vocabulary, and to develop writing and research skills. See [Topics Courses](#) for current course description. (Humanities)

202. Introduction to Film Studies

An introduction to film as an art form, cultural practice, and institution. The class focuses on questions of film form and style (narrative, editing, sound, framing, mise-en-scène) and introduces students to concepts in film history and theory (national cinemas, periods and movements, institution, authorship, spectatorship, ideology, style, genre). Students develop a basic critical vocabulary and research practices for examining film. They apply their skills in oral and written analysis and interpretation to a wide range of films: old and new, local and global, mainstream and less familiar. (Humanities) [HANKINS](#) 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) [ENTEL](#) or [G. FREEMAN](#)

211. English Survey I

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

212. English Survey II

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

215. Introduction to Creative Writing

Beginning course in creative writing and an introductory course to the English major. Students will explore a myriad of writing techniques and approaches to writing in a variety of genres. Students will write, share work, and offer critiques. The course also includes the study of published authors as models for student writing, as literary historical context for artistic creation, and for the study of creative theory. Students will learn to analyze texts from a writer's perspective, which they will apply to their own writing and to the study of literature in the major. (Fine Arts) [ENTEL](#) or [G. FREEMAN](#)

240. Theatre, Architecture, and the Arts in Britain

The study of British art and culture, particularly theatre and architecture, through visiting sites and regions significant in U.K. history, attending theatrical events, and visiting galleries and museums. Team-taught in Great Britain. Registration entails additional costs. Prerequisite: writing-designated course (W). Alternate years. (Humanities)

273-277. Topics in English Studies

A focus on a topic in literary studies, in film, or on a topic that bridges literature, film, creative writing or other arts. See [Topics Courses](#) for current course descriptions.

290/390. Individual Project: see [Courses 290/390](#).

311. Grammar and the Politics of English

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

317. Advanced Poetry Writing

Advanced course in writing poetry. Students will study techniques, share work, and offer critiques. The course will also include the study of published poetry. Additional topics will include publication options, manuscript submission procedures, and resources for writers. May be repeated once for credit. Prerequisite: ENG [215](#). Alternate years. (Fine Arts) [G. FREEMAN](#)

318. Advanced Fiction Writing

Advanced course in writing fiction. Students will study techniques, share work, and offer critiques. The course will also include the study of published fiction. Additional topics may include publication options, manuscript submission procedures, and resources for writers. May be repeated once for credit. Prerequisite: ENG [215](#). Alternate years. (Fine Arts) [ENTEL](#)

319. Advanced Critical Writing

Advanced course in academic writing. In discussion, intensive workshops, and individual instruction, students will critically read and evaluate their own work and the work of their peers, as well as professional academic writers. In addition to writing several papers, students will substantially revise and expand the research for a paper they have written for a previous course. Students must bring to class on the first day a short paper they are prepared to further research and revise. The course will also give considerable attention to advanced information literacy and advanced writing style. This course is especially appropriate for students who intend to pursue graduate study or careers with a strong writing component. Prerequisites: writing-designated course (W) and junior standing. [REED](#)

321. Studies in Medieval Literature

Topical concentrations in English and world literature of the Middle Ages, including cultural context. Topics may include: Arthurian romance, Dante, Chaucer, the mystical tradition, or chivalry. See [Topics Courses](#) for current course description. Prerequisites: writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) [STAVREVA](#)

322. Medieval and Renaissance Drama: Shakespeare's Rivals

A research seminar studying the drama of Shakespeare's predecessors, contemporaries, and rivals – such as Marlowe, Middleton, Dekker, Ford, Webster, etc. – within the context of the highly theatrical culture of early modern England. Taught at the Newberry Library in Chicago. Registration entails additional costs. Prerequisites: writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) [STAVREVA](#)

323. Shakespeare I: Comedies and Romances

Analytical, cultural-historical, and performative approaches to Shakespeare. Discussion of selected comedies and romances in their cultural contexts. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [STAVREVA](#)

324. Shakespeare II: Histories and Tragedies

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

325. Studies in Renaissance Non-Dramatic Literature

English and world literature of the period 1500-1660. Topics may include: women writers, writing the self, lyric poetry, or studies of authors, such as Elizabeth I, Donne, Sidney, Spenser, Petrarch, or Wroth. Prerequisite: writing-designated course (W). Offered in alternate years or every third year. (Humanities) [STAVREVA](#)

326. Milton

This course will provide a deep and thorough engagement with John Milton's epic poem, *Paradise Lost*. Attention will be given to the reading practices of early modern and post-modern audiences. Additional materials may include critical articles and other works by John Milton, like *Comus*, *Samson Agonistes*, or selections from his sonnets or prose works. The course will

conclude with a consideration of contemporary uses for Milton's epic. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [REED](#)

327. Shakespeare after Shakespeare: Performance and Cultural Criticism

A study of historically and culturally diverse forms of Shakespearean performances on stage and screen, including Asian, East European, and other renditions. Focus on the relationship of performance to the processes of cultural formation and reflection. Students in the class engage in performance workshops and production activities enabled by the Stephen Lacey Memorial Shakespeare Fund. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [STAVREVA](#)

328. Eighteenth Century English Literature

Drama, poetry and essays of the period 1660-1798. Discussion of the interplay between culture and literature. Topics may include colonialism; civility, honor and barbarism; politics and poetics of Restoration drama. Authors may include Behn, Wycherly and Rochester, Addison and Steele, Swift, Pope, and Eliza Haywood. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [REED](#)

329. Eighteenth Century Fiction

Examination of fiction written between 1660-1789. Discussion of the novel and the anti-novel using works such as *Pamela*, *Joseph Andrews*, *The Female Quixote*, *Tristram Shandy*, and *Northanger Abbey*. Some discussion of contemporary creative and critical responses to eighteenth-century fiction. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [REED](#)

331. English Literature: The Romantics

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

333. Victorian English Literature

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

334. Nineteenth Century English Novel

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

335. Virginia Woolf

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

336. Early Twentieth Century Literature

Literature in English of the first half of the twentieth century, chosen from authors such as Rebecca West, Ernest Hemingway, Dorothy Richardson, H. D., Virginia Woolf, James Joyce, D. H. Lawrence, Zora Neale Hurston, and others. May include film of the early twentieth century, and may focus on a topic such as WWI or transatlantic modernist experiments. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [HANKINS](#)

343. The American Renaissance

Literary and cultural trends in the early- and mid-nineteenth century with attention to Transcendentalism, Melville's *Moby-Dick*, and philosophical contradictions within the period. Authors in addition to Melville may include Emerson, Thoreau, Fuller, Douglass, and Alcott. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [ENTEL](#)

345. Late Nineteenth Century American Literature

Literary and cultural trends of the late-nineteenth century with a focus on the relationship between literary and social movements of the time period. Authors may include Twain, James, Whitman, Davis, Gilman, and Riis. Course may include a civic engagement component and/or group research project. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [ENTEL](#)

347. Modern American Literature

Writing and other arts of the wilderness, including Canadian and American writers, painters, and photographers. The 2010-11 course will be taught at the Wilderness Field Station in Minnesota. Registration entails additional costs. See [Topics Courses](#) for current course description. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [HANKINS](#)

350. American Nature Writers

Study of writers who share a concern with our relation to nature, landscape, and our environment. Authors may include Muir, Leopold, Dillard, Carson, Abbey, and Krakauer. See [Topics Courses](#) for current course description. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [G. FREEMAN](#)

351. Studies in African-American Literature

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

361. Modern Poetry

Poetic trends in the first half of the twentieth century. Poets may include Eliot, Stevens, Williams, Stein, Loy, Millay, Hughes, and H.D. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [G. FREEMAN](#)

363. Contemporary Fiction

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

[G. FREEMAN](#)

364. Contemporary Poetry

Poets whose work has come to prominence since 1950 and an overview of poetic trends in America. Poets may include Lowell, Ginsberg, Ashbery, Rich, Plath, Olds, and Graham.

Prerequisite: writing-designated course (W). Alternate years. (Humanities) [G. FREEMAN](#)

365. Comparative Literature and Cinema

Study of the multi-faceted connections between literature and film. May focus on a topic such as avant-garde film and little magazines, film societies and literary coteries, or film adaptation. See [Topics Courses](#) for current course description. Prerequisite: writing-designated course (W).

Alternate years. (Humanities) [HANKINS](#)

367. Multicultural Literature

Critical analysis of texts by national and international writers of "minority" status. May include groups marginalized by race, ethnicity, sexual orientation, and socioeconomic class. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [ENTEL](#)

370. AIDS Literature, Film, and Social Theory

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

371. Critical Theory

Survey of critical theories or an in-depth focus on one theory. Possibilities include Narrative Theory, Feminist theories, Reader-Response Theory, New Historicism, or Cultural Studies.

Prerequisite: writing-designated course (W). Offered every third year. Recommended for students who may be interested in pursuing graduate studies in English. (Humanities) [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, or a period in film history. (This is not a film production course.) See [Topics Courses](#) for current course description. Prerequisite: writing-designated course (W). (Humanities) [HANKINS](#)

373-374. Advanced Topics in Literature

Intensive focus on an advanced topic in literary studies, or on a topic that bridges literary studies and other media of artistic expression. See [Topics Courses](#) for current course descriptions.

Prerequisite: writing-designated course (W); individual courses may have additional prerequisites. (Humanities)

377-378. Advanced Topics in Film, Intermedia, or Cultural Studies

Intensive focus on an advanced topic in film or other new media. See [Topics Courses](#) for current course descriptions. Prerequisite: writing-designated course (W); individual courses may have additional prerequisites.

380. Internship

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

381-383. Advanced Topics in Creative or Media Writing

Advanced study of creative writing or writing for one of the communications media. See [Topics Courses](#) for current course descriptions. Prerequisite: writing-designated course (W); individual courses may have additional prerequisites.

399. Summer Internship

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

411. Senior Seminar

Advanced, theoretically informed engagement with literary studies, broadly defined, including reflection on what the English major brings to intellectual and creative life beyond the undergraduate years. See [Topics Courses](#) for current topics and course descriptions. Prerequisites: English major and senior standing. (Humanities)

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

Participation in any of the many activities involved in the production of the English Department Shakespeare Play: acting in a major role, scenery and props design and construction, costume/make-up design and construction, lighting and sound design and operation, stage management, theatre administration and publicity. Participation must be supervised by a member of the Department and the work carried out within a single semester. May be repeated for credit. Alternate years. (Fine Arts) [STAVREVA](#) (CR)

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

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

Environmental Studies (ENV)

Advisor: [Rhawn Denniston](#)

Major:

1. ENV 101, 201, 202, 301, ECB 261 (Global Environmental Economics), and one of the following pairs of courses:
 1. Pairing #1:
 1. ENG 350 (Nature Writers) or ENG 347 (Modern American Literature);
 2. PHI 224 (Environmental Ethics)
 2. Pairing #2:
 1. POL 262 (American Politics) or POL 282 (Public Policy)
 2. POL 368 (Environmental Politics) or POL 371 (Wilderness Politics);
2. Five (5) electives to be chosen with the student's ENV advisor and that define a concentration, at least two (2) of which must be at or above the 300-level; CSC 222 (Geographic Information Systems) is encouraged as one of the electives where appropriate. No prescribed list of electives will be created; instead, students will be allowed to choose from all classes offered at Cornell as long as (1) they define a particular area of concentration and (2) they are acceptable to that student's ENV advisor and two other members of the Environmental Studies Program Committee. The list of five electives will be finalized with the students' ENV advisor and submitted to the Registrar at the time of spring registration during the junior year. The list of electives must be accompanied by a statement explaining how those courses define a particular area of concentration, and must be signed by the advisor and two other members of the Environmental Studies Program Committee; and
3. Capstone experience (designed in consultation with the Environmental Studies Program Committee).

Minor: ENV 101; at least two of the following: ENV 201, ENV 202, 301; ECB 261 (Environmental Economics); and one of the following pairs of courses:

1. Pairing #1:
 1. ENG 350 (Nature Writers) or ENG 347 (Modern American Literature);
 2. PHI 224 (Environmental Ethics)
2. Pairing #2:
 1. POL 262 (American Politics) or POL 282 (Public Policy)
 2. POL 368 (Environmental Politics) or POL 371 (Wilderness Politics).

101. Environmental Perspectives

An interdisciplinary examination of the interplay between the artistic, social and scientific components of modern environmental issues. Not open to juniors or seniors. [DENNISTON](#) or [McCOLLUM](#)

201. Environmental Biology

Investigation of the fundamental biological principles underlying how humans and other living things interact with an environment increasingly altered by human activities. These principles will be applied to understanding and seeking practical solutions to modern environmental

problems. Prerequisite: ENV 101 or any science credit. Alternate years. (Laboratory Science) [McCOLLUM](#)

202. Introduction to Environmental Chemistry

This course introduces some of the fundamental concepts used for understanding the chemical processes occurring in the environment. Topics covered will include: chemical bonding and structure; cycling of chemical substances and elements in the atmosphere, oceans, and soils; the chemistry of atmospheric and water pollution; chemical analysis of environmental samples. This course cannot be used to satisfy course requirements in the chemistry major. Offered as an off-campus course in alternate years which incurs additional costs. Prerequisite: ENV 101 or any science credit. (Laboratory Science) [TEAGUE](#), or [NOWAK-THOMPSON](#)

260 Through 265. Topics in Environmental Studies

See [Topics Courses](#).

290/390. Individual Project: see [Courses 290/390](#).

301. Environmental Geology

Human interaction with the geological environment. Topics include groundwater, floods, soil and water contamination, slope stability, subsidence, and climate change. Field studies: water quality related to land use in a watershed basin. Prerequisite: ENV [201](#) or [202](#). Alternate years. (Laboratory Science) [DENNISTON](#)

380. Internship in Environmental Studies

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

912. Tanzania: Studies in Human Evolution and Ecology: see [ACM Programs](#).

942. Costa Rica: Tropical Field Research: see [ACM Programs](#).

988. The School for International Training offers semester-long programs that have an emphasis on environmental and ecological issues. They are located in Australia (2), Botswana, Brazil, Ecuador, Madagascar, Panama, Tanzania (2), and Viet Nam. Some require previous training in a foreign language or coursework in environmental studies. See [School for International Training Programs](#).

Ethnic Studies (EST)

Advisors: [Mary Olson](#) (first semester), [Catherine Stewart](#) (second semester)

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

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

Ethnic Studies faculty members:

Craig Allin, Charles Connell, Carol Enns, Douglas Hanson, Christina McOmer, Alfrieta Parks Monagan, Marcela Ochoa-Shivapour, Mary Olson, Catherine Stewart

Major: A minimum of 10 course credits which include:

- I. ANT [101](#) (Cultural Anthropology); EDU [240](#) (Human Relations); EST [123](#), [485](#); PSY [276](#) (Multicultural Psychology); and SOC [348](#) (Race and Ethnic Relations).
- II. Four courses selected from the following, at least two of which must be at the 300 level and no more than three of which may be chosen from one department: ANT [206](#) (West Indian People and Culture), [208](#) (Cross-Cultural Love and Family); ART [105](#) (Cultural Expressions in Ceramics), [202](#) (Ceramics, when taught in Mexico), [261](#) (Topics in Non-Western Art), [263](#) (African Art), [266](#) (American Indian Art: Gender and the Marketplace); 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); REL [342](#) (Judaism), [362](#) (Holocaust and Response); RUS [281](#) (Introduction to Russian Culture through Literature and Film); SOC [248](#) (Contemporary Native Americans), [343](#) (Women: Oppressions and Resistances), [376](#) (Civil Rights and Western Racism); SPA [383](#) (Latinos in the U.S.), and [385](#) (Latin American Culture and Civilization).

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

123. Introduction to Ethnic Studies

Examination of the meaning of ethnicity, race, and minority status. The relationship between

race, class, and ethnicity. The psychology of prejudice. Structural discrimination. The evolution of ethnic interactions. The course is interdisciplinary in method and cross-cultural in perspective. Not open to seniors without permission of instructor.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

485. Readings/Research in Ethnic Studies

Student-designed research paper or project supervised by an Ethnic Studies faculty member. Paper/project proposal must be submitted three months before the beginning of the term in which the course will be taken. Prerequisites: a declared major in Ethnic Studies, seven courses in Ethnic Studies including EST [123](#), permission of the instructor, and approval by the Ethnic Studies Program Advisor.

988. There are programs run by the School for International Training which have an emphasis on ethnicity. They are located in Australia, Central Europe, China, Fiji, Ghana, Kenya, Korea, Russia, and South Africa. See [School for International Training Programs](#).

Geology (GEO)

[Rhawn Denniston](#) (chair), [Benjamin Greenstein](#), [Emily Walsh](#)

Major: A minimum of 11 courses, including any 100-level geology course (excluding GEO 112), [112](#), [212](#), [214](#), [217](#), [319](#), [320](#), [324](#); a field class, such as GEO [255](#), [329](#), or an accredited summer field camp; GEO [485](#); and the 300-level specialty course offered by the student's 485 advisor.

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

Teaching Major: Any 100-level geology course (excluding GEO 112), [112](#), [212](#), [214](#), [217](#), and three additional Geology courses selected from the following: [222](#), [223](#), [320](#), or [329](#); and PHY [221](#) (Astronomy) or [228](#) (Energy and the Environment). 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of seven course credits in Geology which include any 100-level geology course (excluding GEO 112), [112](#), [212](#), [214](#), [217](#), and two electives which must be at or above

the 200 level; at least one of these must be at or above the 300 level. Supporting coursework in other sciences and mathematics is recommended.

101. Earth Science

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

105. Marine Science

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

111. Physical Geology

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

112. Historical Geology

Origin and evolution of the solid earth, atmosphere, and ocean; the origin of life; and the succession of life through geologic time. Prerequisite: either GEO [101](#), [105](#), [111](#), [114](#), [222](#), or [223](#). (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](#). Offered as a writing-designated course (W) in alternate years. (Laboratory Science) [WALSH](#)

212. Mineralogy

Principles and processes of mineral growth; mineral chemistry and structure; physico-chemical stabilities of minerals; the foregoing leading to an understanding of the origins of minerals. Laboratory problems and mineral identification. Prerequisite: either GEO [111](#), [112](#), or [114](#). (Laboratory Science) [WALSH](#)

214. Tectonics

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

217. Invertebrate Paleontology

Principles of paleontology, paleoecology, and taxonomy, with an introduction to major fossil

invertebrate groups. Prerequisite: GEO [112](#) or BIO [141](#) and [142](#). (Laboratory Science) [GREENSTEIN](#)

222. Climate Change

An examination of changes in Earth's climate with particular focus on the last 20,000 years. Topics include greenhouse and icehouse worlds, climate reconstruction techniques, and factors driving climate change. Offered as a writing-designated course (W) in alternate years. (Science) [DENNISTON](#)

223. Geology of the National Parks

The United States was the first nation to set aside land as a national park for the purposes of preservation and recreation. This class will explore the spectacular geology of our country as the principal factor in the establishment of national parks. Students will investigate the diversity of geological formations and learn about the dynamic processes that cause such diversity on Earth. Extended field trips and in-depth research will allow students to focus more specifically on different issues facing the National Park System, including environmental issues and public policy issues. Entails additional costs. Prerequisite: permission of instructor. (Laboratory Science) [WALSH](#)

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 Gerace Research Center, San Salvador Island, Bahamas. Entails additional costs. Prerequisites: any 100-level Geology course and sophomore standing. (Laboratory Science) [GREENSTEIN](#)

260 through 265. Topics in Geology

See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

317. Paleoecology

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

319. Igneous and Metamorphic Petrology

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

microscopic study of igneous and metamorphic rocks. Prerequisite: GEO [212](#). Alternate years. (Laboratory Science) [WALSH](#)

320. Geomorphology

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

322. Climates of the Ice Age

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

324. Sedimentology and Stratigraphy

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

325. The Origin of Mountains

Mountains are formed by a variety of geological processes. This class will explore methods of mountain building, focusing on the histories of different mountain belts around the world. We will read and discuss current literature on a range of related topics, such as: ultrahigh-pressure rocks, ophiolite emplacement, terrane accretion, thermobarometry, and methods for dating ancient mountain belts. Multi-day field trip is likely. Prerequisite: GEO [319](#), or GEO [214](#) and permission of instructor. (Laboratory Science) [WALSH](#)

329. The Geology of New Zealand

Application of geologic principles in the field to explore the geology of a region: stratigraphy, structure, geomorphology, and geologic history. Interpretation of geologic maps. Offered in New Zealand. Registration entails additional costs. Prerequisites: GEO [112](#), [214](#), and permission of instructor. Alternate years. (Laboratory Science) [DENNISTON](#)

360 through 365. Advanced Topics in Geology

See [Topics Courses](#).

485. Geological Problems

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

511. Extended Research in Geology (1/4)

Reading on a specialized topic and a research project related to the topic. Must be taken over four consecutive terms. Prerequisites: grade point average of 3.0 or higher in the Department,

prior completion of one course at or above the 200 level in the Department, and permission of instructor.

History (HIS)

[Robert Givens](#), [Michelle Herder](#), [M. Philip Lucas](#) (chair), [Catherine Stewart](#)

Major: A minimum of nine course credits in History, at least five of which must be at or above the 300 level, to include three courses at or above the 300 level in one of the following fields: Europe to 1700 (HIS [304](#) or [331-336](#)), Europe since 1700 (HIS [315-329](#)), American and Latin American history (HIS [349-358](#), [364](#), [369](#), and [394](#)); and any two courses in History outside the primary field at any level. Only one course credit of Internship ([280/380](#)) may be applied to a History major.

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

Teaching Certification: For information about [secondary certification](#) in history and about a second teaching area in United States or World History, consult the chair of the [Department of Education](#). Prospective teachers should request a current list of the specific course requirements from the Education Office.

101. Europe: 800-1300

This course will trace the development of new ideas and institutions in Europe following the decline of the Carolingian era, examining the interplay between old traditions and new ideas about spirituality, law, and knowledge. Topics to include the Crusades, the culture of knights, universities, and the developing inquisition. *Not open to seniors without permission of the instructor.* (Humanities) [HERDER](#)

102. Europe: 1300-1700

This course will open by considering the impact of the Black Death upon European society, and continue through examining the Renaissance and Reformation. Did the Black Death lead to the Renaissance? What effects did these new intellectual and religious ideas have on politics, society, and culture? What role did popular movements play in the Reformation era? We will consider these questions as we explore art, literature, and documents from the period. *Not open to seniors without permission of the instructor.* (Humanities) [HERDER](#)

104. Modern Europe and Its Critics

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

111 through 120. Introductory Seminars in History

Reading of both primary and secondary sources as the basis for class discussion and papers. See [Topics Courses](#). *Not open to seniors without permission of the instructor.* (Humanities)

141. Latin American History

Introduction to Latin American studies, with special attention to major themes and selected countries. Same course as LAS [141](#). *Not open to seniors without permission of the instructor.* (Humanities)

153. Origins of the American Nation

From colonial origins through Reconstruction, with emphasis on the formation of local, sectional, and national communities. *Not open to seniors without permission of the instructor.* (Humanities) [LUCAS](#)

154. Making of Modern America

From the mid-nineteenth century to the present. Analyzes the "mass" nature of modern America by focusing on mass production, mass consumption, mass culture (movies and television), and mass movements (including civil rights and women's rights). *Not open to seniors without permission of the instructor.* (Humanities) [STEWART](#)

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](#)

240. Public Memory and Public History

The American public has an insatiable appetite for representations of the nation's past, as demonstrated by the popularity of historic sites, museums, historical re-enactments, televised historical documentaries and Hollywood films. Yet, despite its growing audience, the discipline of history seems to be in a state of crisis. Political debates have engendered a public furor over how American history is being taught and remembered. This course will examine the often contentious relationship between popular presentations of the past for the general public and professional historians' scholarly interpretations. The course may include the "hands-on" experience of a mini-internship at local historical societies, libraries, and museums. Prerequisite: sophomore standing. (Humanities) [STEWART](#)

251. Federal Indian Policy

Relations between Native American nations and the federal government. Central theme is the clash of cultures in the westward movement. Treaties, removal, land allotment, federal recognition in the twentieth century, and a review of the current scene. Offered subject to availability of faculty. (Humanities)

252. Baseball: The American Game

The relationship of the national game to changes in the country such as industrialization, urbanization, labor unionism, and integration. (Humanities) [LUCAS](#)

255. American Lives

American history through autobiographies, memoirs, and biographies. (Humanities) [LUCAS](#) or [STEWART](#)

257 through 260. Topics in History

Introduction to specific historical problems. Topics vary according to specialization or interest of instructor. See [Topics Courses](#). (Humanities)

290/390. Individual Project: see [Courses 290/390](#).

304. Europe: the Sixteenth and Seventeenth Centuries

This course focuses on the tumultuous period of the Reformation and religious wars, examining the connections between religion and politics, changing social and family structures, and new spiritual ideas and fears. Readings include primary sources and microhistory to explore the beliefs and experiences of ordinary Europeans in this period. Prerequisite: HIS [102](#) or permission of instructor. Alternate years. (Humanities) [HERDER](#)

315. Diplomacy of War and Revolution

The Twentieth Century Crisis: the rise of Fascism, World War II, and the Cold War. Prerequisite: junior standing or permission of instructor. (Humanities) [GIVENS](#)

316. Enlightenment and the French Revolution

Intellectual, social, and political history of Europe, 1715-1815. Emphasis on France. Prerequisite: junior standing or permission of instructor. Offered subject to availability of faculty. (Humanities) [GIVENS](#)

318. Growth of Industrial Society

Economic history of Western Europe from the beginnings of the Industrial Revolution to the end of World War II. Change from a traditional to an industrial society, effect of industrialization on the working class, and impact of the Great Depression. Prerequisites: junior standing or permission of instructor; ECB [101](#) is recommended. Offered subject to availability of faculty. (Humanities) [GIVENS](#)

321. Muscovite and Imperial Russia

Topics in the history of Russia from its beginnings to 1917. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities) [GIVENS](#)

322. Revolutionary and Soviet Russia

The 1917 Revolution and the resulting Soviet state to the beginning of World War II. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities) [GIVENS](#)

323. Russia from 1941

From the beginning of World War II to the present. Particular attention to successive attempts to reinterpret the revolutionary legacy in the light of contemporary problems. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities) [GIVENS](#)

324. Modern Germany

German history between 1740 and 1945, with an emphasis on important events, such as the rise of Prussia, the Napoleonic Period, Bismarck and German unification, Hitler and the Third Reich.

Prerequisite: HIS [104](#) or junior standing. Offered subject to availability of faculty. (Humanities)
[CONNELL](#)

331 through 336. Topics in European History

Topics vary according to specialization or interest of instructor. Prerequisite: junior standing or permission of instructor. See [Topics Courses](#). (Humanities)

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. See [Topics Courses](#). (Humanities)

358. Work and Leisure in Modern America

Examines the relationship between Americans' working lives and their pursuit of leisure in the transformation from the Industrial to the Post-Industrial Era (1880s-1980s). Topics will include women's changing role in the workforce; the impact of popular and mass culture (such as film,

radio, and television) upon the separation of work and leisure; the decline of public culture and the rise of privatized forms of leisure; the disappearance of industrial jobs in the emerging service-information economy; and the rise of corporate cultures, such as Disney, in the global context of the current economic revolution. We will explore how the forces of urbanization, immigration, production and consumption, technological innovation, and class stratification, contributed to the bifurcation of culture into "high" and "low" as well as engendering the evolution of popular to commercial to mass culture. Prerequisite: junior standing or permission of instructor. Alternate years. (Humanities) [STEWART](#)

364. The Documentary Imagination During the Great Depression

Explores the relationship between historical truth and fiction through an examination of documentaries made of Depression Era America. Through our examination of different types of documentary expression (e.g., photography, ethnography, literature, film, and oral history), students will learn to interpret these texts as historical sources. Students may experience first-hand the stages of documentary production by conducting oral history interviews, which they videotape and edit into a final documentary narrative. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities) [STEWART](#)

369. Chicago: The Transformation of America's Second City, 1880-1940

This course offers students the opportunity to explore the history of Chicago and complete an original research project based upon a first-hand exploration of the city and the holdings of the Newberry Library. The seminar will examine the crucial years in Chicago's evolution from regional center to metropolis by looking at the related themes of urbanization, industrialization, and immigration. All of these developments are richly documented in the Newberry's collections, which include archival materials pertaining to urban planning and architecture, immigrant life, African American communities, industrial growth and labor relations, political development, and diverse civic and commercial cultures. Drawing upon the Library's collections, students will discover how the spatial formation of contemporary Chicago still reflects its historical origins, and will have the opportunity to use these rare materials in crafting their individual research papers. Prerequisite: junior standing or permission of instructor. Alternate years. (Humanities) [STEWART](#)

380. Internship in Public History

Application of historical concepts to an agency in the public sector (a museum, historical society, historic preservation program), a government agency, or a corporation with a history program. Prerequisites: junior standing and three courses in American history, at least two of which must be at the 300 level. See [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)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

International Relations (IRE)

Advisor: [Robert Givens](#)

This interdisciplinary major has been designed to prepare students either for further study of international relations or for future employment in government or business. The curriculum consists of a four-year program in history, politics, and at least one modern foreign language.

Major: A minimum of 10 course credits, distributed as follows:

- I. HIS [104](#) (Modern Europe and Its Critics), [210](#) (Warfare and Society in Modern Times), and [315](#) (Diplomacy of War and Revolution);
- II. ECB [101](#) (Macroeconomics);
- III. POL [242](#) (International Politics) and [348](#) (U.S. Foreign Policy); one course selected from POL [331](#) (Gender in Developing Countries), [346](#) (Political Economy of Developing Countries), or [336](#) (when the topic is "Strategies to Alleviate Poverty"); and one course selected from POL [330](#) (Women and Politics: A Cross-National Perspective) or [349](#) (International Political Economy);
- IV. One course selected from the following: ECB [213](#) (Economic Development), [223](#) (International Economics), [261](#) (Global Environmental Economics), or [263](#) (Multinational Corporation in Central America); FRE [303](#) (Cultures of France and the Francophone World); HIS [323](#) (Russia from 1941); REL [222](#) (Religions of the World); RUS [281](#) (Introduction to Russian Culture through Literature and Film) or [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.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

988. Semester in Ireland: Peace and Conflict Studies: see [School for International Training](#)

988. Semester in Switzerland: International Studies: see [School for International Training](#)

Kinesiology (KIN)

[Steven DeVries](#) (chair), [Jennifer Fagenbaum](#), [Ellen Whale](#)

Kinesiology is the interdisciplinary study of human physical activity. The kinesiology major and courses provide students with opportunities to investigate biological, behavioral, cultural, and pedagogical aspects of exercise and sport behavior. Teaching Concentration courses emphasize theory and application of physical education pedagogy, ethics, and administrative concepts associated with teaching at the elementary and secondary school levels. The Exercise Science Concentration offers a scientific study of physiological, behavioral, and cultural aspects of human physical performance for students interested in fitness and wellness professions and graduate studies in specialized exercise, sport, and health sciences programs. A coaching education program and elective courses are offered to meet the special interests and needs of students.

Exercise Science Concentration: A minimum of 10 course credits, including the following core courses: KIN [111](#), [206](#), [207](#), [309](#), [315](#), [362](#), and STA [201](#) (Statistical Methods I); and three courses selected from KIN [212](#), [215](#), [237](#), [310](#), [334](#), [368](#), and [380](#) (two course credits maximum).

Teaching Concentration: STA [201](#) (Statistical Methods I) plus 10 course credits to include: KIN [*111](#), [*206](#), [*207](#), [*237](#), [*309](#), [**311](#), [**318](#), [*324](#) or [*331](#), [*327](#), and [*334](#). KIN [324](#) is required for students seeking K-6 certification. KIN [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 (before December 1 of their sophomore year) and complete a second major in [Elementary Education](#) or coursework leading to [secondary certification](#) described under *Education*. Students who do not complete KIN [324](#) or [331](#) and the requirements of the Education Program may complete a major in Kinesiology by completing the other course requirements as specified in this paragraph. Prospective teachers should request a current list of the specific course requirements from the Education Office.

*Must be completed prior to student teaching.

**At least one must be completed prior to student teaching.

Coaching Endorsement or Authorization: To obtain a *Coaching Endorsement* the individual must complete a major in [Elementary Education](#) or coursework leading to [secondary certification](#) and be granted an Iowa Teaching Certificate. The *Coaching Authorization* is available to those who do not complete teaching certification requirements or who do not hold an Iowa Teaching Certificate. 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: KIN [205](#) and [237](#), and completion of a major in [Elementary Education](#) or coursework leading to [secondary certification](#).

Coaching Authorization: KIN [205](#) and [237](#).

101. Lifetime Physical Fitness and Activities

Instruction in the major components of fitness, the physiological basis of fitness, evaluation of personal fitness, and individual fitness programming. Instruction and participation in lifetime physical activities selected from badminton, bicycling, bowling, camping and canoeing, golf, hiking, racquetball, sailing, skiing, tennis, volleyball, and weight training. See [Topics Courses](#).

111. Foundations of Physical Education

Historical and philosophical foundation of physical education. Current issues in research and literature. Biological, physiological, and sociological aspects of sport and exercise. Not open to seniors without permission of instructor. [WHALE](#)

205. Coaching Endorsement or Authorization

Structure and function of the human body during physical activity. Knowledge and understanding of human growth and development of children in relation to physical activity. Athletic conditioning, theory of coaching interscholastic athletics, professional ethics, and legal responsibility. Combined with KIN [237](#), this course meets the requirement for an Iowa [Coaching Endorsement](#) for Education majors and [Coaching Authorization](#) for all other students. [DeVRIES](#)

206. Exercise Psychology

Examination of theory, current research, and applications of psychological processes and behaviors related to physical activity. Topics include psychological and emotional effects of exercise, motivation for fitness, factors in exercise avoidance, adoption, and adherence, exercise addiction, and cognitive and behavioral change strategies for exercise compliance, and consideration of gender, ethnicity, and special needs populations. Not open to seniors without permission of instructor. (Social Science) [DeVRIES](#)

207. Systems Physiology

Fundamental survey of the complementarity of human anatomical structure and physiological function of the integumentary, endocrine, nervous, muscular, cardiovascular, respiratory, and renal systems. Special emphasis on development of a mechanistic understanding of organ system function and integrated physiological function across systems to promote homeostatic regulation in the human body. Inclusion of experiential learning through laboratory activities. Prerequisite: sophomore standing. (Laboratory Science) [FAGENBAUM](#)

212. Sports and American Society

Exploration of the impact of amateur and professional sports on the American way of life. Sample topics include women in sports, sports and the African-American community, sports as big business, and the relationship between sport and education. Readings reflecting a variety of

viewpoints about the role of sports in American society will be selected from contemporary literature. (Social Science) [DeVRIES](#)

215. Psychology of Sport

Theory and issues related to psychological aspects of competitive sport contexts. Personality and sport, attentional control, anxiety and performance, motivation and attributions, aggression in sport, and team cohesion. Intervention strategies for performance enhancement. (Social Science) [DeVRIES](#)

220. Ancient Greek Athletics

Study of the origins and functions of competitive athletics in ancient Greece. Traditional athletic events are studied in detail and special emphasis is placed on the festivals at Olympia, Delphi, Nemea, Isthmia, and Athens. Reflections on athletics' connection to ancient Greek culture, arts, and religion. Alternate years. [WHALE](#)

237. Care and Prevention of Athletic Injuries

Prevention and treatment of athletic injuries, taping experience, understanding the principles of athletic training, and first aid and emergency care. DYBVIG

Methods of Coaching Courses

Focus on skill techniques and development, game strategies, practice planning, program direction, and physical and mental conditioning for specific sports.

241. Methods of Coaching Baseball (1/2)

Offered subject to the availability of faculty.

242. Methods of Coaching Basketball (1/2)

Alternate years.

243. Methods of Coaching Football (1/2)

Alternate years.

245. Methods of Coaching Track (1/2)

Alternate years. SPEIDEL

247. Methods of Coaching Volleyball (1/2)

Alternate years. MEEKER

248. Methods of Coaching Wrestling (1/2)

Alternate years. DUROE

250. Methods of Coaching Softball (1/2)

Alternate years. NESS

255 through 259. Topics in Kinesiology

In-depth study of selected topics of current interest in the field of kinesiology. Alternate years. See [Topics Courses](#).

290/390. Individual Project: see [Courses 290/390](#).

309. Anatomical Kinesiology

Study of the anatomical and neuromuscular factors associated with human movement. Includes connective tissue and skeletal system physiology, identification of major musculoskeletal structures (bones and bony landmarks, origins and insertions for major muscles, muscle groups, major tendonous/ligamentous structures), joint movements and muscle actions. Practical application of anatomical and neuromuscular principles to human movement via a kinematic analysis of a motor skill. Prerequisite: KIN [207](#). [FAGENBAUM](#)

310. Nutrition for Health and Performance

Survey of human nutrition with special emphasis on nutritional practices related to physical activity. Topics covered include ingestional physiology, metabolism and energy balance, biological roles of macro- and micro- nutrients related to health and physical performance, thermoregulation and hydration, and the eating-disordered athlete. Includes nutritional analyses. Prerequisite: KIN [207](#). Alternate years. [FAGENBAUM](#)

311. Methods for Individual Sports and Lifetime Activities

Designed for those interested in teaching individual sports and lifetime activities in public schools and community recreational settings. Course emphasis on analysis of skills, and the development of teaching and assessment materials including use of computer technology. Use of class discussions, presentations, small group and peer teaching. Prerequisite: Sophomore standing. Alternate years. [WHALE](#)

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.

315. Physiology of Exercise

In-depth study of the human responses to exercise and exercise training, including: substrate metabolism and energy production during exercise, cardiorespiratory and neuromuscular function during acute exercise, cardiovascular and neuromuscular adaptations to exercise training, endocrine responses to physical activity, and thermoregulation. Introduction to current scientific methodologies and the development of practical skills through experiential laboratory activities. Prerequisite: KIN [207](#). [FAGENBAUM](#)

318. Methods for Team and Dual Sports

Designed for those interested in teaching team and dual sports in public schools and recreational settings. Course emphasis on analysis of skills, and the development of teaching and assessment

materials including use of computer technology. Use of class discussions, presentations, small group and peer teaching. Prerequisite: sophomore standing. Alternate years. [WHALE](#)

324. Elementary Physical Education Methods

Methods for teaching physical education to elementary school pupils. Rhythms, low and high organization games, elementary gymnastics, classroom management, and audiovisual and computer applications. Emphasis on movement education and curriculum development. Includes fifteen hours of observation-practicum in the schools. Prerequisite: Education major or permission of instructor. Alternate years. [WHALE](#)

327. Adaptive Physical Education

Philosophy and applications of physical education for persons with special needs and disabilities. Emphasis on designing appropriate programs and activities and teaching methodology. Includes fifteen hours of observation-practicum in the schools. Prerequisite: KIN [111](#). Offered upon request, subject to availability of faculty.

331. Physical Education Methods for Secondary School

Preparation for the teaching of physical education activities in the secondary grades. Current trends in curriculum, planning for lessons, selection of appropriate teaching and evaluation methods, classroom management, and audiovisual and computer applications. Includes fifteen hours of observation-practicum in the schools. Prerequisite: pursuing secondary certification or permission of instructor. Alternate years. [WHALE](#)

334. Motor Learning

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.

338. Advanced Athletic Training

Advanced care and prevention of athletic injuries. The course deals with specific physical conditions, disorders, and injuries common to the athletic setting. Preventative measures, evaluation, treatment, and rehabilitation of athletic injuries are covered in depth. Prerequisites: KIN [237](#) and junior standing. DYBVIG

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: KIN [312](#). Alternate years.

355 through 359. Advanced Topics in Kinesiology

In-depth study of selected topics of current interest in the field of kinesiology. See [Topics Courses](#). Alternate years.

362. Exercise Testing and Prescription

Practical application of physiological principles related to the assessment of functional physical capacity and the prescription of exercise for healthy adult populations, based upon American College of Sports Medicine (ACSM) health-related fitness recommendations. Development of practical skills and professionalism for performing fitness assessments, including: the pre-participation screening; heart rate and blood pressure at rest and during exercise; and assessments of body composition, cardiorespiratory fitness, muscular strength, and flexibility. Includes interpretation of health-related fitness assessment results and the prescription of appropriate fitness programs for improving musculoskeletal strength and flexibility, cardiorespiratory fitness, and weight loss. Prerequisite: KIN [315](#). [FAGENBAUM](#)

365 through 369. Wellness Seminar

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. Prerequisite: KIN [309](#) or [315](#). Offered subject to the availability of faculty.

380. Internship

Observation of and practical experience in the specialized activities of a fitness and wellness program, an athletic or recreation management business or department, or other professional sport and exercise setting. Students work under the direction and guidance of a practicing professional with supervision by a faculty member. Internships are scheduled for two consecutive terms unless otherwise approved by the faculty supervisor. Prerequisites: junior standing, courses that adequately prepare the student for the internship, and approval of the faculty supervisor. See [Courses 280/380](#). (CR)

485. Advanced Studies (1/2-1)

An independent project. Prerequisite: permission of instructor.

511. Athletic Training Practicum (1/4)

Provides supervised practical experience in the prevention, evaluation, treatment, management, and rehabilitation of athletic injuries and illness. Participation in the administrative aspects of an athletic training program. Prerequisite: Must be accepted into the Cornell College Athletic Training Program. Application for admission to the program includes a written form, interview with the Head Athletic Trainer, and two letters of reference from Cornell instructors and/or coaches. (CR)

Latin American Studies (LAS)

Advisor: [David Yamanishi](#)

The Latin American Studies major encompasses courses in Spanish language and culture and offerings from at least four of the following areas: [anthropology](#), [art](#), [economics and business](#), [history](#), Latin American literature and culture, [politics](#), and [religion](#). Portuguese, if transferred

from another institution, may be substituted for the courses in Spanish language and culture. The Latin American Studies program is administered by a committee made up of faculty members who teach courses on the approved list given below.

Major: A minimum of nine course credits from at least four departments participating in the Latin American Studies program; no more than three such courses may be in any one department. A study experience in a Latin American country is strongly recommended. Currently there are Cornell-sponsored courses in Mexico, Bolivia, and Guatemala. The requirements are:

- I. SPA [301](#) (Composition and Conversation), or equivalent in Portuguese, or [302](#) (Advanced Conversation Abroad);
- II. [LAS/HIS 141](#);
- III. Six courses selected from the following (not more than two courses designated with asterisks may be counted):
ANT [205](#) (The Maya), [256 through 260](#) (Topics in Anthropology) when the subject matter deals specifically with Latin America, [356 through 361](#) (Advanced Topics) when the subject matter deals specifically with Latin America; ART [105](#) (Cultural Expressions in Ceramics), [202](#) or [302](#) (Ceramics I & II) when taught in Mexico, [375 through 379](#) (Advanced Topics in Art History) when the subject matter deals specifically with Latin America; ECB *[213](#) (Economic Development), [265 through 269](#) (Topics in Economics and Business) when the subject matter deals specifically with Latin America; [HIS/LAS 349](#); LAS [235 through 240](#) (Topics in Latin American Studies), [335 through 340](#) (Advanced Topics in Latin American Studies); POL [346](#) (Political Economy of Developing Countries), *[348](#) (U.S. Foreign Policy); SPA [355](#) (Latin American Short Story and Novel), [356](#) (Latin American Poetry), [383](#) (Latinos in the U.S.), [385](#) (Latin American Culture and Civilization), [311](#) (Introduction to Textual Analysis) when the subject matter deals specifically with Latin America, and [411](#) (Seminar) when the subject matter deals specifically with Latin America; a maximum of two appropriate independent study courses; relevant courses taken as part of an off-campus program and approved by the LAS Committee; with the approval of the LAS Committee, other courses not listed here but deemed relevant to Latin American Studies; and
- IV. LAS [487](#).

Minor: A minimum of five course credits and language proficiency to include:

- I. 205-level proficiency in Spanish or Portuguese;
- II. [LAS/HIS 141](#);
- III. Four courses in at least two different departments, selected from ART [202](#) or [302](#) (when taught in Mexico); [HIS/LAS 349](#); POL [346](#); REL [335](#); SPA [311](#), [411](#) (when the subject matter deals specifically with Latin America), [355](#), [356](#), [383](#); a maximum of one appropriate independent study course; relevant courses taken as part of an off-campus program and approved by the LAS Committee.

141. Introduction to Latin American Studies

A survey of Latin American history from the colonial era to the present. Special attention will be given to major themes and selected countries. Not open to juniors and seniors except with

permission of instructor. Same course as HIS [141](#) when taught by a faculty member approved by the Department of History. (Humanities)

235 through 240. Topics in Latin American Studies

Study of a selected topic of interest and concern in Latin American Studies. May be repeated once for credit if topics are different. See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

335 through 340. Advanced Topics in Latin American Studies

Examination of a theme or set of themes. Topics vary from year to year. May be repeated once for credit if topics are different. See [Topics Courses](#). Prerequisite: LAS/HIS [141](#).

349. Topics in Latin American History

Examination of a historical theme or set of themes. Topics vary from year to year. Prerequisite: LAS [141](#). Same course as HIS [349](#). See [Topics Courses](#). (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. Costa Rica: Studies in Latin American Culture and Society: see [ACM Programs](#).

942. Costa Rica: Tropical Field Research: see [ACM Programs](#).

988. There are currently several programs in Central and South America run by the School for International Training. See [School for International Training Programs](#).

Mathematics and Statistics

[Stephen Bean](#), [Ann Cannon](#), [Tony deLaubenfels](#), [James Freeman](#) (chair)

- [Mathematics \(MAT\)](#)
- [Statistics \(STA\)](#)

Mathematics (MAT)

Major: 10-12 courses. Completion of the calculus sequence (through MAT [122](#)); a minimum of seven courses in Mathematics at the 200 or 300 level, at least four of which must be at the 300 level, and which include MAT [221](#), [236](#), [301](#), either [327](#) or [337](#), and completion of one of the

300-level two-course sequences (MAT 327-328, 337-338, or MAT 347-348); CSC [151](#), [140](#); and STA [201](#) (if MAT 348 is not one of the 300-level courses completed). The department recommends that CSC 140, which provides knowledge of a programming language, be acquired by the end of the sophomore year. The following courses cannot be used to satisfy requirements of the mathematics major: MAT 110, 280/380, 290/390, and 511.

Teaching Major: Completion of the requirements for the Mathematics major with the additional stipulations that MAT [231](#) is required to be one of the seven Mathematics courses and that the grade point average in all Mathematics courses must be at least 2.5. In addition to the foregoing requirements, prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Mathematics: For information about a second teaching area in Mathematics, please consult the chair of the Education Department.

Minor: Five or six credits. Completion of the calculus sequence (through MAT [122](#)); a minimum of three Mathematics courses which include MAT [221](#), [301](#), and at least one other 300-level Mathematics course; and CSC [151](#).

110. On the Shoulders of Giants: Great Mathematical Ideas

Investigation of a variety of great mathematical discoveries past and present. The ideas investigated will not require significant previous mathematical background, but will require the student to actively participate in the process of mathematical discovery. Only by doing mathematics can the creativity, beauty, and mathematical importance of these great ideas be understood. Specific content varies with the course instructor, but may include subjects such as knot theory, origami, game theory, the nature of infinity, or chaos and fractals. Prerequisite: two years of high school algebra. Recommended for non-mathematics majors. This course is not open to students who have completed MAT [120](#) or higher. This course does not count toward a mathematics major or minor. (Mathematics) [BEAN](#) or [J. FREEMAN](#)

119-120. Calculus of a Single Variable Part I & II

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. This course emphasizes review of precalculus material and is appropriate for students who feel they need more time in order to succeed in calculus. Prerequisite: three and one-half years of high school mathematics, including trigonometry. Unless a departmental exception is granted, this course combination must be taken in consecutive terms. This course is not open to students who have completed MAT [121](#) or higher. (Mathematics)

121. Calculus of a Single Variable

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. Prerequisites: three and one-half years of high school mathematics, including trigonometry, in addition to an ACT Math score of 25 or above, or SAT Math score of 570 or above, or permission of instructor. This course is not open to students who have completed MAT [120](#). (Mathematics)

122. Calculus of Several Variables

Continuation of Calculus of a Single Variable, including further techniques of integration, vectors, and differential and integral calculus of several variables. Prerequisite: MAT [120](#) or [121](#).

221. Linear Algebra

Existence and uniqueness of solutions to linear systems. Linear transformations, linear independence, spanning vectors, vector spaces, basis and dimension, orthogonality, eigenvalues and eigenvectors. Students will be required to prepare written and oral presentations on a linear algebra application approved by the instructor. Prerequisites: either MAT [120](#) or [121](#) and either CSC [151](#) or MAT [122](#). [deLAUBENFELS](#)

231. Fundamentals of Geometries

An examination of the assumptions inherent in the axiomatic structures of two-dimensional geometry through the parallel postulate and its alternatives. Additional topics may include projective geometries, finite geometries, coordinates and transformations, tilings, and higher-dimensional objects. Prerequisite: MAT [221](#). Alternate years. [BEAN](#)

234. Complex Variables

Differential and integral calculus of functions of one complex variable. Analytic and harmonic functions, contour integration, Laurent series, residue theory, and conformal mapping. Prerequisite: MAT [122](#). Alternate years.

236. Differential Equations

This course is about how to predict the future. Mathematical modeling with differential equations, initial value problems and their approximate solutions, systems of differential equations, qualitative solutions, stability analysis and an introduction to chaos, and Laplace transforms. Prerequisites: MAT [122](#) and [221](#).

255 through 260. Topics in Mathematics

A topic of mathematics more computationally oriented than proof oriented. See [Topics Courses](#). Prerequisite: MAT [122](#) and/or [221](#).

301. Introduction to Proof: Number Theory

An introduction—through the subject of number theory—to the ideas, logic, techniques, and reasoning used in writing a mathematical proof. Divisibility and factorization properties of integers, congruences, prime numbers, Diophantine equations, Fermat's Theorem, Wilson's Theorem, and Euler's Theorem, and applications. Prerequisites: CSC [151](#) and MAT [221](#). [J. FREEMAN](#)

317. Mathematical Modeling

An introduction to the process and techniques of modeling using tools from linear algebra, differential equations, and other mathematical disciplines. Appropriate mathematics and computational technology, including numerical methods, developed as needed. Models drawn from the physical sciences, life sciences, social sciences, and computing, with extensive use of case studies. Prerequisites: CSC [140](#) and MAT [236](#). Alternate years.

327-328. Modern Algebra I & II

Formal systems of algebra (groups, rings, integral domains, and fields) and their relations to other disciplines. Prerequisite: MAT [301](#). Alternate years. [J. FREEMAN](#)

337-338. Analysis I & II

Topics from the theory of functions of a real variable. First term will include limits and continuity, differentiation and theories of integration. Second term will extend these results to sequences and series of functions. The second term will include student reading projects and presentations on theory and/or applications related to analysis topics. Prerequisites: MAT [122](#) and [301](#). Alternate years. [BEAN](#)

355 through 360. Advanced Topics in Mathematics

A proof-oriented topic in mathematics. See [Topics Courses](#). Prerequisite: MAT [301](#).

380. Internship: see [Courses 280/380](#).

390. Individual Project: see [Courses 290/390](#).

511. Extended Research in Mathematics (1/4)

Developing and proving statements in an interesting area of mathematics which are original to the student. Must be taken over four consecutive terms. Prerequisites: CSC [151](#), MAT [122](#), a GPA in the department of 3.0 or higher, and permission of instructor. No more than one course credit of MAT 511 can be earned.

Statistics (STA)

There is no departmental major or minor in Statistics. Students interested in entering graduate programs or careers in statistics should prepare by completing the Mathematics major that includes the sequence STA 347-348.

201. Statistical Methods I

Elementary study of describing data. Descriptive statistics, probability and sampling, estimation, and hypothesis testing as applied to one- and two-variable problems. Prerequisites: two years of high school algebra, and a writing-designated course (W). (Mathematics)

202. Statistical Methods II

A continuation of STA 201, Statistical Methods I. This course will explore in more depth several methods of analyzing data. Topics covered will be chosen from linear regression (simple linear and multivariate), ANOVA, nonparametrics, and categorical data analysis. Prerequisite: STA 201. Alternate years. [CANNON](#)

347-348. Mathematical Statistics I & II

Typically the first term covers probability, random variables, sampling distributions and collecting data. The second term covers theory of estimation and hypothesis testing, linear and multiple regression, analysis of variance, and techniques for categorical data. The second term

also includes a substantial data analysis project including written and verbal presentations.
Prerequisites: MAT [122](#) and [301](#). Alternate years. [CANNON](#)

Medieval and Early Modern Studies (MEM)

Advisor: [Devan Baty](#)

The Medieval and Early Modern Studies Program and the courses that make up its offerings are designed to help students gain an awareness of the interconnectedness of historical, cultural, and artistic developments in Europe from the eighth through the seventeenth centuries. Courses offered range from the study of revolutions in religious belief to the impact of the printing press on literature and culture, from artistic representations of she-devils to the writings of political and moral philosophers, from Charlemagne to Falstaff. Students may develop an individualized major in Medieval and Early Modern Studies by following the recommendations given below and filing with the Registrar a *Contract for an Individualized Major*. See [Declaration of Degree Candidacy, Majors, and Minors](#).

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](#) (The 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: ART [256](#) (Italian Renaissance Art: Art, Architecture, and Humanism), [257](#) (Medusa's Gaze: Art in the Age of Galileo), [361](#) (Saints and She-Devils); ENG [211](#) (English Survey I), [321](#) (Studies in Medieval English Literature), [322](#) (Medieval and Renaissance Drama: Shakespeare's Rivals), [323](#) (Shakespeare I: Comedies and Romances), [324](#) (Shakespeare II: Histories and Tragedies), [325](#) (Studies in Renaissance Non-Dramatic Literature), [326](#) (Milton); FRE [315](#) (Medieval French Literature), [321](#) (The French Renaissance: Sixteenth Century Literature); MUS [321](#) (History of Western Music I: Medieval and Renaissance), [322](#) (History of Western Music II: Baroque and Classical); SPA [321](#) (Golden Age: Romancero and the Comedia), [322](#) (Golden Age: Don Quijote); or, with the approval of the Medieval and Early Modern Studies advisor, other appropriate courses from literature and the arts;
- II. MEM [485](#); and

- III. Competence in French, German, Greek, Italian, Latin, or Spanish at the 205 level, satisfied by one of the following: (1) 205 or the equivalent; (2) placement into a 300-level course through an examination; or (3) passing a proficiency examination at the 205 level.

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

485. Senior Project

Independent, interdisciplinary project, required of all majors during their senior year. Prerequisite: permission of the Medieval and Early Modern Studies advisor.

951. Semester in the Arts of London and Florence: see [ACM Programs](#).

952. Semester in Florence: see [ACM Programs](#).

962. Newberry Library Program in the Humanities, when the topic studied is relevant to Medieval and Early Modern Studies, with the approval of the Medieval and Early Modern Studies advisor.

Music (MUS)

[Donald Chamberlain](#), [Lisa Hearne](#), [Martin Hearne](#), [James Martin](#) (chair), [Jama Stilwell](#)

Cornell College offers a major in Music within the framework of the [Bachelor of Arts](#) and [Bachelor of Special Studies](#) degrees. The Department of Music oversees the [Bachelor of Music](#) degree, with majors either in [Performance](#) or in [Music Education](#) (see [Bachelor of Music Degree](#)).

The [Bachelor of Arts](#) allows the student with a strong interest in music the opportunity to explore various musical pursuits within the general liberal arts program of the College. Instruction in a performing medium and participation in solo performance and ensemble courses are required components of the B.A. Music major.

Major:

- I. A minimum of 11 course credits in Music, which include:
 1. MUS [110](#), [210](#), [310](#), [343](#), [346](#), [321](#), [322](#), and [323](#);
 2. A minimum of 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. A minimum of 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 capstone experience](#);

- IV. All Music majors must enroll in a Solo Performance course (music lesson) and in a music ensemble during their final three semesters, unless excused by the Music Department; and
- V. Receive a passing grade (P) in MUS [701](#) for a minimum of five semesters (see "[Music Performance Seminar](#)").

All senior Music majors must complete a senior capstone experience. There are two categories from which to choose: recital (MUS [798](#) or [799](#)); or paper/project (MUS [485](#)). Students may choose both of these options if they wish. Students who plan to complete MUS 485 as their capstone must submit a description of the proposed project for departmental approval by October 1 of their senior year. Student teaching fulfills this requirement for music education majors.

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 approved by the Department, not to include MUS [212](#), [301](#), or any 700 numbered course.

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 Music Lessons, Fees*). Students may withdraw from these courses only during the first of the four terms. If a student withdraws from a Solo Performance course during the drop period, he or she will be charged only for the lessons scheduled between the beginning of the course and the date when the course is officially dropped and no entry concerning the course will appear on the student's transcript. After the drop period has passed, if a student ceases to attend, a grade of F will appear on the student's transcript and the student will be billed for the full semester charge. All music scholarship students must be enrolled in music lessons to retain their scholarships. 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.

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 by this time, the student must take applied piano (MUS [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 (MUS [711](#) through [720](#)) is required of all Music majors and music scholarship students, regardless of degree or program. Requirements vary, depending on the degree program. Regulations governing adding and dropping ensembles are the same as for [Music Lessons](#), with the exception of MUS [718](#).

Music Performance Seminar: The Music Performance Seminar (MUS [701](#)) is a semester-long program that consists of attendance at music events. The purpose of this Seminar is to help

nurture an understanding of diverse musical styles and musical ensembles and to provide opportunities for student performances. Attendance at concerts, recitals, and Friday afternoon Music Performance Seminar Student Recitals is required of all Music majors and minors, as well as all other students who are enrolled in music lessons. (Students who have accepted a William Fletcher King, Trustee, or Dean's 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 (MUS [701](#)) in a minimum of five semesters in order to complete the major. Failure to meet the attendance requirement will result in the student's receiving an F for Music Performance Seminar. No course credit is given for this Seminar. It is offered on a Pass/Fail basis.

101. Fundamentals of Music

Basic music reading skills for all interested students, while learning to listen to and recognize the structural and aesthetic elements of music. Preparation for MUS [110](#). (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](#)

109. First Year Seminar in Music

Seminar for first year students only. Engagement with a topic in music, often with an interdisciplinary approach. See [Topics Courses](#) for current course description. (Humanities)

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. Prerequisite: MUS [101](#), passing music placement test, or permission of instructor. (Fine Arts) [STILWELL](#)

210. Music Theory II

Continuation of MUS [110](#), with the addition of keyboard techniques. Topics include the harmonic progression, triads in inversion, non-chord tones, and an introduction to phrases, periods, and their role in creating musical form. Prerequisite: MUS [110](#). (Fine Arts) [STILWELL](#)

212. Music Listening and Understanding

Learning to understand Western art music through historical study and perceptive listening. *Does not count toward the Music major or minor.* (Humanities)

215. Jazz Improvisation

Improvisation in American jazz, including daily performing experiences in these styles. Prerequisite: MUS [310](#). Offered every third year. (Fine Arts) [CHAMBERLAIN](#)

217. Opera

An introduction to opera as a genre and a study of selected masterpieces. The course will involve both traditional investigations and newer scholarly approaches from areas such as "queer studies" and feminist scholarship. Themes of the course will be those of the operas studied: politics, gender, class, love, death, sexuality, the individual within society, religion, and, of course, the union of music and drama. Ability to read music *not* required. Offered subject to availability of faculty. May be repeated for credit with permission of instructor. (Humanities) [MARTIN](#)

218. Rock Music: Historical and Cultural Perspectives

Rock music from its origins in African-American blues to the present. Examination of the music's interaction with ethnicity, racism, capitalism, sexism, and politics. Open to all students. Offered subject to availability of faculty. (Humanities) [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) [MARTIN](#)

220. Jazz History

Jazz in America from its roots in Africa and Western Europe to present-day styles and practices. Open to all students. Offered every third year. (Humanities) [CHAMBERLAIN](#)

263. Women and Music

The roles of women in the history of Western music with special emphasis on the music of women composers. Exploration of issues surrounding gender and musical style. Prerequisite: writing-designated course (W). (Humanities) [STILWELL](#)

270 through 275. Topics in Music

Study of a selected topic. May be repeated for credit if content is different. See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

301. Elementary School Music

Children's vocal development. Learning skills of rhythmic response, reading, and listening. Study of basic texts and materials. Thirty hours of observation-practicum in the schools. Recommended prerequisite: MUS [101](#).

302. Song Literature

Investigation of the solo repertoire for the voice. Required of all majors in voice performance. Open to others with permission of instructor. Offered upon request. [L. HEARNE](#)

303. Service Playing and Arranging

Selecting music for the church service, the playing of the service, and the study of chanting.

Required of all students majoring in performance in organ. Prerequisite: permission of instructor. Offered upon request.

304. Literature of the Major Instrument

Study of the repertoire available for the primary instrument. Required of all majors in instrumental performance. Prerequisite: permission of instructor.

305. Orchestration (1/2)

Scoring for wind ensemble, orchestra, and chamber groups. Characteristics of modern instruments. Prerequisite: MUS [310](#). Offered upon request. [CHAMBERLAIN](#)

306. Conducting I (1/2)

Basic conducting skills for both vocal and instrumental ensembles. Baton technique, musical styles and interpretations, rehearsal techniques, and score reading. Prerequisite: MUS [310](#). [M. HEARNE](#)

307. Piano Pedagogy (1/2)

Examination and discussion of current ideas and methods of teaching piano, 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. [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: sophomore standing. Alternate years.

310. Music Theory III

Continuation of MUS [210](#). Topics include seventh chords, chord inversion, secondary functions, and an introduction to modulation. Prerequisite: MUS [210](#). [STILWELL](#)

315. Jazz Arranging

Scoring for the jazz ensemble. Study of contemporary practices for writing and arranging in the jazz idiom. Projects include arrangements for the conventional big band as well as for small jazz ensembles. Prerequisite: MUS [346](#). Offered upon request, subject to availability of faculty. [CHAMBERLAIN](#)

321. History of Western Music I: Medieval and Renaissance

Chronological development of Western music from ancient times through the late Renaissance. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. (Humanities) [STILWELL](#)

322. History of Western Music II: Baroque and Classical

Chronological development of Western music from the Baroque (seventeenth century) through

Beethoven. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. (Humanities) [MARTIN](#)

323. History of Western Music III: Romantic to the Present

Chronological development of Western music from the Romantics to the present. 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) [MARTIN](#)

331. Music Education Seminar (1/2)

Introduction to the music teaching profession, with an emphasis on student evaluation, planning, classroom management, teaching strategies, and audiovisual and computer applications. Twenty-five hours of observation/practicum in music in the schools. Prerequisite: MUS [310](#).

343-346. Music Theory IV and V

Continuation of MUS [310](#), with emphasis on aural skills, structural analysis, and formal designs of music from the common-practice period. Prerequisite: MUS [310](#). [CHAMBERLAIN](#)

348. Counterpoint

Fundamental contrapuntal principles that occur in polyphonic music. Prerequisite: MUS [346](#). Offered upon request. [CHAMBERLAIN](#)

349. Form and Analysis

Overview of the standard forms and genres found in the common-practice and twentieth century periods. Study of techniques for uncovering the structure of a specific work. Prerequisite: MUS [346](#). Offered upon request. [CHAMBERLAIN](#)

350. Mozart and Beethoven

Historical and analytical study of selected works. Relationships, structures, and meanings within the works selected. Prerequisites: writing-designated course (W) and the ability to read music (treble and bass clefs). Offered subject to availability of faculty. (Humanities) [MARTIN](#)

352. The Ring Cycle of Wagner

Wagner's four-opera epic cycle *Der Ring des Nibelungen*. Viewing of performances of *The Ring*, the work's mythologies, operatic ideals, historic and cultural position, development of leitmotif, interpretations, and philosophical influences and content. Prerequisite: writing-designated course (W). Offered subject to availability of faculty. (Humanities) [MARTIN](#)

353. Wagner and Wagnerism (at the Newberry Library, Chicago)

An examination of Richard Wagner's Musikdramen, essays, theories, sources, and influences, including the phenomenon of Wagnerism. The course will include a study of one of his major works, and students will carry out research at the Library. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [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. See [Topics Courses](#).

406. Conducting II: Band (1/2)

407. Conducting II: Choral (1/2)

408. Conducting II: Orchestral (1/2)

Continuation of MUS [306](#). Advanced score analysis, advanced rehearsal and performance techniques. Course requirements include attendance at all rehearsals and performances of the ensemble involved and private instruction in analysis and conducting techniques. Taught by the regular conductors of the College ensembles. Prerequisite: MUS [306](#). Offered upon request, subject to availability of faculty.

431. Methods and Materials for Music Education

Preparation for teaching music in the elementary and secondary schools. Educational philosophies, conducting and arranging skills, the teaching of vocal and instrumental music, and teaching strategies for various ages. Twenty-five hours of observation-practicum in music in the schools. Prerequisites: MUS [331](#) and fulfillment of the [Piano Proficiency Requirement](#).

432. Marching Band Techniques

Charting, arranging for, organizing, and directing a marching band, with particular emphasis on high school marching bands. Prerequisite: MUS [346](#). Offered upon request, subject to availability of faculty.

485. Independent Study in Music (1/2-1)

A project in an area of performance practices or some phase of music history, theory, or education. Prerequisite: permission of the instructor.

701. Music Performance Seminar (Zero Course Credit)

A semester-long program requiring attendance at a number of musical events. **The number of required events changes from semester to semester. Students should contact the Department of Music each semester for details.** (See [Music Performance Seminar](#).)

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)

703 through 706; 708 Instrumental Techniques (1/4)

Development of basic performing techniques. Study and evaluation of procedures and materials for elementary and intermediate instrumental teaching.

703. Brass **706. Woodwinds**

704. Percussion **708. Guitar**

705. Strings

709 (1/4); 710 (1/2). Advanced Jazz Improvisation

A continuation of MUS [215](#) Jazz Improvisation. Study and discussion of the various approaches to jazz improvisation. Focus will be on chord/scale relationships, advanced harmonic substitutions, stylistic considerations, solo analysis, and relationships between harmony, melody, and structure. Students will also begin learning important pieces in the basic jazz repertoire. May be repeated for credit. [CHAMBERLAIN](#)

Ensemble and Solo Performance Courses: Music courses numbered 711 through 793 are open to all qualified students upon audition, may be repeated for credit, and may be counted toward the fulfillment of the [Fine Arts General Education Requirement](#). Any combination of these courses that totals a full course credit will satisfy this requirement. These courses normally encompass four terms and are taken along with principal and concurrent courses. MUS [718/728](#) (Cornell Lyric Theatre) is an exception.

The regulations governing the adding and dropping of Solo Performance (music lessons) and Ensemble courses are given under "[Music Lessons at Cornell](#)" and "[Ensemble Participation](#)." These regulations apply to all students taking these courses whether or not they are Music majors. To enroll, students register directly and in advance with the Department secretary in Term One or Term Six.

Only juniors and seniors who are candidates for the [B.Mus.](#) degree with a major in [Performance](#) are permitted to register for a full course credit in a Solo Performance course. Students considering the B.Mus. degree with a major in Performance should register each semester of their first and sophomore years for a half-credit lesson in their primary performance medium and for a full course credit each semester during their last two years. Other music students take lessons for a quarter-course credit each semester or, with the permission of the Department, for a half-course credit.

All students enrolled in a Solo Performance course will be enrolled automatically in the concurrent MUS [701](#) Music Seminar course.

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 Five. May be repeated for credit. (Fine Arts) THULL

Solo Performance Courses

At the end of each solo performance course, every student must pass an examination before a jury of the faculty of the Department. The [fees](#) for music lessons are given in the section on Financial Information.

731 (1/4), 732 (1/2), 733 (1) Brass Instruments

741 (1/4), 742 (1/2), 743 (1) Organ

751 (1/4), 752 (1/2), 753 (1) Percussion Instruments

761 (1/4), 762 (1/2), 763 (1) Piano

771 (1/4), 772 (1/2), 773 (1) String Instruments

774 (1/4), 775 (1/2), 776 (1) Guitar

777 (1/4), 778 (1/2), 779 (1) Harp

781 (1/4), 782 (1/2), 783 (1) Voice

791 (1/4), 792 (1/2), 793 (1) Woodwind Instruments

798. Half Recital (1/2)

25 minutes of music; usually performed in the junior year. Required of Music Performance majors. Available to any student with approval of the Department.

799. Full Recital

50 minutes of music; 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 [Chicago Semester in the Arts Program \(ACM\)](#).

Philosophy (PHI)

[Paul Gray](#), [Genevieve Migely](#), [Jim White](#) (chair)

Essential to a liberal education is the ability to think, to detect bad arguments and evidence, to see more than one side of a matter and to decide which is best, to construct a coherent case, and to make words perform their tasks with clarity and precision. These principles, along with a concern for representing the principal areas of philosophical inquiry, and an emphasis on the careful, creative, and critical reading of important philosophical texts, guide the Department in planning its curriculum.

Major: A minimum of nine course credits, which include PHI [111](#) and [202](#); either [203](#) or [204](#); two courses selected from [302](#), [304](#), [305](#), [306](#), and [308](#); and four additional courses in Philosophy, at least three of which must be at the 300 level.

Minor: A minimum of six course credits in Philosophy which include PHI [111](#) and [202](#); either [203](#) or [204](#); either [302](#) or [304](#) or [305](#) or [306](#); and two additional 300-level courses in Philosophy.

109. Ethics and Climate Change

The nature of climate change raises urgent questions about what we ought to do--i.e., questions about morality. We will spend some time considering climate science and questions raised by controversy about that science. We will spend more time considering the moral challenges climate change generates: what is the nature of our obligations to prevent harm to people distant in space and in time; what responsibilities do nations of the industrialized world have to respond to threats generated by climate change; what does it make sense for such nations to do given the uncertainty of some outcomes of climate change; what should we, as citizens of such nations, be doing? Seminar for first year students only. (Humanities) [WHITE](#)

111. Introduction to Philosophy

Problems of philosophy as they are discussed in the writings of major philosophers, including such topics as the nature of reality, problems with knowledge, morality, and the rationality of religious belief. 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. Course may consider applications to contemporary moral problems. 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.

204. Symbolic Logic

An introduction to formal argument analysis, including first order predicate logic and mathematical logic. Offered upon request and subject to availability of faculty. [WHITE](#)

224. Environmental Ethics

Moral dilemmas associated with human populations, industrial productivity, a deteriorating environment, and generally, our treatment of the natural world. The course will critically analyze the conceptual framework within which questions about the environment are raised and debated, and provide biological information relevant to those questions. Alternate years. (Humanities) [WHITE](#) and BLACK

225. Utopia

Philosophical study of selected works in Utopian literature such as: Plato's *Republic*, More's *Utopia*, Perkins-Gilman's *Herland*, Hilton's *Lost Horizon*, Rand's *Anthem*, Clarke's *Childhood's End*, and Lowry's *The Giver*. (Humanities) [GRAY](#)

261 through 266. Topics in Philosophy

See [Topics Courses](#). (Humanities)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

301. Asian Philosophy

Study of Eastern philosophies such as Taoism, Confucianism, Buddhism, and Hinduism through their classic texts. Prerequisite: sophomore standing. Alternate years. (Humanities) [MIGELY](#)

302. Ancient Philosophy

Advanced study of the beginning of Western thought on topics such as reality, science, ethics, and politics involving in-depth analysis of the Presocratics, Plato, Aristotle and the Stoics. Prerequisite: sophomore standing. Alternate years. (Humanities) [MIGELY](#)

304. Modern Philosophy: Seventeenth Century

Critical and historical examination of the modern period of philosophy starting with the background to the Scientific Revolution and ending with advanced theories on the nature of reality achieved by a careful analysis of such philosophers as Galileo, Newton, Bacon, Descartes, Spinoza, Leibniz, Locke and Berkeley. Prerequisite: sophomore standing. Alternate years. (Humanities) [MIGELY](#)

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. Prerequisite: sophomore standing. Alternate years. (Humanities) [GRAY](#)

306. Nineteenth Century Philosophy

European philosophy from 1800 to 1900. Study of the philosophers of the late modern era such as Hegel, Schopenhauer, Kierkegaard, Mill, Marx, and Nietzsche. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) [GRAY](#)

308. Twentieth Century Philosophy

Study of philosophers such as Wittgenstein, Russell, Dewey, Heidegger, Foucault, and Rorty. Analytic philosophy, pragmatism, and continental philosophy, including postmodernism, will be

examined. Prerequisite: sophomore standing. Offered every second or third year. (Humanities) [GRAY](#)

309. Existentialism

Reflections on death, the meaning of life, absurdity, alienation, despair, freedom, and the self. Study of selected works of Simone De Beauvoir, Albert Camus, and Jean Paul Sartre. Prerequisite: sophomore standing. Alternate years. (Humanities) [GRAY](#)

350. Philosophy of Language

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

352. Philosophy of Feminism

Exploration of philosophical theories on the nature of women, feminist critiques of Western philosophy, and current issues in feminist ethics, epistemology, and metaphysics with application to social debates such as pornography, body image, and discrimination. Prerequisite: sophomore standing. Alternate years. (Humanities) [MIGELY](#)

353. Philosophy of Law

Inquiry into the nature of law, and its relation to morality and society through both classical and contemporary legal theories. Specific issues covered include liberty, justice, responsibility, and punishment employing actual legal cases. Prerequisite: sophomore standing. Alternate years. (Humanities) [MIGELY](#)

354. Political Philosophy

Intensive study of the work of a major political philosopher, such as *A Theory of Justice* by John Rawls or Plato's *The Laws*. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) [WHITE](#)

357. Philosophy in Literature

Philosophical study of selected works of world literature by authors such as Bolaño, Mishima,

De Beauvoir, Calvino, Goethe, Clark, and Rand. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) [WHITE](#)

360. Evolution and Philosophy

An examination of the theory of evolution--what it says, what support it has, what it can (and cannot) explain--in order to see what (if any) implications it has for religion, morality, philosophy, and the understanding we have of ourselves and our world. Prerequisite: sophomore standing. Alternate years. (Humanities) [WHITE](#)

361 through 366. Advanced Topics in Philosophy

Study of one major philosopher, one major problem, or one major philosophical movement. Prerequisites: PHI [111](#) and sophomore standing. Offered subject to availability of faculty. See [Topics Courses](#). (Humanities)

Physics (PHY)

[Kara Beauchamp](#), [Lyle Lichty](#), [Derin Sherman](#)(chair)

Major: CSC [140](#) (Foundations of Computer Science), MAT [120](#) (Calculus of a Single Variable Part II) or [121](#) (Calculus of a Single Variable), and [122](#) (Calculus of Several Variables); PHY [111](#), [112](#), [114](#), [302](#), [303](#), [312](#); and either (A) four additional course credits in Physics at or above the 200 level, for a minimum of 13 courses; or (B) MAT [221](#) (Linear Algebra), [236](#) (Differential Equations), and three additional course credits in Physics at or above the 300 level, for a minimum of 14 courses. Students planning for graduate work in Physics should elect option (B) and include PHY [305](#) and at least two courses selected from PHY [321](#), [322](#), and [334](#). Students planning for graduate work are also strongly encouraged to take MAT [234](#) (Complex Variables), and CHE [323](#) and [324](#) (Physical Chemistry I and II).

Teaching Major: Option (A) and suggested work in [Biology](#), [Chemistry](#), and [Geology](#). Students with other majors who intend to ask for certification in Physics as a second field are required to complete only MAT [120](#) (Calculus of a Single Variable Part II) or [121](#) (Calculus of a Single Variable), and PHY [111](#), [112](#), [114](#), and [303](#). 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in Physics which include PHY [111](#), [112](#), [114](#), [303](#), and at least one other course in Physics at or above the 300 level.

The Physics curriculum facilitates a wide range of interests from professional to cultural; graduate work in physics, astronomy, geophysics, medicine, meteorology, environmental engineering, business administration, law, health physics, and computer science. [B.S.S.](#) candidates and students contemplating an [individualized major](#) in the physical sciences are invited to discuss possible curricula with the Department.

Note: PHY [125](#), [221](#), [223](#), and [228](#) have no formal prerequisites; [101](#) and [102](#) ask only reasonable facility in algebra.

101. Introductory Physics I

Non-calculus treatment of elementary physics covering the topics of mechanics, relativity, and waves. Emphasis on problem-solving. Prerequisite: two years of high school algebra including trigonometry. Students who have taken neither physics nor chemistry in high school should consider taking PHY [120](#) before PHY 101. (Science)

102. Introductory Physics II

Continuation of PHY [101](#) covering electricity, magnetism, and modern physics. Prerequisite: PHY 101 or 111. (Science)

111. General Physics I

Introduction to physics intended for physical science majors. Topics include Newton's laws of motion, concepts of work and energy, rotational motion, and conservation laws. Prerequisite: MAT [120](#) or [121](#). (Science)

112. General Physics II

Continuation of PHY [111](#). Topics include relativity and electricity and magnetism. Prerequisites: PHY 111 and MAT [122](#). (Science)

114. Laboratory Physics

A laboratory experience designed to complement either of the introductory physics sequences. Techniques of experimental measurement and analysis, with experiments drawn from all areas of introductory physics. Prerequisite: either PHY [102](#) or [112](#). (Laboratory Science) (CR)

125. Science through Film and Fiction

Scientific topics and issues found in selected novels and feature films are used to investigate the foundations of science and the scientific process. Students will investigate specific scientific concepts and use them as case studies illustrating the historical development of science and the role of science and technology in society. Intended for non-science majors. (Science)

[SHERMAN](#)

221. Astronomy

Development of the current understanding of the origin, evolution, and structure of the universe. Physical principles upon which this understanding is based. Intended for non-science majors. (Science) [BEAUCHAMP](#) or [LICHTY](#)

223. Acoustics, Music, and Audio Systems

Application of elementary physics principles to sound waves and vibrations, including the physics of musical instruments, room acoustics, hearing, harmonic analysis, and electronic production of sound. Intended for non-science majors. Alternate years. (Laboratory Science) [LICHTY](#)

228. Energy and the Environment

Survey of the problems and prospects of the major energy alternatives likely to be available in the twenty-first century: fossil-fuel, fission, fusion, solar, and geothermal. Emphasis on the physical mechanisms and technologies involved. Intended for non-science majors. Alternate years. (Science) [BEAUCHAMP](#)

255 through 259. Topics in Physics

Study of a selected topic in physics, such as cosmology, special relativity, light and color, and physics of sports. See [Topics Courses](#). (Science)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

302. Electronics

Principles of electronics, signal processing, and computer interfacing needed to understand, configure, and troubleshoot modern electronic and computer-based research equipment. Transducers, operational amplifiers, test equipment, integrated circuits, data transmission, computerized data acquisition, and analog to digital conversion. Prerequisites: PHY [102](#) or [112](#), and CSC [140](#) or knowledge of a programming language. Same course as CSC [302](#). (Laboratory Science) [LICHTY](#)

303. Modern Physics

Topics include thermodynamics, special relativity, photons, deBroglie waves, Heisenberg's uncertainty principle, the Schrödinger equation, atomic and nuclear physics, high-energy particles, and quarks. Prerequisites: PHY [112](#) and [114](#). Alternate years. [BEAUCHAMP](#)

305. Waves

Study of physical wave phenomena, especially optical and mechanical waves. Topics include superposition, reflection, refraction, dispersion, interference, diffraction, polarization phenomena, and the wave equation. Prerequisites: PHY [112](#) and [114](#). Alternate years. [LICHTY](#)

312. Advanced Experimental Physics

An in-depth investigation of a physics experiment chosen by the student in consultation with the instructor. Includes design, construction, collection of data, analysis, interpretation, and presentation of the experiment. Prerequisites: PHY [302](#), [303](#), and one other 200- or 300-level Physics course. Alternate years. [SHERMAN](#)

321. Mechanics

Newtonian, Lagrangian, and Hamiltonian mechanics covering the motion of single particles,

rigid bodies, systems of particles, fluid mechanics, and complex analysis. Prerequisites: MAT [221](#); PHY [112](#) and [114](#). Alternate years. [SHERMAN](#)

322. Electricity and Magnetism

Electric and magnetic fields and their sources, magnetic and dielectric materials, and Maxwell's equations. Prerequisites: PHY [112](#) and [114](#). Alternate years. [SHERMAN](#)

334. Introduction to Quantum Mechanics

Development of the Schrödinger wave equation and its solution for the harmonic oscillator and Coulomb potentials. Orbital and spin angular momenta, and applications to simple atomic and molecular systems. Prerequisites: MAT [221](#); PHY [303](#), and either PHY [305](#) or [321](#). Alternate years. [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. See [Topics Courses](#).

501. Advanced Laboratory (1/4)

Experiments of an advanced character, permitting the student to work relatively independently. Must be taken over four consecutive terms. Prerequisite: permission of instructor. (CR)

511. Extended Research in Physics (1/4)

Reading in depth on a topic of current interest and the pursuit of an experimental or theoretical problem related to the topic. Must be taken over four consecutive terms. Prerequisite: permission of instructor. (CR)

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

Reading and discussion of articles or topics of interest in contemporary physics. Course meets once per term for nine terms. (CR)

963. Oak Ridge Science Semester: see [Cornell-Approved Domestic Off-Campus Programs](#).

Politics (POL)

[Craig Allin](#), [Steven Hemelt](#), [Robert Sutherland](#), [Aparna Thomas](#), [David Yamanishi](#) (chair)

Major: A minimum of nine course credits in Politics, four of which must be at the 300 level (excluding internships), including the following: one course in [Political Thought](#), one course in [International Relations](#) [IR], one course in [Comparative Government](#) [CG], one additional course in either *International Relations* or *Comparative Government*, and two courses in [American Politics](#). STA [201](#) (Statistical Methods I) may be counted toward the nine credits in Politics. The Department also encourages majors to participate in a political affairs internship or comparable off-campus program while at Cornell.

Teaching Major: A minimum of nine course credits in Politics, to include POL [222](#), [242](#), [243](#), [262](#), [348](#), and [364](#); and three course credits selected from POL [325](#), [361](#), [363](#), [365-368](#), [371](#), or

[372](#). 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in American Government: The following program in conjunction with a *teaching major* in [Anthropology](#) (individualized major), [Economics and Business](#), [History](#), [Psychology](#), or [Sociology](#) will enable the student to apply for [certification](#) to teach both the major subject and American Government: POL [262](#), [364](#), and two course credits selected from POL [222](#) or [325](#), [348](#), [363](#), [361](#) or [365](#) or [366](#), and [367](#) or [368](#).

Note: Majors who intend to pursue graduate study in political science or public policy should take STA [201](#) (Statistical Methods I) and POL [382](#). 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](#), [250](#), [262](#), [325](#), [361](#), [364](#), [365](#), and [366](#). Law schools will accept majors in any academic discipline.

Minors: Three minors are available corresponding to the three subfields in the Department. *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, at least three of which must be 300-level Politics Department courses in political thought and constitutional law. As many as two Philosophy Department courses in political philosophy (PHI [307](#), [353](#), [354](#)) 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)

250. Principles of Advocacy

An overview of the United States legal system with an emphasis on the adversarial approach to resolution of conflicts and controversies in federal, state, and local tribunals as well as in

alternate forums and venues. Students will gain a general understanding of the roles of the various participants with primary focus on the role of the lawyer as advocate. The course will incorporate aspirational and ethical considerations, practical issues faced by trial attorneys, and the potential for fulfillment and disillusionment fighting the battles of others. (Social Science)

251 through 255. Topics in Politics

Study of a selected topic in politics. See [Topics Courses](#). (Social Science)

280/380. Political Affairs Internship

Field experience in applied politics. Prerequisites: acceptance by a sponsoring agency or individual and approval of a formal prospectus by the faculty sponsor. See [Courses 280/380](#). (CR)

290/390. Individual Project: see [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. See [Courses 299/399](#). (CR)

351 through 354. Advanced Topics in Politics

Study of a selected topic in politics. See [Topics Courses](#). (Social Science)

382. Methods of Public Policy Analysis

Methods of public policy analysis emphasizing economic and quantitative tools for policy making and policy evaluation. Prerequisites: STA [201](#); POL [262](#) or [282](#); ECB [101](#) or [102](#). (Social Science) HEMELT

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 Mill's *On Liberty*, Supreme Court cases, works on current legal controversies, and John Milton. (Social Science) [SUTHERLAND](#)

225. Ethics and Public Policy

Contemporary studies in the standards that apply to political leaders and how they are explained, interpreted, and enforced. When taught off campus, registration entails additional expense. (Social Science) [SUTHERLAND](#)

315 through 319. Seminar in Political Thought

Examination of a particular topic or issue in political thought. Content varies from year to year. See [Topics Courses](#). Prerequisite: POL [222](#) or [225](#). Offered subject to availability of faculty. (Social Science)

325. Anglo-American Constitutional Thought

Richard Hooker, Thomas Hobbes, John Locke, Benjamin Franklin, and other Americans considered as guides to the much admired and imitated American experiment in writing a constitution. Prerequisite: POL [222](#) or [225](#). (Social Science) [SUTHERLAND](#)

327. Revolutionary Political Thought

Modern writings for and against revolution, including Marx's *Manifesto*, Burke's *Reflections*, and Hardt/Negri's *Multitude*. Alternate years. Prerequisite: POL [222](#), [225](#), or permission of the instructor. (Social Science) [SUTHERLAND](#)

International Relations and Comparative Government

242. International Politics

How and why states compete and cooperate internationally. Addresses concepts such as the balance of power between states, collective security through treaties and international organizations, nuclear deterrence, and the growing influence of non-Western states. Typically includes historical and current case studies. (Social Science) [YAMANISHI](#) [IR]

243. Comparative Politics

Various types of political systems, including liberal democracies, current and former communist systems, and mixed systems of the developing world. (Social Science) [A. THOMAS](#), [YAMANISHI](#) [CG]

330. Women and Politics: A Cross-National Perspective

This course examines a variety of issues and debates within the field of Political Science that are particularly relevant to the study of women and politics. The course will examine women's participation in formal politics in a comparative perspective, by focusing on women's roles as voters, candidates, and officeholders. Course materials include case studies from various countries. Prerequisite: POL [243](#). (Social Science) [A. THOMAS](#) [CG]

331. Gender and Development

This course will critically investigate the complex ways in which gender relationships shape history, ideology, economy, and polity in developing countries. The role and status of Asian women will be examined to enable students to compare and contrast non-Western experiences with Western experiences. The forces of modernity and the impact on colonialism will also be discussed especially in relation to the economic and political conditions of the non-Western world and development. Prerequisite: POL [243](#). Alternate years. (Social Science) [A. THOMAS](#) [CG]

332. Human Rights

Practices and characteristics of governments and non-governmental actors that abuse and protect human rights, history of the concept and treatment of rights, justifications for the protection of rights, differences between categories of rights, prospects for the improved protection of rights through international and domestic action. Prerequisite: junior standing. Alternate years. (Social Science) [YAMANISHI](#) [CG/IR]

333. International Organizations

History, present characteristics, and future prospects of efforts to establish international order through global and regional integration and governance, the development of international law, the activity of internationally-oriented non-state actors and social movements, and resistance thereto. Prerequisite: POL [242](#). Alternate years. (Social Science) [YAMANISHI](#) [IR]

335 through 339. Seminar in International Relations and Comparative Government

Examination of a particular topic or issue in international relations or in comparative government. Content varies from year to year. See [Topics Courses](#). Prerequisite: POL [242](#) or [243](#). Offered subject to availability of faculty. (Social Science)

341. Latin American Politics

History, present characteristics, and future prospects of political systems in Central America, South America, and the Caribbean. Addresses decolonization, authoritarianism, democratization, human rights, the political effects of social institutions and economic crises, and foreign relations with the US and other powers. Prerequisite: POL [242](#), [243](#), LAS [141](#), or HIS [141](#). Alternate years. (Social Science) [YAMANISHI](#) [CG]

346. Political Economy of Developing Countries

Political-economic systems of selected developing countries of Africa, Asia, and Latin America. Discussions of independence movements, post-independence experiences of civilian rule, civil-military relations, and the evolving relationships between politics and economics in these countries. Prerequisite: POL [243](#). Alternate years. (Social Science) [A. THOMAS](#) [CG]

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](#). (Social Science) [YAMANISHI](#) [IR; can also count as American Politics, but not both]

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](#) and ECB [101](#). Alternate years. (Social Science) [YAMANISHI](#) [IR]

American Politics

262. American Politics

Survey of the theory and practice of constitutional government in the United States. (Social Science) [ALLIN](#)

282. Public Policy

Introduction to the policy-making process, to the basics of public policy analysis, and to the substance of selected policy debates. (Social Science) HEMELT

355 through 359. Seminar in American Politics

Examination of a particular topic or issue in American politics. Content varies from year to year. See [Topics Courses](#). Prerequisite: POL [262](#). Offered subject to availability of faculty. (Social Science)

361. Race, Sex, and the Constitution

Exploration of Constitutional principles including equal protection of the laws, privacy, and freedom of speech as they apply to issues of race, gender, and ethnicity: race and sex discrimination, equal opportunity, affirmative action, abortion, pornography, privacy rights, hate speech, political correctness, etc. Prerequisites: POL [262](#) and junior standing. Alternate years. (Social Science) [ALLIN](#)

363. Campaigns and Elections

Electoral process in the U.S., including discussion of the numerous factors which contribute to or diminish the probability of electoral success. Prerequisite: POL [262](#). Alternate years. (Social Science) [ALLIN](#)

364. Congress and the Presidency

In-depth study of the central institutions of the American political system and the evolving relationship between them. Prerequisite: POL [262](#). Alternate years. (Social Science) [ALLIN](#)

365. Constitutional Law: The American System

Structure and function of the American judicial system and its role in constitutional interpretation. The court's role in three great conflicts that have shaped the American experience: (1) nation vs. states—the struggle for sovereignty, (2) Congress vs. President—the struggle for supremacy over national policy, and (3) government vs. business—the struggle over government regulation of the economy. Prerequisites: POL [262](#) and junior standing. Alternate years. (Social Science) [ALLIN](#)

366. Constitutional Law: Rights and Liberties

Rights of individuals in America. The court's role in three broad areas of civil liberties: (1) criminal prosecution, (2) free expression, and (3) race and sex discrimination. Prerequisites: POL [262](#) and junior standing. Alternate years. (Social Science) [ALLIN](#)

367. Urban Politics and Policy

Government in urban America. Issues of public policy, and their consequences for city dwellers and the nation. Feasibility and desirability of various solutions. Prerequisite: POL [262](#) or [282](#). Alternate years. (Social Science) [ALLIN](#)

368. Environmental Politics and Policy

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](#) or [282](#). Alternate years. (Social Science) [ALLIN](#)

371. Wilderness Politics and Policy

An exploration of governmental policies designed to preserve and manage wilderness areas in the United States. Taught at the Wilderness Field Station and in the Boundary Waters Canoe Area. Registration entails additional costs. Prerequisites: POL [262](#) or [282](#) and permission of the instructor. Alternate years. (Social Science) [ALLIN](#)

372. Current Cases before the Supreme Court

Examination of selected cases to be heard by the Supreme Court through lecture, discussion, and oral argument. Case analysis by Judge Hansen and Professor Sutherland in the first half of the course; oral argument by students in the last half. Prerequisite: POL [262](#). (Social Science) [SUTHERLAND](#) and JUDGE HANSEN

561. Mock Trial (1/4)

Participating in simulated trials in competition with teams from other institutions, learning legal practices, procedures and ethics and developing critical thinking and public speaking skills.

981. Washington Center: see [Cornell-Approved Domestic Off-Campus Programs](#).

982. Capital Experience: see [Cornell-Approved Domestic Off-Campus Programs](#).

Psychology (PSY)

[Suzette Astley](#), [William Dragon](#), [Carolyn Enns](#), [Alice Ganzel](#) (chair), [Melinda Green](#)

Major: A minimum of 13 courses, to include three foundation courses, and one of three concentrations listed below. In addition, a minimum of two 300-level courses must be included within the concentration. Statistics must be taken before PSY 394, and 394 must be completed no later than the end of the junior year and before 483.

Note: *Students must take a 200-level course before enrolling in any 300-level course.*

Foundation Courses (required of all Psychology majors):

PSY [161](#)

PSY [394](#)

One course in statistics (STA [201](#) or [347-348](#))

Concentrations:

Psychology Specialist

This program of study provides a broad foundation in psychology and prepares students for careers and graduate study in a wide variety of psychology subfields. It allows for specialization through the careful selection of psychology elective courses and courses in the wider context (see psychology handbook and advisor for recommendations).

1. Three foundation courses (see major description above);
2. One course in personality/social psychology selected from PSY [274](#), [276](#), [279](#), or [381](#);
3. One course in experimental psychology selected from PSY [272](#), [273](#), [370](#), or [372](#);
4. One course in developmental psychology selected from PSY [277](#), [278](#), or [386](#);
5. One course in biological processes selected from PSY [281](#), [383](#), BIO [141](#) (Foundations: Cellular Biology), or relevant topics courses in psychology;
6. Three elective courses in psychology;
7. Capstone course: PSY [483](#); and
8. Two courses in the wider context selected from: ANT [101](#) (Cultural Anthropology); ECB [101](#) (Macroeconomics), [102](#) (Microeconomics); EDU [215](#) (Educational Psychology), [230](#) (Exceptional Learner), [240](#) (Human Relations); EST [123](#) (Introduction to Ethnic Studies); PHI [202](#) (Ethics); POL [111](#) (Politics), [262](#) (American Politics); REL [222](#) (Religions of the World); SOC [101](#) (Sociological Perspectives: Structure, Diversity, and Interaction), [273](#) (Families in Social Context), [348](#) (Race and Ethnic Relations), [365](#) (Sexualities), [367](#) (Self and Identity); or WST [171](#) (Introduction to Women's Studies). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Psychological Scientist

This program of study is recommended for students who are considering graduate study in biological, learning, cognitive, or other subfields of psychology in which biological and/or quantitative factors are important, as well as for those interested in neuroscience or health-related careers.

1. Three foundation courses (see major description above);
2. One course in personality/social psychology selected from PSY [274](#), [276](#), [279](#), or [381](#);
3. One course in experimental psychology selected from PSY [272](#), [273](#), [370](#), or [372](#);
4. One course in developmental psychology selected from PSY [277](#), [278](#), or [386](#);
5. One course in biological processes selected from PSY [281](#), [383](#), BIO [141](#) (Foundations: Cellular Biology), or relevant topics courses in psychology;
6. Two elective courses in psychology;
7. STA [202](#) (Statistical Methods II);
8. Capstone course: PSY [483](#); and
9. Two courses in the wider scientific and quantitative context: BIO [141](#) (Foundations: Cellular Biology), [142](#) (Foundations: Organismal Biology); CHE [121](#), [122](#) (Chemical Principles I and II), [161](#) (Accelerated General Chemistry); or MAT [120](#) or [121](#) (Calculus of a Single Variable). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Psychological Services

This program of study prepares students for work in psychological services following the completion of their undergraduate degree, and provides a foundation for those planning to pursue a master's degree program in an applied area of psychology or a related field. Students who plan to pursue doctoral level graduate study in psychology or related fields are strongly urged to enroll in the PSY 483 (Senior Seminar) capstone course.

1. Three foundation courses (see major description above);

2. One course on theoretical foundations for practice selected from PSY [279](#) or [381](#);
3. One course in developmental psychology selected from PSY [277](#), [278](#), or [386](#);
4. One course relevant to diversity selected from PSY [276](#), [374](#), EDU [240](#) (Human Relations), EST [123](#) (Introduction to Ethnic Studies), or WST [171](#) (Introduction to Women's Studies);
5. One course in an area of practice or applied psychology selected from PSY [377](#), [379](#), [382](#), [384](#), or relevant topics courses;
6. Two elective courses in psychology;
7. Capstone experience: PSY [395](#) or [483](#); and
8. Three courses in the wider context selected from: ANT [101](#) (Cultural Anthropology); ECB [101](#) (Macroeconomics), [102](#) (Microeconomics); EDU [215](#) (Educational Psychology), [230](#) (Exceptional Learner), [240](#) (Human Relations); EST [123](#) (Introduction to Ethnic Studies); PHI [202](#) (Ethics); POL [111](#) (Politics), [262](#) (American Politics); REL [222](#) (Religions of the World); SOC [101](#) (Sociological Perspectives: Structure, Diversity, and Interaction), [273](#) (Families in Social Context), [348](#) (Race and Ethnic Relations), [365](#) (Sexualities), [367](#) (Self and Identity); or WST [171](#) (Introduction to Women's Studies). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Teaching Major: PSY [161](#), [272](#), [273](#), [274](#), [277](#), [279](#), [381](#), one other 300-level Psychology course, and one course in statistics (STA [201](#) or [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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Psychology: The following program in conjunction *with a teaching major* in [Anthropology](#) (individualized major), [Economics and Business](#), [History](#), [Politics](#), or [Sociology](#) will enable the student to apply for [certification](#) 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 six course credits in Psychology which include PSY [161](#), at least two 200-level courses, and at least two 300-level courses. Although students who are completing the minor may enroll in the following courses to expand their exposure to psychology, these courses may not be included in the six course credits required for the minor: PSY [280/380](#) and [290/390](#). A student must be a declared major in order to enroll in PSY [394](#) or [483](#).

161. Fundamentals of Psychological Science

Scientific study of behavior. Topics may include learning, development, personality, perception, physiological bases of behavior, the behavior of individuals in groups, and abnormal behavior. (Social Science)

255 through 265. Topics in Psychology

Selected topics of current interest in psychology. See [Topics Courses](#). (Social Science)

272. Cognitive Psychology

A critical examination of memory and thought processes. Topics are likely to include: object recognition, attention, concept formation, memory systems, visual imagery, problem solving, judgment, language, and individual differences in cognition related to age, gender, and culture. Laboratory sessions will give students first-hand experiences with the phenomena covered in the class. Prerequisite: PSY [161](#). (Social Science) [ASTLEY](#)

273. Learning and Behavior

Experimental and theoretical approaches to the understanding of classical and instrumental conditioning. Among the topics to be covered are learning of causal relationships, choice behavior, learned food preferences, behavior modification, and biological constraints on learning. Prerequisite: PSY [161](#). (Social Science) [ASTLEY](#)

274. Social Psychology

An examination of the thoughts, feelings, and behaviors of individuals within their social environment. Topics will include: conformity, propaganda, persuasion, social cognition, self-justification, human aggression, prejudice, attraction, and loving relationships. Emphasis will be placed on critically examining experimentally-derived theories and testing them within naturalistic settings. This will involve data collection off-campus on a weekend. (Social Science) [DRAGON](#)

276. Multicultural Psychology

An examination and critique of psychological knowledge from a multicultural perspective. Topics include: the social construction of Western psychology; cultural variations in concepts of personality, intelligence, human development, social behavior, gender, and abnormal behavior; research methodology issues; culture and communication; and psychological perspectives on oppression, prejudice, and racism. Alternate years. (Social Science) [ENNS](#)

277. Child Development

Physiological, cognitive, social, and cultural influences on development from conception through middle childhood. Emphasis on building an integrated picture of child development and an appreciation of how theory and data can be applied to the analysis of practical issues. Fifteen to twenty hours of observation in daycares/preschools. Students must provide their own transportation. Prerequisite: PSY [161](#). (Social Science) [GANZEL](#) or [JANSSENS-RUD](#)

278. Adolescence

Investigation of research on biological, cognitive, and cultural influences on adolescent development. Includes the impact of family, peers, school, media, and work, as well as identity, gender, and sexuality development. Also includes a discussion of problem behaviors (e.g., eating disorders, juvenile delinquency, alcohol use/abuse) often associated with adolescence. Course involves application of research findings to individual cases. Suggested prerequisite: PSY [161](#). (Social Science) [GANZEL](#)

279. Personality Theories

Survey of major research and theoretical approaches to personality, including psychodynamic, humanistic, learning, cognitive, and dispositional theories. Research evidence and theoretical

consistency/usefulness concerning each approach. Current issues and debates. (Social Science) [ENNS](#) or BUSHA

281. Biopsychology

Neural and endocrine systems and their relationships with sensation, learning and memory, eating and drinking, sleep, sex, emotion, consciousness, communication, and psychological disorders. Prerequisite: PSY [161](#). [GREEN](#)

290/390. Individual Project: see [Courses 290/390](#).

351 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. See [Topics Courses](#). (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](#)

372. Cognition, Evolution, and Learning

An examination of cognitive and adaptive processes in learning. The course will cover fundamental principles of learning. However, the primary focus will be on how cognitive processes, such as the perception of regularities in the environment and memory, affect learning. In addition, the course will examine the role of adaptive processes in shaping learning capabilities in various species of organisms. Prerequisites: PSY [161](#) and any 200-level Psychology course. (Social Science) [ASTLEY](#)

374. Psychology of Women and Gender

Critical examination of theories, research, and historical perspectives relevant to women and gender. Topics include socialization, stereotyping and bias, life choices and roles, nature/nuture questions, physical and mental health, violence against women, and diversity among women and men. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science) [ENNS](#) or [GREEN](#)

377. Abnormal Child/Adolescent Psychology

A survey of emotional and behavioral disorders in children and adolescents, including the description of various behaviors, symptoms, syndromes, and disorders as well as research on child and adolescent disorders. The course explores multiple developmental pathways of children and adolescents as well as risks and protective factors that may influence the likelihood of developing a disorder. The course also addresses why and under what conditions disorders persist into adulthood. Prerequisites: PSY [161](#) and any 200-level Psychology course. (Social Science) [ENNS](#) or [JANSSENS-RUD](#)

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. There may be a field trip to collect data for an empirical research project. Prerequisite: any 200-level Psychology course. (Social Science) [DRAGON](#)

380. Human Services Practicum (1/2-1)

Application of psychological principles in an applied off-campus setting. Prerequisites: a declared major in Psychology, two course credits in Psychology relevant to the topic of the practicum, and permission of instructor. The maximum credit that may be earned in a Psychology practicum is three course credits. Students must provide their own transportation and purchase professional liability insurance through the American Psychological Association. See [Courses 280/380](#). (CR)

381. Abnormal Psychology

Etiology, dynamics, and treatment of mental disorders. Problems of diagnosis, prevention, and therapy in relation to such disturbances as transient and long-term reactions to stress, depression, anxiety disorders, addictions, schizophrenia, somatoform and dissociative disorders, and other problems in living. Field trips to selected institutions. Prerequisite: any 200-level Psychology course. (Social Science) [ENNS](#) or [GREEN](#)

382. Counseling and Psychotherapy

Major theories of therapy and counseling. Views of practitioners and theorists of various orientations. Prerequisite: any 200-level Psychology course. Recommended prerequisite: PSY [279](#). (Social Science) [ENNS](#) or [GREEN](#)

383. Health Psychology and Behavioral Medicine

Mind and body are inextricably linked, interacting in complex ways to contribute jointly to illness, disease, health, and well-being. Thus, the study of the mind (i.e., Psychology) has been integrated with the study of physical health (i.e., Medicine) to create the closely related fields of Health Psychology and Behavioral Medicine. The purpose of this course is two-fold: 1) to comprehend and integrate psychological and biomedical knowledge in order to better understand health and illness, and 2) to examine social and behavioral aspects that contribute to physical health and well-being. Prerequisites: PSY [161](#) and any 200-level Psychology course. (Social Science) [GREEN](#)

384. Industrial and Organizational Psychology

Psychology applied to work. Topics will include: personnel decisions, personnel training, performance appraisal, job satisfaction, work motivation, leadership, organizational communication, organizational development, union/management relations, and work conditions. Emphasis will be placed on critically examining the methods and practices of personnel decisions and performance appraisal through role-playing exercises and consideration of the theoretical and empirical literature on these topics. Prerequisites: two 200-level Psychology courses. Alternate years. (Social Science) [DRAGON](#)

386. Adult Development and Aging

Cognitive, social, and personality development from early through late adulthood. Themes of continuity and change in examining issues of family, work, gender, biological changes, and death and bereavement. Prerequisite: any 200-level Psychology course. Alternate years. (Social Science) [GANZEL](#) or [JANSSENS-RUD](#)

394. Research Methods

Examination of research designs, statistical tests, and procedures used to establish principles of psychology. Laboratory exercises and research reports written in APA style. Prerequisites: any 200-level Psychology course, statistics (either STA [201](#) or [347-348](#)), and Psychology major. (Social Science) [ASTLEY](#), [DRAGON](#), [GANZEL](#), or [GREEN](#)

395. Human Services Practicum and Seminar

Supervised full-time internship in a human service context and a weekly seminar. Group discussions of current issues in the field such as cultural and gender diversity, ethics, professional practice challenges, and the role of research in practice. Students must provide their own transportation and purchase professional liability insurance through the American Psychological Association. Prerequisites: three Psychology courses, declared Psychology major, junior standing, and permission of instructor. [ENNS](#) or [JANSSENS-RUD](#) (CR)

483. Senior Seminar

Each participant chooses a topic within psychology to be explored through periodic presentations and discussion. A paper critically reviewing research and theorizing on the topic chosen. Group discussions of current issues in the field such as gender and cultural diversity in psychology, the balance between research and clinical practice in professional development, and animal welfare. Prerequisites: PSY [394](#) and Psychology major with senior standing.

485. Research in Psychology (1/2-1)

Reading in depth on a topic in a selected area and the pursuit of an empirical problem related to the topic. May be repeated for credit to a maximum in both PSY 485 and PSY [511](#) of three course credits. Prerequisites: a declared major in Psychology, one Psychology course relevant to the topic, and permission of the instructor.

511. Extended Research in Psychology (1/4)

Reading in depth on a topic of current interest and the pursuit of an empirical problem related to the topic. Must be taken over four consecutive terms. Maximum number of credits allowed: same as for PSY [485](#). (CR)

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

Weekly discussion of articles and topics of interest in psychology. Three meetings per term for four terms, with one or two hours of outside reading in preparation for each discussion. Prerequisite: one college-level course in Psychology. (CR)

Religion (REL)

[Joseph Molleur](#), [Steven Sacks](#) (chair)

Major: A minimum of nine courses, to include the following:

- I. REL [101](#) and [222](#);
- II. A minimum of one Bible course, chosen from the following: REL [243](#), [244](#), [251](#), or [252](#);
- III. Either PHI [203](#) (Logic and Critical Thinking) or [355](#) (Philosophy of Religion);
- IV. REL [388](#); and
- V. A minimum of four additional Religion courses, chosen such that both of the following criteria are met: (a) all four courses may not come from a single religious tradition, and (b) at least three of the four must be at the 300 level. Up to two of the following courses, each with substantial religion-related content, may be included in the nine courses required for the major: ANT [210](#) (Religion, Magic, and Witchcraft), [308](#) (Ritual, Symbol, and Behavior); ART [265](#) (Ritual Arts of the African Diaspora), [361](#) (Saints and She-Devils); CLA [216](#) (Classical Mythology); ENG [326](#) (Milton); PHI [301](#) (Asian Philosophy), [355](#) (Philosophy of Religion); and SOC [370](#) (Religion, Spirituality, and Community).

Minor: A minimum of five courses in Religion, to include the following:

- I. REL [222](#); and
- II. A minimum of four additional Religion courses, chosen such that both of the following criteria are met: (a) all four courses may not come from a single religious tradition, and (b) at least three of the four must be at the 300 level.

101. Introduction to Religion

Role of religion in human experience, with attention to theories, methods, and issues in the study of religion. (Humanities) [SACKS](#)

222. Religions of the World

Comparative survey of the major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam. 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) [MOLLEUR](#)

243. Origins of Israel

Introduction to the historical development and character of Israelite religion through its representation in Hebrew Scriptures and relationship to neighboring societies of the Ancient Near East. Consideration given to the problem of textual interpretation, as well as to the differences between the traditional and critical approaches to the Bible. Alternate years. (Humanities) [SACKS](#)

244. Issues in Hebrew Bible

Focus on a particular issue or skill in the study of the Hebrew Bible. In the framework of a critical engagement with the Biblical text, the course will focus on issues such as Biblical Hebrew language, religions of the Ancient Near East or archaeology and Biblical history.

Particular issue will be specified in the current Course Schedule. Alternate years. (Humanities) [SACKS](#)

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](#)

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](#)

265 through 270. Topics in Religion

Topics vary according to specialization or interest of instructor. See [Topics Courses](#).

280/380. Internship in the Practice of Religion

Participation in the activities of a religious organization or institution. See [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

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. Alternate years. (Humanities) [MOLLEUR](#)

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. Alternate years. (Humanities) [MOLLEUR](#)

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 contemporary topics. Prerequisite: sophomore standing. Alternate years. (Humanities) [SACKS](#)

327. Religions of China and Japan

This course focuses on the character and development of Chinese and Japanese religions. Particular emphasis will be placed on the figures, movements and literature of China's and Japan's "major" religions (Buddhism, Confucianism, Taoism and Shinto) within their regional, social and cultural contexts. Some attention will also be given to NRM's (New Religious Movements) and the reception of "western" philosophy and religion. Prerequisite: sophomore standing. Offered every third year. (Humanities) [SACKS](#)

342. Judaism

Basic concepts, practices, and worldview of post-Biblical Judaism. Background readings in the history of Jewish people, religion, and thought. Prerequisite: sophomore standing. Offered every third year. (Humanities) [SACKS](#)

343. Issues in Contemporary Judaism

Focus on a particular issue or skill in the study of post-Biblical Judaism. In the framework of a critical engagement with the relationship between post-Biblical Judaism and the Hebrew Bible, the course will focus on issues which impact the conception of Jews and Judaism during the rabbinic, medieval and modern eras. Issues which will be addressed will include: Judaism and Islam, modern Jewish philosophy, Kabbalah, or the myth of the "original" Israel. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered every third year. (Humanities) [SACKS](#)

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. Offered every third year. (Humanities) [MOLLEUR](#)

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. Prerequisite: sophomore standing. Offered every third year. (Humanities) [MOLLEUR](#)

356. Christianity in America

An examination of several of the central figures and movements in the history of American Christianity, including the ideas and experiences of Protestant and Catholic Christians, conservative and liberal Christians, black and white Christians, and male and female Christians. Prerequisite: sophomore standing. Offered every third year. (Humanities) [MOLLEUR](#)

359. Issues in Christianity Today

Focus upon a particular issue that is of concern in contemporary Christianity. Among the issues that may be highlighted are: the question of faith, the problem of evil, modern concepts of God, the reality of religious pluralism, and feminist theological critiques of traditional Christianity. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered two out of every three years. Not repeatable, even when topic is different. (Humanities) [MOLLEUR](#)

362. Holocaust and Response

Social and theological developments in the articulation of Judaism in Europe as shaped by the watershed events of the Nazi Holocaust. Attention to the problem of evil and the claim that basic

changes in Jewish and Christian religious understandings are now inevitable. Prerequisite: sophomore standing. Offered every third year. (Humanities) [SACKS](#)

363. Suffering and the Sacred

This course examines diverse biblical response paradigms concerning human suffering as found throughout Jewish and Christian traditions. Paradigms we will explore include: Lament and protest as prayer form; redemptive suffering and self-sacrifice; liberation from social/political and psychological oppression; forgiveness; defiant joy as spiritual resistance; and relinquishment or shedding of Ego-mind including amid the pain of spiritual growth known as *Dark Night of the Soul*. These meaning making responses and coping strategies, as well as hope amid affliction, are undercurrents throughout the course. Includes Liberation Theology (black, womanist, and feminist), Holocaust Theology, and Contemplative/Mystical Theology. Prerequisite: sophomore standing. Offered every third year. (Humanities) [QUEHL-ENGEL](#)

366 through 370. Advanced Topics in Religion

Topics vary according to specialization or interest of instructor. See [Topics Courses](#). Prerequisite: sophomore standing.

377. Religion and Literature

Examination of religious themes in modern literature, including works by such authors as Fyodor Dostoevsky, James Hilton, T.S. Eliot, C.S. Lewis, and Bernard Malamud. Prerequisite: sophomore standing. Alternate years. (Humanities) [MOLLEUR](#)

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](#) (Medusa's Gaze: Art in the Age of Galileo), or [266](#) (American Indian Art: Gender and the Marketplace). Details of other readings, testing, etc. to be worked out with instructor. Available by student request. Prerequisites: two Religion courses and permission of instructor. (Humanities) [PENN-GOETSCH](#)

382. Issues in Religious Method

Focus on a particular issue as it relates to methodology in the study of religion. In the framework of a comparative approach and an engagement with the methods of the discipline, this course will consider such issues as: religion and violence; Messiahs, Gurus and other saviors; and ritual and belief. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered every third year. (Humanities) [SACKS](#)

388. Seminar in Perspectives on Religion

Exploration of advanced issues in the study of religion, treating selected theoretical perspectives as they apply to diverse religious traditions. Content will vary from course to course. Emphasis on individual research. Prerequisites: three Religion courses and junior standing. Alternate years. (Humanities) [SACKS](#)

511. Hebrew Reading Group (1/4)

Maintenance and development of Hebrew language skills through reading of the Hebrew Bible. Texts selected in consultation with the students participating. Course meets once a week for a semester. Prerequisite: permission of instructor. (CR) [SACKS](#)

Russian Studies (RSS)

Advisor: [Lynne Ikach](#)

This interdisciplinary major has been designed to prepare the student for graduate school, government employment, or research in the field of Russian Studies. The curriculum encompasses a program of courses in Russian language, history, literature, and related fields. Students are encouraged to participate in at least one of the various programs that offer language study in Russia.

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

- I. RUS [103](#) (Beginning Russian III), [205](#) (Intermediate Russian), [301](#) (Composition and Conversation);
- II. Five courses (at least two of which must be courses in Russian history) selected from HIS [321](#) (Muscovite and Imperial Russia), [322](#) (Revolutionary and Soviet Russia), [323](#) (Russia from 1941); PHI [307](#) (Marx and Marxism); POL [327](#) (Revolutionary Political Thought); and courses in the Russian Program at or above the 300 level.

The following courses are also recommended: ECB [223](#) (International Economics); HIS [315](#) (Diplomacy of War and Revolution); and POL [242](#) (International Politics). Note: 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 [Czech Republic](#). For study in Russia, see RSS [384](#) and [955](#).

280/380. Internship: see [Courses 280/380](#).

281. Introduction to Russian Culture through Literature and Film

Examination of works of literature and film that reveal historical and contemporary trends in Russian culture, with an emphasis on Russia's relationship to its past and to other cultures. Conducted in English. Alternate years. Same course as RUS [281](#). (Humanities, Writing Requirement) [IKACH](#)

290/390. Individual Project: see [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)

Reading, research, and writing in Russian on a topic developed in consultation with the instructor. Prerequisite: permission of instructor. 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](#)

Sociology/Anthropology

[Tori Barnes-Brus](#), [Erin Davis](#) (chair), [Alfrieta Parks Monagan](#), [Mary Olson](#)

- [Anthropology \(ANT\)](#)
- [Sociology \(SOC\)](#)

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 (STA [201](#) or [347-348](#)). The three subfields are: *Hierarchy and Inequality* (SOC [248](#), [315](#), [343](#), [348](#), [366](#), [376](#)); *Social Institutions and Social Control* (SOC [255](#), [273](#), [314](#), [370](#)); *Identity and Culture* (SOC [365](#), [367](#)). Selected topics may also fulfill subfield requirements. See [Topics Courses](#).

Students planning to attend graduate school are encouraged to include an individual research project (SOC [290/390](#) or [485](#)) in their major. Students planning careers in human services are encouraged to include an internship (SOC [280/380](#)) in their major. One course credit in individualized research (SOC [290/390](#) or [485](#)) or one course credit in internship (SOC [280/380](#)) may count toward the major. Not more than two 200-level courses may be counted toward the minimum eight course Sociology requirement.

Note: *Students may not combine a major in Sociology with the joint major in [Sociology and Anthropology](#).*

Teaching Major: Same as above. In addition to the foregoing requirements, prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under

Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Sociology: The following program in conjunction with a teaching major in [Anthropology](#) (individualized major), [Economics and Business](#), [History](#), [Politics](#), or [Psychology](#) will enable the student to apply for [certification](#) to teach both the major subject and Sociology: four course credits in Sociology approved by the chair of the Department.

Minor: A minimum of six course credits in Sociology which include SOC [101](#), [387](#), [398](#), and one course selected from each of the three subfields (*Hierarchy and Inequality*; *Social Institutions and Social Control*; and *Identity and Culture*). 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; socialization and culture, social institutions, race, gender, and class stratification, and social change. Emphasis on the United States and industrial societies. *Not open to seniors without permission of the instructor.* (Social Science)

248. Contemporary Native Americans

Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are influenced by their unique relationship with the federal government. An analysis of treaty rights, the nature of tribal self-determination, and the goals of current tribal activism. Topics covered include tribal efforts to control reservation development, to protect sacred environments, and to preserve tribal cultures. Alternate years. Prerequisite: SOC [101](#) or EST [123](#). (Social Science) [OLSON](#) [[Hierarchy](#)]

255. Media and the Public Mind

An examination of the underlying organization of the broadcast, print, and electronic media and their role in shaping perceptions, ideologies, and behavior. Special emphasis given to the news, advertising, media representations, and the political economy of the media. Prerequisite: SOC [101](#). (Social Science) [BARNES-BRUS](#) [[Institutions](#)]

256 through 260. Topics in Sociology

Selected topics of current interest in sociology. See [Topics Courses](#).

273. Families in Social Context

Focuses on the family as an ideology and an institution, including an examination of the archetype of the traditional family, and the salience and continued impact of these family norms and ideals. Investigates current debates on "The Family" from a sociological perspective, with an emphasis on the complex and diverse family experiences and patterns in the contemporary United States. Special emphasis is given to the meanings, relationships, and institutions of the family, the role of the family in our private and public lives, and the ways that the larger social and cultural contexts impact family life. Registration, when the course is taught off campus,

entails additional costs. Prerequisite: SOC [101](#). Alternate years. (Social Science) [DAVIS \[Institutions\]](#)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

314. Community

Explores different types of communities in the U.S. and contemplates the influence of politics, economics, and culture within them. Analyzes Americans' understanding of a "sense of community", explores concerns over declining community involvement, efforts at community development, and the role of community for individuals, the nation, and the world in which we live. Registration, when the course is taught off campus, entails additional costs. Prerequisite: SOC [101](#). (Social Science) [BARNES-BRUS \[Institutions\]](#)

315. Wealth, Power, and Inequality

Emphasizes the importance of socio-economic class by exploring the meaning and measurement of social class, how social classes are formed, and how they change. Explores issues of social mobility, investigates the relationship between various forms of inequality (i.e., social class, race-ethnicity, gender, sexuality) and contemplates the role of culture and social institutions, (e.g., work, the health care system, schools, families, the political systems, etc.) in perpetuating, legitimizing, and sometimes challenging social inequality. Prerequisite: SOC [101](#). (Social Science) [BARNES-BRUS \[Hierarchy\]](#)

343. Women: Oppressions and Resistances

Consideration of gender inequality as lived reality and locus of struggle. Topics include: cross-cultural analysis of sexual/racial violence, including violence in war; slavery and domestic service; women's resistances in civil rights, indigenous, development and human rights struggles. Prerequisite: SOC [101](#). Alternate years. (Social Science) [OLSON \[Hierarchy\]](#)

348. Race and Ethnic Relations

Various theoretical perspectives on race and ethnic relations, focusing on the United States. Topics include assimilation, ethnic conflict and U.S. immigration policy, the history of the civil rights, treaty rights and migrant farm worker struggles, the social construction of race, and signs of change in contemporary race and ethnic relations. Prerequisite: SOC [101](#) or EST [123](#). (Social Science) [OLSON \[Hierarchy\]](#)

350 through 360. Advanced Topics in Sociology

Selected topics of current interest in sociology. See [Topics Courses](#). Prerequisite: SOC [101](#).

365. Sexualities

Investigates sexuality as a social phenomenon, focusing on the "social construction of sexuality" or the myriad ways that individuals and societies regulate and attach meaning to emotions, desires, interactions, and relations. Examines the social organization of sexuality, social control over sexual behavior, and the historical and cultural diversity of sexual attitudes, behaviors,

identities and signifiers. Prerequisite: SOC [101](#). Alternate years. (Social Science) [DAVIS](#) [[Identity](#)]

366. Gender and Social Institutions

Examines gender as a social category-created and recreated through people's social practices and ideas and shaped by economic, political, and social processes. Explores a number of theoretical perspectives and looks at how the social world shapes our knowledge, interpretation, and performance of gender. Special emphasis on how social interactions and institutions may reproduce gender difference and gender inequality, and at times, challenge contemporary gender roles, norms, and stereotypes. Prerequisite: SOC [101](#). Alternate years. (Social Science) [DAVIS](#) [[Hierarchy](#)]

367. Self and Identity

Examines the construction, negotiation, and representation of the self and social identities. Explores differing theoretical approaches to understanding identity, considers the tensions and conflicts of identification, and investigates the relations between social identities, groups, cultures, and institutions. Identities, cultures, and social movements developed around sexuality, gender, race/ethnicity, disability and other social statuses are examined. Prerequisite: SOC [101](#). Recommended prerequisite: one additional course in Sociology beyond 101. Alternate years. (Social Science) [DAVIS](#) [[Identity](#)]

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 include women's spirituality and modern witchcraft communities, Native Americans and the sacred earth, and civil rights and faith-based social change. Prerequisite: SOC [101](#). Alternate years. (Social Science) [OLSON](#) [[Institutions](#)]

376. Civil Rights and Western Racism

Examination of the modern Civil Rights Movement through text and film. Consideration of the development of the movement through social protest and legal action, goals of the movement from integration to Black Power, and factors involved in emergence of the movement including the development of a Western racial worldview and the emergence of anti-colonial movements worldwide. Prerequisite: SOC [101](#). Alternate years. (Social Science) [OLSON](#) [[Hierarchy](#)]

387. Research Design and Data Analysis

Focus on the logic and procedure of sociological research. Explores the epistemological and methodological principles that form the basis of social research, including developing research questions, forming measurable concepts, determining appropriate research strategies, confronting ethical dilemmas, collecting and analyzing data, and revising theories in light of empirical data. Exploration and evaluation of various research methodologies as well as the development of an independent research project. Prerequisites: two courses in Sociology, including SOC [101](#), and one statistics course (STA [201](#) or [347-348](#)). (Social Science) [BARNES-BRUS](#) or [DAVIS](#)

398. Sociological Theory

Classical theories of social structure and social change, focused on the works of Marx, Durkheim, and Weber. Prerequisites: SOC 101 and one 300-level Sociology course. (Social Science) [OLSON](#)

485. Readings/Research in Sociology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward the Sociology major or the Sociology and Anthropology major. Prerequisites: two courses in Sociology, including SOC [101](#). (OP)

Anthropology (ANT)

There is no departmental major as such. [Individualized majors](#) may be developed involving Anthropology and other disciplines, especially [Art](#), [Biology](#), [Ethnic Studies](#), [Music](#), [Psychology](#), and [Religion](#). See *Declaration of Degree Candidacy, Majors, and Minors*. See also the interdisciplinary major in [Sociology and Anthropology](#) and the Teaching Majors in [Anthropology](#) and in [Sociology and Anthropology](#).

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

Teaching Major: An individualized major in Anthropology, which includes at least eight course credits in Anthropology. In addition to the foregoing requirements, prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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 [certification](#) 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 [205](#), [206](#), or [222](#) when taught in the Bahamas), 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. Alternate years. DOERSHUK

106. Language, Culture, and Community

An introduction to linguistic anthropology. Students will become familiar with contemporary issues, themes, and theories about language. Topics include communication as a sign system; language as a formal abstract system; and the relationship between language and culture, language and social identity, and language and ideology. Students will become critical thinkers about ways language and language use affect and are affected by individuals, social groups, cultural practices, and politics. Alternate years. (Social Science) [SIEBERT](#)

110. Archaeology

Theories, methods, and techniques of the interpretation of the material remains of human cultures. Reconstruction of human behavior, technology, and cultural developments. Alternate years. (Social Science) DOERSHUK

205. The Maya

An introduction to the intriguing cultures, philosophies, and achievements of the Maya. Ancient Maya culture, Spanish colonialism, modern events and recent Maya response, as well as history, culture, society, language, and beliefs are addressed. Materials written by Maya authors used when possible. Prerequisite: ANT [101](#), HIS [141](#), or LAS [141](#). Alternate years. (Social Science) [SIEBERT](#)

206. West Indian People and Culture

Ethnographic examination of the descendents of East Indian and Chinese indentured servants, and African slaves. Topics include maroonage, retentions, kinship and gender roles, the spirit world, fiesta, and cultural pluralism. Registration, when the course is taught off campus, entails additional costs and permission of instructor. Prerequisite: ANT [101](#). 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. Prerequisite: ANT [101](#) or EST [123](#). 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, the spirit world, witches, magic, myths, syncretism, shamanism, and revitalization. Special attention is given to ethnomedicine. Prerequisite: ANT [101](#). Alternate years. (Social Science) [MONAGAN](#)

222. Applied Anthropology

The relevance of anthropological theories, methods, and findings in solving practical problems. Contemporary issues will include acculturation, modernization, tourism, overpopulation, health, and cultural survival. Registration, when the course is taught off campus, entails additional costs.

Prerequisites: ANT [101](#) and permission of instructor. A second anthropology course is recommended. Alternate years. (Social Science) [MONAGAN](#)

256 through 260. Topics in Anthropology

Selected topics of current interest in anthropology. See [Topics Courses](#).

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 women and war, socialization, religion, work, aging, and modernization. Prerequisite: ANT [101](#) or WST [171](#). Offered every third year. (Social Science) [MONAGAN](#)

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

308. Ritual, Symbol, and Behavior

Exploration of various theories of symbolic anthropology. Emphasis on foods, mythology, festivals, and death and dying. Topics include secular and religious ritual analysis, ritual drama, tricksters, and *communitas*. Prerequisites: ANT [101](#) and sophomore standing. Alternate years. (Social Science) [MONAGAN](#)

311. Introduction to Archaeological Field Methods

Field course involving direct student participation in archaeological data collection through excavation of buried historic or prehistoric site deposits. Standard archaeological excavation techniques, recording of excavation context through mapping and photography, regional culture history sequences and artifact identification. Registration entails additional costs. Prerequisite: ANT [101](#), [105](#), or [110](#). Alternate years. (Social Science) [DOERSHUK](#)

312. Medical Anthropology

Cross-cultural perspectives on the cause and treatment of physiological and psychological illnesses. Topics include ethnomedicine, ethnobotany (bush medicine), health-related practices in traditional and industrial societies, culturally appropriate nutrition education, and caring for patients from different cultures. Prerequisite: ANT [101](#). Alternate years. (Social Science) [MONAGAN](#)

320. Qualitative Research Methods and Fieldwork

Introduction to the theory and practice of anthropological research methods, including research proposals, ethnographic interviewing, participant observation, and qualitative approaches to the analysis of cultural data. Students engage in ethnographic research. Prerequisites: ANT [101](#) and junior standing. Alternate years. (Social Science) [MONAGAN](#)

322. The History of Ethnological Theory

Critical and historical study of theories of culture. Historical and contemporary schools of thought and major trends in ethnological theory, along with seminal theorists. Theoretical approaches in relation to biography, historical era, and sociocultural milieu of theorists, and to

the function of anthropology in Western thought. Prerequisites: ANT [101](#) and junior standing. Alternate years. (Social Science)

356 through 365. Advanced Topics in Anthropology

Selected topics and current issues in anthropological theory. See [Topics Courses](#). Prerequisite: ANT [101](#) or [110](#).

485. Readings/Research in Anthropology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward an individualized major in Anthropology or the [Sociology and Anthropology](#) major. Prerequisites: ANT [101](#) and one other course in Anthropology. (OP)

Sociology and Anthropology (SAN)

Major: An [interdisciplinary major](#) with a minimum of 10 course credits in Sociology and Anthropology, which include SOC [101](#); ANT [101](#); SOC [387](#) or ANT [320](#); SOC [398](#) or ANT [322](#); and six other courses, of which at least two are in each discipline, and of which at least three are at or above the 300 level.

No more than two course credits in individualized research (one in Sociology and one in Anthropology), and no more than three 100-level courses may be counted toward the total of 10 course credits.

Note: *Students may not combine this joint major in Sociology and Anthropology with a [Sociology major](#), an [individualized major in Anthropology](#), or a Sociology or Anthropology minor.*

Teaching Major: Same as above. Completion of the above requirements meets the standards for teaching certification 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 coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Theatre and Communications Studies

[Mark Hunter](#), [Scott Olinger](#) (chair)

- [Communications Studies \(COM\)](#)
- [Theatre \(THE\)](#)

Theatre (THE)

Major:

- I. THE [115](#) or [216](#) or [310](#);
- II. THE [107](#) or [108](#);
- III. THE [201](#);
- IV. THE [311](#);
- V. One of the following: THE [343](#), [344](#), [345](#), [348](#), [376-379](#);
- VI. THE [346](#) and [347](#);
- VII. Two credits comprised of eight participation quarter-credit courses as follows: at least one quarter-credit of THE [715](#); at least two quarter-credits of THE [750](#) (taken as early as possible); at least one quarter-credit of THE [751](#), [752](#), [753](#), or [754](#); and the remaining four quarter-credits earned at the election of the student from any of the following: THE [715](#), [750](#), [751](#), [752](#), [753](#), [754](#); and
- VIII. Three other full-credit courses from the Theatre Department. At least one of these three courses must be at or above the 300 level. One of the following courses may be substituted: CLA 364 (Masterpieces of Greek and Roman Theatre), ENG 240 (Theatre, Architecture, and the Arts in England), ENG 323 (Shakespeare I: Comedies and Romances), ENG 324 (Shakespeare II: Histories and Tragedies), ENG 327 (Shakespeare after Shakespeare: Performance and Cultural Criticism).

Minor: THE [115](#) or [216](#) or [310](#); THE [107](#) or [108](#); THE [201](#); THE [346](#) or [347](#); any one of the following: THE [343](#), [344](#), [345](#), [348](#), [376-379](#); one credit comprised of at least two different participation quarter-credit courses chosen from the following: THE [715](#), [750](#), [751](#), [752](#), [753](#), [754](#).

107. Stagecraft

Introduction to methods and materials of building theatrical scenery for production. Students are required to help build scenery for upcoming Theatre Department productions through lab work, utilizing methods learned in classroom component. Stage lighting instruction covers basic electrical theory, functions and properties of light, and hanging and focusing of various theatrical lighting fixtures. (Fine Arts) [OLINGER](#) or SCHNEIDER

108. Costume Construction

Introduction to costume construction technology, including sewing, pattern reading and draping, through classroom and laboratory work. A brief survey of dress throughout history is included. Students are required to help in the construction of costumes for an upcoming Theatre Department production. (Fine Arts) [KELCHEN](#)

115. Basic Acting

Study and practice in the essentials of the art and craft of acting. Emphasis will be given to observation, ensemble work, and character development, and all will be explored through scene and monologue study, class activities and performances, and paper/presentation assignments. (Fine Arts) [CLARK](#), [HOVLAND](#), or [VAN VALEN](#)

160. Fundamentals of Theatre Design

Exploration of the role and process of design as it relates to theatrical production. Students complete practical exercises in scenic, costume, lighting, and sound design, and learn to critically analyze and respond to design work with the elements of design vocabulary. (Fine Arts)

[KELCHEN](#) or [OLINGER](#)

201. Play Analysis

Study and practice of play analysis with an emphasis on exploring the potential for live performance embedded in a written text. Students will learn to employ a three-tiered approach to analyzing plays: textual/structural, dramaturgical/contextual, and creative/intuitive. Offered three out of every four years. (Fine Arts) [HUNTER](#)

206. Sound Design

Explores the role of the theatrical sound designer and sound engineer in the design and production process. Course includes understanding the principles and properties of sound, especially as a design element in the theatre; digital and analog recording; and editing, mixing and playback techniques. Projects focus on the challenges and difference in recording, playback, and the use of sound in theatrical settings and configurations. Recommended prerequisite: at least one Theatre production participation credit (THE [750](#), [751](#), [752](#), [753](#), or [754](#)); THE [753](#) is particularly recommended. (Fine Arts) SCHNEIDER

216. Voice and Movement

Development of vocal and physical vocabularies for the stage. The class will focus on giving specificity and simplicity to the use of voice and body for theatrical expression. Through the exploration of dramatic texts (both prose and poetry), the incorporation of various techniques, and the study of basic anatomy and physiology, the course seeks to enable the actor to communicate with a greater capacity the energy, life, and limitless possibilities found in language whether spoken through the voice or expressed through movement and gesture.

Prerequisite: THE [115](#). (Fine Arts) [CLARK](#) or [VAN VALEN](#)

260 through 265. Topics in Theatre Production

Various techniques and processes explored in relation to theatre production. Recent topics have included period undergarment construction, rendering, and mask making. See [Topics Courses](#). (Fine Arts)

266. Drafting for the Theatre

Instruction in computer-aided drafting for theatre applications. Focuses on scenic and lighting design. Course uses AutoCAD. Alternate years. [OLINGER](#)

267. Stage Make-up

Design and application of theatrical make-up in a laboratory setting. Practical considerations for performance, aiding character development through careful design, and some appliqué technique are covered. Alternate years. (Fine Arts) [KELCHEN](#)

268. Scene Painting

Instruction in the craft of painting for the stage in a laboratory setting. Focus on duplicating

texture and pattern for large format viewing, faux finish techniques, and study of light and shadow. Alternate years. (Fine Arts) [OLINGER](#)

269. Drawing and Rendering for the Theatre

Studio study of rendering techniques and drawing skills useful to theatrical artists. The course combines instruction in traditional and hand methods with Adobe Photoshop and other digital platforms. Prerequisite: THE [107](#) or [108](#). Alternate years. (Fine Arts) [OLINGER](#)

270 through 279. Topics in Theatre History and Drama

Introductory studies in analysis, critical theory, and dramaturgical skills. See [Topics Courses](#). (Humanities)

280/380. Internship: see [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 [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 sophomore standing. Alternate years (alternates with THE 304). (Fine Arts) [OLINGER](#)

304. Lighting Design

Exploration of the role of the lighting designer in the design and production process. Emphasis on employing a lighting inventory to develop mood, achieve focus, and provide visibility for theatrical productions, based on analysis of the script and the visual approach to the play. Project work focuses on the challenges and differences in designing lighting for the proscenium, thrust, and arena stages. Building upon the principles learned in THE [107](#) and [266](#), students are expected to have an understanding of basic lighting equipment and drafting. Prerequisites: THE [107](#) and sophomore standing. 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. Prerequisites: THE [108](#) and sophomore standing. Alternate years (alternates with THE 267). (Fine Arts) [KELCHEN](#)

310. Acting Studio

A studio course that explores certain topics in performance, methodology, scene study, and acting approaches for the advanced theatre student. Such areas of study may include: solo performance, approaches to characterization, acting methodologies, mask work, and the creation of monologue, music, and story-telling repertoires. The course will cover one topic each year and may be repeated providing that the topic is different. Prerequisite: THE [115](#) or [216](#). (Fine Arts) [CLARK](#), [HOVLAND](#), or [VAN VALEN](#)

311. Directing I

Theory and practice of directing with emphasis on the realistic genre. Prerequisites: THE [115](#) and a declared major in Theatre. Recommended prerequisite: one-quarter credit in a Theatre participation 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.

316 through 320. Topics in Theatre Performance

Special topics in acting and direction. See [Topics Courses](#). (Fine Arts)

321. Playwriting I

Techniques of, and practice in, writing scenes or short plays. Prerequisites: THE [115](#) and writing-designated course (W). Offered subject to availability of faculty. (Fine Arts)

322. Playwriting II

Development and implementation of skills learned in Playwriting I. Prerequisite: THE [321](#). May be taught as a tutorial. May be repeated once for credit. (Fine Arts)

331. Advanced Acting

Advanced study of the working process of the actor in both monologues and contemporary scenes. The work includes physical and vocal technique, performance study, and audition preparation. Prerequisite: THE [115](#) or [216](#). Alternate years. (Fine Arts) [CLARK](#), [HOVLAND](#), or [VAN VALEN](#)

332. Advanced Scene Study

Building on the techniques learned in Basic Acting and Voice and Movement, this class will emphasize scene work and scene analysis through the use of "heightened language" texts, the study of classical plays and playwrights, and exposure to dramatic verse. All class work and exercises will focus on closely examining the text, embracing the given circumstances, playing an action, and responding to the partner through a detailed exploration of Stanislavski and *An Actor Prepares*. Prerequisite: THE [115](#) or [216](#). Alternate years. (Fine Arts) [CLARK](#), [HOVLAND](#), or [VAN VALEN](#)

343. Women and Theatre: Historical and Theoretical Perspectives

Examination of the historical role of women in theatre and the interrogation of gender and sexuality in contemporary theatre practice. The course has parallel tracks: a consideration of

women's historical participation in the theatre as performers, writers, and directors; a critical inquiry into the ways that women have been represented in the theater from the seventeenth century to the 1990s. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) [HUNTER](#)

344. History of Music Theatre

Examination of the evolution of music theatre, from its beginnings in European operetta to its flowering in the Broadway theatre of the mid-twentieth century. Topics include music theatre's unique fusion of music, lyrics, and libretto, and its elaboration and development in recent decades. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) [HUNTER](#)

345. Twentieth Century Performance

An examination of representative works from the twentieth century that deal with ideas and formal elements that are not bound up in traditional narrative. The course explores the historical circumstances of the creation of these works and argues for an expanded understanding of theatre that encompasses all kinds of aesthetic performance. Prerequisite: writing-designated course (W). Offered every third year. (Humanities) [HUNTER](#)

346. Canon Shots: Classics of Dramatic Literature and their Contexts

This course in dramatic literature surveys playtexts which have been especially influential in theatre history prior to the mid-twentieth century. Plays studied include acknowledged masterpieces from ancient Greek, early modern, Elizabethan, and Restoration comedy texts, as well as an assortment of nineteenth and early twentieth century classics. Prerequisite: writing-designated course (W). Offered two out of every three years. (Humanities) [HUNTER](#)

347. Contemporary Drama

This course in contemporary playwriting focuses on selected playtexts written after the mid-twentieth century. It is intended to survey the range of contemporary dramaturgy, emphasizing plays acclaimed for their quality and influential impact on other writers. Prerequisite: writing-designated course (W). Offered two out of every three years. (Humanities) [HUNTER](#)

348. Theatre and the Arts in New York City

The study of American art and culture, focusing particularly on theatrical performance, opera, and dance. Typically includes backstage tours, museum and gallery visits, and workshops with local actors, designers, and other theatre artists. Taught in New York City. Registration entails additional costs. Prerequisite: writing-designated course (W). Alternate years. (Humanities) [HUNTER](#), [OLINGER](#), or [VAN VALEN](#)

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. [KELCHEN](#), [OLINGER](#), or [SCHNEIDER](#)

370 through 379. Topics in Theatre History and Drama

Studies centering on a particular nationality, period, playwright, or genre. See [Topics Courses](#). Prerequisite: writing-designated course (W). (Humanities) [HUNTER](#)

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. May be repeated for credit.

715. Directing and Performance (1/4)

Participation within a semester in one major role in a full-length play or the equivalent. (Fine Arts) (CR) [CLARK](#), [HOVLAND](#), [HUNTER](#), or [VAN VALEN](#)

750. General Production Practicum (1/4)

Practical exploration of the production process in the areas of scenery and prop construction, costuming, lighting, and sound. Requires three hours per week over the course of terms one through four or five through eight. Hours are scheduled with instructor. (Fine Arts) (CR) [KELCHEN](#) or [SCHNEIDER](#)

751. Scenery and Props (1/4) (Fine Arts) (CR) [OLINGER](#) or [SCHNEIDER](#)

752. Costumes and Make-up (1/4) (Fine Arts) (CR) [KELCHEN](#)

753. Lighting and Sound (1/4) (Fine Arts) (CR) [OLINGER](#) or [SCHNEIDER](#)

754. Theatre Administration and Stage Management (1/4) (Fine Arts) (CR) [HUNTER](#) or [OLINGER](#)

964. Chicago Arts Semester: see [Cornell-Approved Domestic Off-Campus Programs](#).

Communications Studies (COM)

121. Speech Communication

Introductory course on group discussion, role playing, impromptu and planned speeches, and nonverbal behavior, all as part of the communicative process.

228. Leadership

Analysis and application of both leadership styles and strategies. Coursework addresses general theories of leadership behavior and communication, and develops some of the specific skills identified as integral to effective leadership. Alternate years. [WIGHTMAN](#)

235. Oral Interpretation

Emphasis on the meaningful oral reading of poetry, prose, drama, and children's literature, after careful study and analysis of the literature selected. Some group projects in interpretation may be developed. [WIGHTMAN](#)

251. Organizational Communication

Studies and addresses communication behaviors and strategies in the organizational context. Coursework will examine both formal and informal environments, structural impact on communication strategies, and concepts for creating a communicative environment. Alternate years. [WIGHTMAN](#)

276 through 279. Topics in Communications

Introductory studies in communications-related fields. See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

323. Media, Politics, People

Addresses the impact of mass media such as television, radio, newspapers, and magazines on social issues and audience perception as a communication environment. The class explores the communication relationship between mass media and the public. Prerequisite: COM [121](#). Alternate years. [WIGHTMAN](#)

326. Argumentation and Debate

Principles of argumentation and styles of debate. Students develop and present well-reasoned arguments on a variety of topics. Prerequisite: COM [121](#). Alternate years. [WIGHTMAN](#)

376 through 379. Advanced Topics in Communication

Critical evaluation of current issues in communication or study of a selected topic in communication. See [Topics Courses](#).

561. Speech Activities (1/4) (CR)

Theatre and Speech (THS)

Advisor: [Scott Olinger](#)

The following [interdisciplinary major](#) is available only as a teaching major:

Teaching Major in Theatre and Speech: A minimum of 11.25 course credits in [Theatre](#) and [Communications Studies](#), which include:

- I. COM [121](#), [235](#), [323](#), [326](#); THE [115](#) or [310](#) or [331](#), [201](#), [311](#), [107](#) or [108](#); any one of the following: THE [341](#), [342](#), [343](#), [344](#), or [345](#); [376-379](#);
- II. one-and-one-quarter credits composed of five adjunct quarter-credits as follows: one-half credit of THE [715](#); two quarter-credits to be chosen from: THE [751](#), [752](#), [753](#), [754](#); and one additional quarter-credit of either THE [715](#) or COM [561](#).

In addition to the foregoing requirements, prospective teachers must also apply for [admission](#) to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to [secondary certification](#) described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Women's Studies (WST)

Faculty: [Craig Allin](#), [Tori Barnes-Brus](#), [Marty Condon](#), [Diane Crowder](#), [Erin Davis](#), [Carolyn Zerbe Enns](#), [Melinda Green](#), [John Gruber-Miller](#), [Leslie Hankins](#), [Michelle Herder](#), [Mark Hunter](#), [Genevieve Migely](#), [Alfrieta Parks Monagan](#), [Joseph Molleur](#), [Michelle Mouton](#), [Mary Olson](#), [Christina Penn-Goetsch](#) (chair), [Shannon Reed](#), [Kirilka Stavreva](#), [Catherine Stewart](#), [Jama Stilwell](#), [Aparna Thomas](#), [Ellen Whale](#),

The program in Women's Studies, which includes this interdisciplinary major, is supervised by a Committee composed of faculty members who teach courses dealing with the position and concerns of women. Cornell's offerings about women consist both of courses lodged in departments and courses offered by Women's Studies itself. This model seeks to integrate feminist scholarship into the curriculum of the disciplines themselves while also providing key courses that draw upon the interdisciplinary nature of Women's Studies.

Major: A minimum of nine course credits, which include WST [171](#), [271](#), a 300-level alternative perspective course, WST [411](#), and [487](#); also four course credits selected from additional Women's Studies courses or from the list of departmental courses approved for Women's Studies credit. Alternative perspective courses include the following: POL [330](#) (Women and Politics: A Cross-National Perspective), [331](#) (Gender and Development), SOC [343](#) (Women: Oppressions and Resistances), [365](#) (Sexualities), [367](#) (Self and Identity), WST [301](#), or a relevant course approved by the Women's Studies committee.

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. Introduction to Women's Studies

Explores analytical frameworks for the study of gender-defining institutions, focusing on women in society. The course emphasizes approaches and methods that recognize the diversity and similarity of women's experiences across class, racial, and ethnic groups.

271. Feminist Theories

Examination of a variety of theories about feminism, the nature of gender, and its relationship to biological sex, and women's and men's roles in society. Theoretical perspectives that posit reasons for the existence of privilege, oppression and various "isms" (e.g., sexism, heterosexism, and racism) will be examined as well as goals and strategies for social change associated with these diverse perspectives. Prerequisite: WST [171](#) or any course approved for Women's Studies major credit. [A. THOMAS](#)

255 through 279. Topics in Women's Studies

Study of a selected topic of interest and concern in Women's Studies. See [Topics Courses](#).

280/380. Internship: see [Courses 280/380](#).

290/390. Individual Project: see [Courses 290/390](#).

301 through 388. Advanced Topics in Women's Studies

Topics selected by the Women's Studies Committee. See [Topics Courses](#). Prerequisite: WST 171 or 271.

393. Global Feminisms

The course will examine the meaning of "feminism" in a global context and study the ways in which local movements, national and international agencies have addressed the issue of gender oppression in the world. The course will also examine some of the issues that have become part of the global agenda for women over the last few decades. Particular attention will be given to women's movements worldwide and the multiple ways in which women have organized to improve their lives. Prerequisite: WST [171](#) or [271](#). Alternate years. [A. THOMAS](#)

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. Developing a thesis or practicum proposal in consultation with the instructor and an additional faculty advisor, project to be completed in the WST [487](#) Project term. Prerequisites: WST [171](#) and at least two additional courses that count toward a major in Women's Studies. Alternate years. [A. THOMAS](#)

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](#).

487. Project

A substantial culminating project for the Women's Studies major, developed in WST 411 and completed usually in the senior year. Consists of an original research/criticism paper, a creative writing/performance/exhibition, or a practicum, and a public presentation and defense. Prerequisite: WST [411](#).

988. There are semester-long programs run by the School for International Training that have an emphasis on gender. The programs are in Mali, Jamaica, the Balkans, and the Netherlands.

Topics Courses

The following descriptions provide information for courses which are not fully detailed in the departmental section of the Catalogue. These are courses with variable content which may

change from year to year, or they are courses which are experimental and may be offered only once or twice before gaining approval to be listed along with other departmental or program courses. B.A. distribution requirements satisfied by these courses are shown at the end of each description.

ANTHROPOLOGY

7-256. Topic: Economies, Cultures, and the Human Experience

Course examines the economic systems of various groups from the past and present, showing how methods of exchange and distribution ultimately play a fundamental role in the development of the social relations, customs, norms, and worldviews of a people. DAUGHTERS

9-363. Advanced Topic: Truth and Reconciliation in Global Perspective

This course is about the world's 'unfinished business,' making amends, and building sustainable peace via the mechanisms of truth, justice, and reconciliation. Case studies from South Africa, Rwanda, Australia, Israel, Northern Ireland, and other settings highlight specific reconciliatory gestures such as apologies, reparations, memorials and museums, truth commissions, treaties, musical, sporting, artistic and other performances. Prerequisite: ANT 101, EST 123, or SOC 101. (Social Science) McINTOSH

5-364. Advanced Topic: Globalization and Culture Change

Course examines the economic dimension of globalization -- the rapid spread of free market systems over the past generation and the resulting industrialization of communities once reliant on rural subsistence practices. Case studies from Latin America, Africa, and Asia are examined with an eye on the impact of globalization on local culture. Prerequisite: ANT 101 or LAS 141. (Social Science) DAUGHTERS

ART

4-274. Topic: Race, Identity, and Art History

Course addresses questions of race, gender, and sexual orientation as examined in recent art history with a primary focus on how ethnicity is addressed in the visual arts. (Humanities) ROBBINS

7-375. Advanced Topic: Rome Reborn: Imperialism in the Renaissance (in Rome)

The Eternal City is revived by the popes throughout the Renaissance and Baroque (1400-1700). This course will use Charles Stinger's Renaissance in Rome as a springboard for an examination of how the figures and works of ancient and pagan Rome influenced the religious and political works of the early modern world. The course will involve trips to Pompeii, Tivoli, and Florence as a part of the journey; however, most of our attention will be devoted to the city of Rome and works of Bramante, Michelangelo, and Bernini among others. Prerequisite: a 200-level art history course or permission of the instructor. (Humanities) PENN-GOETSCH

BIOLOGY

1-108. Topic: The Global Petri Dish (First Year Seminar)

This course will examine biological, historical, and sociological aspects of several global health issues. We will discuss emerging and re-emerging pathogens that result in disease outbreaks and their global consequences. (Science) CHRISTIE-POPE

2-108. Topic: Sex: A Feminist Evolutionary Perspective

The course will explore evolutionary biology from feminist, scientific perspectives. The course will focus on the biology of diverse organisms (including humans), address the implications for contemporary humans, and consider how scientists analyze information. (Science) CONDON

3-108. Topic: The Ecology of Home: Living Locally, Thinking Globally

Ecology, quite literally, means the study of home. However, students should be prepared to picture their "homes" from a fresh perspective. We will explore our physical dwellings and local surroundings, and expand into our larger ecological and global environs. Through the lenses of ecology, conservation and ethics, we will investigate important contemporary issues like global warming, food production, and energy consumption. The course will emphasize reading, writing, discussion, research and hands-on experience to understand the meaning of living at home. (Science) GANNES

9-382. Advanced Topic: Chemical Ecology

An investigation of how naturally occurring chemicals influence ecological interactions within the context of plant growth, insect and animal behavior, and microbial ecology. Prerequisite: BIO 205. This course satisfies the Cell requirement in the Biology major and satisfies the elective requirement in the BMB major. (Laboratory Science) NOWAK-THOMPSON

9-384. Advanced Topic: Animal Migration: Ecology, Evolution, and Conservation

Migration is one of the most impressive biological phenomena: billions of participants, fantastic physiological hardships, and distances exceeding tens of thousands of kilometers. This upper-division course will explore the phenomenon of migration in insects, mammals and birds in the context of ecology, physiology, genetics, evolution and conservation. Students explore aspects of migration biology through discussion of primary literature, experimentation, fieldtrips and individual research projects. Prerequisites: BIO 141 and 142. This course satisfies the Animal requirement in the Biology major. GANNES

CLASSICS

7-277. Topic: Egypt in the Imagination: Ancient Writers, Christian Pilgrims, Modern Travelers

Egypt has been regarded as a land of wonders by both ancient and modern travelers. The spirit of inquiry that no doubt led Herodotus to make his journey to Egypt in search of thaumata (marvelous/wondrous sights) continues to bring countless visitors to this ancient land each and every year. Egypt also played host to kings and emperors: Alexander the Great came to visit the oracle of Ammon at the Siwa Oasis, and the Roman Emperor Hadrian's visit to the Colossi of Memnon was commemorated in verses composed by Julia Balbilla and inscribed on the statues themselves. Christianity did not cause interest to wane: the Christians transformed the landscape with shrines, monasteries, and churches and created their own wonders that inspired pilgrims to

make the journey. This course will examine the tales these travelers told about their journeys and their experiences, including the works of Herodotus and Christian pilgrims, as well as documentary sources and other inscriptions, like those of Balbila, travelers left as they toured many of the same sites frequented by modern tour buses. We will conclude with a consideration of modern travel to Egypt and examine the approaches taken by travelers, archaeologists, scholars and authors in their examinations of Egypt and its wonders, and how they presented their findings from Napoleon and the Description de l'Égypte to works by Amelia Edwards and early Egyptologists like E.A. Wallis Budge. (Writing Requirement) VENTICINQUE

9-279. Topic: Cultural Crossroads in Antiquity: Egypt, Greece and Persia (in Chicago)

By the time of Ramses II (1279-12 BCE), Egypt had become an economic and political power in the ancient Mediterranean. An increased international profile also brought Egypt into increased contact with other ancient powers through trade, diplomatic contact and war: the Hittite Kingdom in Asia Minor, Babylon in Mesopotamia, Persia to the west, and Greece across the sea. Focusing on the history of Egypt from the New Kingdom (ca. 1600 BCE) to the conquest of Alexander the Great (330 BCE) this course will examine the interactions between these empires, kingdoms, and city states of Egypt, Greece, and Persia. In addition to a discussion of the society, economy, and religion of Egypt, we will also examine the ways in which foreign rulers such as the Persian king Cambyses, Alexander the Great, and the Ptolemies used and manipulated ideologies and propaganda to solidify their claims to rule in Egypt, and the Egyptian responses to those foreign rulers. Other topics include contact between Greece and Persia, the Persian Wars, and the impact of economic ties with Egypt on Greek society. Readings for the course will include Egyptian, Greek and Persian literary and documentary sources in translation; we will also take advantage of the museum collections of the Oriental Institute at the University of Chicago, the Art Institute of Chicago, and the Field Museum to supplement these texts with material culture and art historical evidence. (Humanities) VENTICINQUE

ECONOMICS AND BUSINESS

9-268. Topic: Applications in Entrepreneurship

This course is the second in the two block Entrepreneurship sequence. This course is project-based and focuses on developing a business plan formulated during the first block course. Prerequisite: ECB 251. BURGESS

ENGLISH

2-111-A and 3-111-B. **Topic: Responses to War.** Walt Whitman said of the Civil War that the “real war will never get in the books.” What versions of war, then, do get in books? This course will expose students to different artistic responses to war and the critical skills necessary to analyze them. Course discussions will consider the limitations of representation and documentation, the intersections of public and private life, and the uses of art. We will ask such questions as: how can trauma be documented? how do authors represent the unspeakable? what is the purpose of a personal account versus a documentary about the “whole” war? Students will hone their skills in analyzing both primary and secondary sources. They will engage in several different types of academic writing and will conduct their own research projects. Because this is a writing course, significant course time will be spent on the writing process, with a focus on

revision. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) ENTEL

3-111-A. **Topic: European Drama at the *Fin-de-Siècle*.** Literary study of plays from Great Britain and Europe at the turn of the nineteenth-century. During this time period, playwrights addressed pressing social questions on the page and stage—questions concerning the roles of men and women, conflicts among social classes, the welfare of children, the purpose of art, and others. In class discussion, papers, and dramatic readings, we will explore both literary elements (themes, structure, characterization, literary devices) and theatrical elements (staging, acting, costume, set design, and adaptation) to propose and defend interpretations. While an introduction to theatre during this time period, the class is also an introduction to college-level writing and research; students will write papers, do daily informal writing, and participate in writing lessons and writing workshops. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) MOUTON

3-111-C. **Topic: Robinson Crusoe's Legacy.** Almost everyone knows the story of *Robinson Crusoe*: there's a shipwreck, a deserted island, a footprint, and Friday. We know all these details because Daniel Defoe's novel, extraordinarily influential in the eighteenth century, continues to fascinate us, and people keep re-telling the story: NBC's *Crusoe* (2008), for instance. But *Robinson Crusoe* is much more than an adventure story. It also tells the story of education and government, of philosophy and religion, of colonialism and slavery. In this class we will read *Robinson Crusoe*—first in its eighteenth-century context—and then as a blueprint for colonialism. We will also read literature that explores some of the same ideas that Defoe's novel explores, some literature that adapts *Robinson Crusoe*, and some that directly responds to Defoe's novel. In addition to *Robinson Crusoe*, texts will include literature by Indian, South African, and Nigerian writers and critical articles on the course topic. Emphasis on critical reading, writing, and revision. Some attention paid to writing style as well. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) REED

4-111-A and 5-111-A. **Topic: From Esther to Elizabeth I: Queens in Sacred Writings, Literature, and Film.** Savvy political power brokers and symbols of patriarchal power or male political alliances, sexualized enchantresses and skillful negotiators, she-wolves and saintly wives to the nation, defenders of their honor, their love, their nation, their faith: from the ancient Hebrews to today, queens have captured the imagination of story-tellers, writers, and film-makers. In this introductory writing course, we will study the representations of historical and mythologized women rulers in the Hebrew Bible, Renaissance and Romantic literature, and contemporary film--women such as Esther and Vashti, Mary Stuart of Scotland and Elizabeth I of England, Marguerite (de Valois) of Navarre and Catherine de Medici. Through writing and class discussions of chapters from the Hebrew Bible, Renaissance drama, poetry, narrative fiction, and historical documents, a Romantic novel, and contemporary historical films, you will hone your analytical and critical reading skills. A research assignment will introduce you to the library resources and to research techniques in the field of literary and cultural studies. The course will involve daily writing and will give you multiple opportunities to reflect on the writing process and engage in writing revision. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) STAVREVA

7-111-A. **Topic: J. R. R. Tolkien's *The Lord of the Rings*.** "J. R. R. Tolkien is Hobbit-forming," according to the graffito, and statistics bear this out: *The Lord of the Rings* has sold 150 million copies, ranking it the second best-selling novel in any language. Such popularity has led its critics to bemoan the modern reader's preference for "cult" over "culture," and the boyish escapism of the novel. For Tolkien, however, his novel's seeming fantasy was in fact a means to approach the truth more closely. Like the fairy tales Tolkien so admired, *The Lord of the Rings* uses unreal imagery to explore the real horrors of its author's time: the racial violence in England's colonies, 19-year-olds' meaningless deaths in the trenches of the Great War, the complicity of intellectuals in the rise of Europe's xenophobic states. This course engages complexities in Tolkien's context and art by reading *The Lord of the Rings* in its entirety alongside its Anglo-Saxon and Old Norse influences, Tolkien's essays and letters, and scholarship on and biographical writing about Tolkien. Our aim is to use *The Lord of the Rings* to ask the questions that fuel professional literary analysis: what does the author expect from the reader and what might the reader expect from herself? Does the author die—and why? What differentiates readership from criticism and criticism from scholarship? How does the reception of a text and its adaptation into image and film shape its meaning? Daily journal writing, weekly essays, and an end-of-term paper engage you in what Tolkien himself understood to be the lifelong Hobbit of writing. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) SHAPIRO

7-111-B. **Topic: The Novel Art of Virginia Woolf.** This course provides an introduction to college writing and literary analysis through an intense engagement with an experimental novel and some essays by one of the 20th century's greatest writers: Virginia Woolf. With the aid of genetic criticism and cultural studies, we will delve into the text, pre-texts, ciné-texts and contexts for her writings. Throughout the course, students will draft and redraft writings, from in-class writing to critical essays to research-informed critical projects. Students will learn how to search for literary and cultural scholarship, using library resources such as search engines and data bases—as well as the Virginia Woolf CD-ROM. Challenging writing assignments will help develop critical thinking and critical writing skills. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) HANKINS

8-111-A. **Topic: Exiles, Immigrants and Nationalists.** The colonial expansion of the eighteenth and nineteenth centuries forever altered our world and its effects can still be felt today: in the genocide of Rwanda, in post-Apartheid South Africa and in many other ways. This course focuses on the human toll of colonialism by reading the literature of post-colonial countries. This literature, written sometimes by exiles, sometimes by immigrants, and sometimes by nationalists, raises questions not only about colonialism but also about national identity, personal identity and the new economic colonialism of Globalization. Texts will include literature by Indian, South African and Nigerian writers and critical articles on the socio-economic impact of colonialism and neo-colonialism. Emphasis on critical reading, writing and revision. Some attention paid to writing style as well. *Not open to students who have previously completed ENG 111.* (Humanities, Writing Requirement) REED

1-201. **Introduction to Literary Studies.** Do you love literature? Are you curious about the English major? Learn more by reading about the Brontë sisters with emphasis on *Wuthering Heights*. The course will introduce students to methods of reading, analyzing, and interpreting

literature in the field of English. It will focus on understanding aspects of a literary work and on multiple genres. It will show you how to apply critical and literary vocabulary, and to develop writing and academic research skills. (Humanities, First Year Seminar (FYS)) MOUTON

2-201. Introduction to Literary Studies. Do you love literature? Are you curious about the English major? Learn more by reading tales of knights and chivalry and other early English literature. The course will introduce students to methods of reading, analyzing, and interpreting literature in the field of English. It will focus on understanding aspects of a literary work and on multiple genres. It will show you how to apply critical and literary vocabulary, and to develop writing and academic research skills. (Humanities, First Year Seminar (FYS)) REED

5-373. Advanced Topic: Reading Bodies: Legibility and Literacy in Nineteenth-Century American Literature. This course explores slaves' literacy in relation to the nineteenth-century interest in defining and deciphering bodies, asking such questions as: what does it mean to read bodies? how do bodies resist being read? what is the relationship between reading bodies and reading texts? Focusing on narratives of inscrutable identities and tales of inscrutable messages, we will interrogate such concepts as interpretation, legibility, accessibility, and authority. We will also explore the relationship between anxieties about reading bodies and anxieties about which bodies get to read and write. Slave narratives and primers for freed slaves will be a major focus of this examination of the politics of literacy. This course fulfills group III of the old English major and the Nineteenth Century group of the new English major; it will also be of interest to Education majors. Prerequisites: writing-designated course and sophomore standing. (Humanities) ENTEL

9-378. Advanced Topic: Disability Studies in the Humanities. This course studies the concept of disability, particularly as it has been understood historically, philosophically, politically and culturally. The United Nations definition of "disability" spans many categories: physical, intellectual, psychological; congenital and acquired; perceptible and imperceptible. The International Classification of Functioning, Disability, and Health published by the World Health Organization in 2001 holds that "impairment can be temporary or permanent; progressive, regressive, or static; intermittent or continuous. The deviation from the population norm may be slight or severe and may fluctuate over time." Given the wide variety of forms of human embodiment and human consciousness, as well as the ranges of impairment and disability, we will address some important preliminary questions: what counts as "normal" in human cultures? How have fluctuating assumptions about ability and disability structured the institutions and practices of law, citizenship, education, and culture? How does disability affect and inform key social issues such as identity, community, autonomy, and justice, as well as the problems of civil rights, health care, and discrimination? In addressing these questions, the course will range over literature, history, philosophy, film, and law. Prerequisite: writing-designated course (W). (Humanities) BERUBÉ

2-382. Distinguished Visiting Journalist Seminar: Journalism From the Bottom Up. Most news reporting depends upon official sources, who are too often self-serving. Rather than learning about reality from so-called representatives of the citizenry, students will immerse themselves in reporting and writing about the daily lives of unemployed and underemployed people in the local economy. Readings may include: *The Elements of Journalism*, by Kovach and

Rosenstiel; *Nickel and Dimed*, by Barbara Ehrenreich; *Levels of the Game*, by John McPhee, and assorted examples of great non-fiction writing. Basics of reporting, writing and ethics will be part of the fabric of the course. Lively participation in class discussions encouraged. Prerequisite: writing-designated course (W). (Humanities) GILSON

7-383. Advanced Topic: Distinguished Visiting Poet Seminar: The Language of Beauty: Poetry and the Visual Arts. What is the language of beauty? When you wander through a museum and are struck by a particularly wonderful painting, or when your gaze is captured by a marvelous building, sculpture, or photograph, how do you convey what you see or feel to other people? Since Homer first tried to describe Achilles' shield in the *Iliad*, poets have sought to capture art via the written word. This process is called "ekphrasis": the verbal or linguistic expression of visual forms. In ekphrastic poems, one medium of art—language—tries to relate to another; in this way the poem highlights, in a rhetorically vivid way, the object of interest. The ekphrastic poem expresses a new experience of the visual work of art so that the painting or sculpture, the photograph or building, comes to life by means of the poem's meditation on and presentation of it. Our class will explore this fascinating genre of literary creation.

In "The Language of Beauty," we will read poems and discuss works of art both ancient and modern—from Keats's "Ode on a Grecian Urn," to Auden's "Musee des Beaux-Arts," to Rilke's "Archaic Torso of Apollo," to contemporary poems such as Larry Levis' "Sensationalism" (based on a photograph by Joseph Koudelka) to the "self-portraits" of Jorie Graham's *The End of Beauty*. Our discussions of the myriad meanings generated by images in both the visual and the verbal arts will be stimulated by rich and provocative essays on subjects ranging from Michelangelo, Velasquez and Delacroix to the history of photography and film. Such readings will help us to explore new ways of thinking about the intriguing relation between verbal and iconic representation. Texts may include readings from W.J.T. Mitchell's *The Language of Images*, James Heffernan's *Museum of Words: The Poetics of Ekphrasis from Homer to Ashbery*, John Hollander's *The Gazer's Spirit: Poems Speaking to Silent Works of Art*, and John Berger's *Ways of Seeing*.

Throughout our time together, we will be writing and workshopping poems composed in the midst of, and in conversation with, the ideas generated by these texts and our discussions of them. Our course will be part creative writing workshop and part literature seminar, and our aim will be to produce our own poetry—ekphrastic poems—in response to works of visual art. In so doing, each student will also learn to transform his or her poetry (through collective critique and revision) into poems that are engaging and illuminating works of art in their own right. Prerequisite: writing-designated course (W). (Fine Arts) ESTES

ENVIRONMENTAL STUDIES

3-262. Topic: Ocean Atmosphere Interactions: Why the Oceans Matter

Scientific understanding of Earth climate systems on a global scale viewed through analysis of its component parts: oceans, atmosphere, ice, and biosphere. Discussion of how these systems interact and how they may be expected to evolve. Particular emphasis on climate change and its impact on natural and human systems over the next 100 years. WYROLL

FRENCH

8-266. Topic: Francophone Civilization

In translation. Description to come. WINES

HISTORY

1-120. Introductory Seminar in History: Declarations of Independence

A comparison of the origins and nature of three expressions of advancing liberty in American history -- the Declaration of Independence (1776), the Declaration of Sentiments and Resolutions (1848), and the Emancipation Proclamation (1863). (Humanities, First Year Seminar (FYS))

LUCAS

3-257. Topic: Reel History: African Americans and Film

This course will examine the ways in which African Americans have historically been represented in American film of the 20th Century. We will explore how Hollywood has depicted African Americans and race relations in the U.S. as well as how independent black filmmakers from Oscar Micheaux to Julie Dash, Spike Lee, and Paul Miller (DJ Spooky) have sought to revise and critique white constructions of blackness. Central to the course will be an investigation of how African American filmmakers, actors, and actresses have dealt with the contradictions of a film industry which has historically marginalized their contributions even as it has contributed to the proliferation of images of blackness, and public perceptions of American race relations. (Humanities) STEWART

9-258. Topic: History of Spain 700 1600

This course examines Spanish history from the Arab invasion through its "Golden Age." A central issue will be the dynamic between Muslims and Christians in Iberia, including violence, competition, and coexistence. How those interactions, and the ideology of Reconquest, shaped Spanish society and Spain's early colonial efforts will be key questions in the course.

(Humanities) HERDER

2-259. Topic: The United States and the Modern Middle East

Introduction to the role the Middle East has played in international relations since 1945. Special attention will be devoted to the Arab Israeli conflict and the emergence of terrorism. Steve Grummon, retired State Department specialist and Cornell class of 1969, will offer a unit on modern Iranian history emphasizing political, economic and social developments in the second half of the 20th century. (Humanities) GIVENS

1-331. Topic: The Crusades

This course traces the crusading experience of western Europeans in the Middle Ages: the origins and development of the idea of crusade, the interactions between Muslims and Christians, and the consequences of the crusading phenomenon in Europe. More broadly, the class will consider the relationship between violence and religion, and the legacy of the Crusades.

Prerequisite: junior standing. (Humanities) HERDER

6-336. Topic: Women in the Renaissance and Reformation

This course examines the experiences of women during the tumultuous Renaissance and Reformation period (c. 1400-1700). How did women participate in these movements, and how were they affected by them? Topics to be explored include work, family life, education, political power, and witchcraft. Prerequisites: HIS 102 and junior standing. (Humanities) HERDER

KINESIOLOGY

4-255. Topics: History of Women's Sports

Many people believe that competitive athletic opportunities for women were almost non-existence before Title IX legislation. This course will provide a look into recreational and competitive opportunities prior to that legislation and into the current decade. We will investigate definitions of sports that go beyond those traditionally offered in educational instructions. Our study will include, but will not be limited to: competition in the ancient world, views of female frailty and the development of exercises, the impact of the bicycle on freeing women, the impact of the growth of industrial sports leagues, involvement of women in the modern Olympics, growth of the college sports from GAA to NCAA, the development of Title IX legislation and its impact for today. WHALE

MUSIC

2-109. First Year Seminar in Music: Explorations of Love as seen through the Tristan Legend

The course will attend to the all-college goals for First Year Student Seminars through reading, writing, and discussion. An interdisciplinary approach will be applied to Gottfried von Strassburg's *Tristan*, a literary masterpiece from the 13th century, to Richard Wagner's *Tristan und Isolde*, an operatic masterpiece of the 19th century, and to a couple of 20th century films. Explorations of ideas about "Love" will be our focus. (Humanities, First Year Seminar (FYS)) MARTIN

PHILOSOPHY

4-261. Topic: Applied Ethics

Applied Ethics generally is concerned with the application of ethical theory to particular moral questions. This course will focus on the ethical dimensions of war. (Humanities) BIEDERMAN

9-366. Advanced Topic: Ethical Theory

This course will be devoted to an in-depth study of one important topic in moral philosophy. Readings will include both classical and contemporary essays on the topic chosen. Our topic may be one of the following: Moral Nihilism (What is Moral Nihilism? Should we believe it?), Moral Knowledge (Is moral knowledge possible, and if so, how?), The Meaning of Life (Does life have meaning, and if so, what is it?), or Virtue Ethics (What is Virtue Ethics? Is it a plausible theory?). Prerequisites: PHI 111 and sophomore standing. (Humanities) BIEDERMAN

PHYSICS

1-355. Advanced Topic: Astrophysics

Building upon a student's previous knowledge of physics, this course covers the astrophysics of stars and stellar systems with an emphasis on the physical principles underlying the observed phenomena. Topics include the techniques of astronomy, structure and evolution of stars, binary stars, star clusters, and end states of stars such as white dwarfs, neutron stars, and black holes. Prerequisite: PHY 303. BEAUCHAMP

POLITICS

5-253. Topic: Tocqueville and Contemporary Civil Society

We will examine Tocqueville's *Democracy in America*, perhaps the single most important text in the American political tradition, as well as his work on the French Revolution, to understand the conflict between the social atomization produced by democracy and the social integration Tocqueville believed was fostered in America by the country's unique values and tradition of voluntary association. We will then follow Tocqueville's concerns from Jacksonian America to today. We will ask whether the countervailing trends Tocqueville noted in America to the perils of democracy are still active, or whether Tocqueville's fears regarding the pernicious effects of democracy have been realized in America today. We will also look at "civil society" movements abroad in order to ask whether such movements in democratizing countries promise successful social integration and peaceful democratic development. (Social Science) YAMANISHI

5-352. Advanced Topic: Education Policy in America: Dollars, Sticks, or Carrots?

This course will focus on analyzing contemporary education policy in the United States. We will explore the motivations, goals, and outcomes of major educational policies. Have they achieved what they intended to accomplish? Why or why not? We will also consider issues concerning the role of education in society, the presence and impact of inequality in education, and the role of the federal government in guiding education policy. Throughout the course we will return to an underlying question that permeates many of today's education policy debates: What is the proper use of incentives, resources, and/or sanctions in maximizing student achievement, teacher quality, or social benefits from education? Prerequisite: POL 262 or 282. (Social Science) HEMELT

PSYCHOLOGY

2-262. Topic: Asian and Asian-American Psychologies

This course will explore Asian philosophical traditions (e.g., Confucianism, Buddhism, and Taoism) and their impact on psychology and everyday life within Asia. It will also focus on ways in which Asian cultural practices have been modified through the immigration process and influenced Asian American perspectives in psychology. Special emphasis will be placed on East Asian regions (e.g., Japan, China, Korea, Taiwan). Topics will include Asian concepts of the self and personality, well-being and maturing, communication and coping styles, approaches to understanding distress and healing as practiced in China, Japan, and other East Asian countries. An optional, final week in Hawaii or another off-campus setting will facilitate students' exploration of the Asian American experience in the United States. (Social Science) ENNS

5-263. Topic: Psychology, Social Justice, and Public Policy

This course will apply psychological research findings to social issues and public policy. The course will introduce students to the theories and methods of community psychology and related social science approaches which emphasize prevention, social justice, and advocacy. Two major topic domains will be addressed through the lenses provided by these social science methods: (a) public health and mental health issues, and (b) human rights issues. Specific public and mental health topics may include health care policy (e.g., mental health parity), deinstitutionalization and mental health care (impact on psychiatric care, homelessness, incarceration of psychiatric patients in prison systems), disaster assistance practices (national and international), domestic violence and rape, HIV/AIDS and other sexually transmitted infections, and substance use/abuse. Specific human rights topics will include immigration, work discrimination issues, sexual orientation, gay marriage and parenting, and aging. The course is likely to feature several field trips and/or guest speakers. (Social Science) BUSH/ENNS

7-264. Topic: Cognitive Psychology via Bestselling Books

A number of recent bestselling books are based in psychological research and on topics in cognitive psychology. In *Blink: The Power of Thinking Without Thinking*, New York Times writer Malcolm Gladwell reports on situations where quickly and automatically acquired information produced judgments that were better than those made with careful deliberation. Jonah Lehrer is a writer for the magazine *Wired*, and in *How We Decide* he describes a neuroscientific approach that indicates that both feeling and reason are the best bases for decision making. And psychologist Thomas Gilovich, in *How We Know What Isn't So*, describes how processes that ordinarily lead us to good choices and solid understanding of the world can sometimes lead us to misunderstanding and mistakes. In this course, we will read the books described above and review some of the research related to the topics they describe. Prerequisite: PSY-161. (Social Science) ASTLEY

6-355. Advanced Topic: Social Neuroscience

An examination of recent efforts to integrate psychological and biological explanations of social behavior. Topics are likely to include aggression, loving, prejudice, helping behavior, conformity, emotions, and attraction. The interplay between social learning, neural, and endocrine systems in explanations of the behavior of individuals within their social environment will be given special attentions. Prerequisite: PSY 274. (Social Science) DRAGON

RELIGION

3-368. Advanced Topic: Namaste: Mysticism, Meditation, and Servant Leadership in India (in India)

This interspirituality course in South India blends academic study with contemplative and service learning. It explores interior awareness of God's presence dwelling in the heart of every person and being as is found in the mystical contemplative theology, spiritual practices, and related virtues of both Christianity and Hindu Advaita Vedanta. Student learning outcomes include: Interfaith competency and bridge building skills for global citizenship; knowledge of ancient spiritual wisdom traditions and their application for contemporary realities; understanding the relationship between the contemplative and active life, including discernment of right action and exploration of the inner life of work, leadership, love, selfless service, and other aspects of daily

living; and clarification of one's values and vocation and relationship to self, others, world, and the Sacred. Prerequisites: sophomore standing and permission of instructor. (Humanities)
QUEHL-ENGEL

SOCIOLOGY

4-360. Advanced Topic: Reproductive Processes, Reproductive Policies

This course emphasizes the social construction of female reproductive processes and how culture and institutions shape our understandings and expectations of such processes. This course introduces topics pertaining to a variety of reproductive practices, experiences and ideologies, and explores issues from social reproduction and birth control to menstruation and the construction of fetal personhood in order to shed light on the social and constructed nature of reproductive strategies and practices. We will discuss ideas about womanhood, motherhood, fatherhood, sexuality, eugenics, and reproductive freedom, as well as uncover the historical role and effect of the state, medical institutions, and women themselves as they struggle over, and shape such issues. The focus will be on the U.S., but we will also look at cases from other countries in order to examine our assumptions about reproductive practices and strategies. Prerequisite: SOC 101. (Social Science) BARNES-BRUS [Identity]

WOMEN'S STUDIES

8-261. Topic: Classics of LGBT Literature and Film

This course will examine themes in and the portrayal of LGBT lives through the twentieth century. CROWDER

5-267. Topic: Transgendered Lives and Gender Diversity

This course will focus on diverse gender identities, bodies, and social presentations. Social practices and pressures of gender will be examined in order to gain insight into the larger contemporary social meanings of gender. We will explore how individuals interpret and present their gender identities, the constraints on such interpretations and presentations, and the larger social implications of gender diversity and gender regulation on cultural ideals. DAVIS

All-College Independent Study Courses

No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for the Bachelor of Arts or Bachelor of Music degree. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying the minimum of nine course credits numbered in the 300s or 400s required for the B.A. or B.Mus. degree.

280/380. Internships (1/2-1)

See "[Departmental Off-Campus Internships](#)" under [Off-Campus Programs](#) below for a general description of internships. Internships are open only to students who have completed at least nine term credits, at least two of which are in the same department as the Internship. See listing under individual departments for specific information.

Internships are hands-on experiences designed to provide students with pre-professional work projects under the guidance of a practicing professional supervisor. Typically, a valid internship will include a minimum of 40 hours of participation per week for one month to receive one course credit and 20 hours of participation per week for one month to receive 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. Printable forms are available from the Registrar's Office web site. (CR)

289/389. Group Projects (1/2-1)

Two or more students who wish to organize a course of study in an area not normally included in the regular course offerings may assume the responsibility for finding a faculty sponsor and for drafting a contract to be approved by the Academic Standing Committee. The contract must be submitted on a form available from the Registrar's Office at least four weeks before the Project is to begin. Group Projects are open only to students who have completed at least nine term credits. Only those students who have signed the original contract may register for the course. Projects may be either departmental or interdisciplinary; however, a Group Project may not be used to meet any of the general education requirements for the [B.A.](#) or [B.Mus.](#) degree and does not count toward a major unless specifically approved by the department concerned. A half-course credit in a Group Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (CR)

290/390. Individual Projects (1/2-1)

Students may do intensive work in a subject or area not normally included in the regular course offerings or else pursue in depth a topic encountered as part of previous studies. The arrangement is that of a tutorial, in which the student works independently under the supervision of a faculty tutor on a topic suggested by the student and approved by the tutor. Individual Projects are open only to students who have completed the following requirements: 290 - a writing-designated course (W) and a minimum of seven term credits (at least two of which are in the same department/interdisciplinary major as the Project); 390 - a writing-designated course (W) and a minimum of fourteen term credits (at least four of which are in the same department/interdisciplinary major as the Project). [B.A.](#) or [B.Mus.](#) candidates are not permitted to earn more than two course credits of Individual Projects in any one department. Individual Projects may not be used to satisfy the specific course requirements listed as Part One of the general education requirements for the B.A. or B.Mus. degree and may fulfill major requirements only if the department approves.

To enroll in an Individual Project, a student must file a petition endorsed by the faculty tutor and the chair of the department. The petition must be submitted to the Registrar at least four weeks before the start of the term in which the Project is to be credited. Forms are available from the Registrar's Office. A half-course credit in an Individual Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (OP)

690. Special Studies

B.S.S. candidates have the option for one or more terms of reading on their own; auditing courses; doing library or field research; working either as a volunteer or a paid employee with public or private organizations; taking professional or vocational courses at other institutions; traveling; or engaging in a creative endeavor involving writing, composing, performing, painting, sculpting, etc. To arrange a Special Study course, the student must justify to her or his faculty committee that the proposed experience is relevant to the student's educational objectives as stated in the B.S.S. Prospectus and will materially help the student achieve these goals.

Students who undertake a Special Study course (690) must file a Plan of Study with the Registrar before the start of the term. This is the contract for the term and must be approved and signed by the faculty committee. Special Studies projects may extend over two or more consecutive terms; however, only one Plan of Study need be filed if only one project is involved. Any changes in the Plan of Study after the start of the term must be approved by the committee and filed with the Registrar.

Students who file a Plan of Study at the beginning of a term must also file a Progress Report at the conclusion of that term in order to receive a term credit for their work. The committee determines whether the student has done what was proposed in the Plan of Study and either signs the Progress Report (thus authorizing a term credit) or not, depending upon the advisor's evaluation of the student's academic progress. Students who file a Plan of Study for a multi-term project need not file a Progress Report until they have completed the project, i.e., at the conclusion of the final term specified in the Plan of Study. Because the committee must certify to the Registrar at the end of every term that satisfactory progress is being made toward the completion of the project, the committee may ask the student to submit periodic evidences of such progress. The Progress Report, typed onto an official form by the Registrar and signed by the student and the committee, becomes a permanent part of the student's transcript.

There is no limit to the number of Special Studies that a B.S.S. candidate may take. The Registrar approves petitions (available from the Registrar's Office) to waive room and board charges for one or more semesters (periods of not fewer than four terms) for a limited number of B.S.S. candidates planning to undertake Special Studies outside Mount Vernon. (CR)

Summer Study

Although Cornell does not currently offer on-campus courses during the summer, students may earn one course credit for either an individual project or an internship undertaken during the summer. Students begin by consulting a faculty member in the department in which they wish to earn the credit, who can tell them whether the department will sponsor their project and what, if any, prerequisites or other conditions must be satisfied in order to obtain departmental approval. Although some departments may suggest topics or put students in contact with prospective internship supervisors, most students develop their own proposals and contacts.

To register for a Summer Study course, students must file a proposal with the Registrar, available from the Registrar's Office, before leaving for the summer (the earlier the better in case there is a problem obtaining the permission of the Academic Standing Committee). The

prospectus must be approved and signed by the faculty sponsor and the department chair. Late or retroactive registration is not permitted. No more than one course credit may be earned in any one summer, and not more than two course credits of Summer Study may be counted toward a student's Cornell degree.

The Summer Study course must be completed during the summer in which it is undertaken, i.e., between the start of Term Nine and the end of Term One. If a student fails or otherwise does not complete the course, he or she will not be charged and no record of the course or grade will be recorded on the student's transcript; however, if the College or the faculty sponsor has incurred any expense in connection with the course, the student will be charged the amount of this expense.

No additional tuition for a Summer Study course is charged if the student substitutes the Summer Study for a course either in one of the terms of the year preceding the start of the summer or in one of the nine terms of the following academic year. The student must also have paid or must pay tuition for the full academic year (eight terms) in which the Summer Study is credited. Under this option, the Summer Study is undertaken and completed during the summer, but the credit is posted either retroactively in one of the terms of the preceding year or in one of the following nine terms. A student is not permitted, however, to take a course in the term in which the Summer Study course is credited and must therefore take that term as a vacation. If these conditions are not satisfied, the student will not receive credit for a Summer Study course unless he or she pays tuition for the course at the rate charged for a single term during the regular academic year.

Students who elect to receive credit for their Summer Study retroactively in the preceding year but are unable to complete the course are not entitled to a refund, regardless of the circumstances. In such an event, the student's registration will be changed to "vacation." Students should keep in mind the possibility that the internship may not materialize or that they may not be able to complete the research project. They should make certain, therefore, that they earn enough credits during the preceding academic year in order not to jeopardize their being graduated on time. For information about Summer Study courses, consult the Registrar.

297/397. Summer Individual Project

Intensive study or research in a subject area not normally included in the regular course offerings or further in-depth study of a topic encountered as part of previous studies. The student works independently under the supervision of a faculty sponsor on a topic suggested by the student and approved by the sponsor. Prerequisites: a writing-designated course (W) and a minimum of 14 term credits completed, at least two of which are in the same department as the project. (OP)

299/399. Summer Internship

See "Internships." (CR)

Additional Academic Programs

[Independent Study Courses](#)

[Off-Campus Programs](#)

[Cornell-Approved International Programs](#)

[Cornell-Approved Domestic Off-Campus Programs](#)

[Chautauqua Program](#)

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 Office of International and Off-Campus Studies.

Courses Taught Off-Campus by Cornell Faculty

These are advertised each year in the Course Schedule. Recent offerings included such locations as the Bahamas, England, Greece, Italy, Japan, Mexico, New Zealand, Mongolia, the West Indies; and, in the United States, Chicago, Georgia, Hawaii, and Minnesota. Each course involves extra costs, which are not covered by either the regular tuition or financial aid. Interested students should consult the Off-Campus Studies Office for a description of the course, the prerequisites and deadlines, and the cost. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments. All courses require a 10% non-refundable deposit six months before the start of the term. (See also [Adding and Dropping Courses](#), paragraph 10.) Students may use their tuition exchange or remission benefit for these programs.

At the time of the College committing any financial resources for off-campus courses (flights, hotel, other tickets, etc.) students' academic, financial and disciplinary records will be reviewed to clear the student for participation in the course. The professor teaching the class and/or the Office of International and Off-Campus Studies will request the appropriate information to conduct this review (e.g., from the Dean of Students). Faculty members retain full discretion as to student enrollment in their courses.

Reservations will not be made for any student who:

1. has a cumulative GPA below 2.0 at the time reservations are made;
2. is on disciplinary probation with the College;
3. is not in good financial standing with the College; or
4. has not attended a pre-departure session offered through the student Health Center (for international trips).

If a student is placed on academic, financial, or disciplinary probation between the time of the initial check and the off-campus study course, his/her participation will be reviewed by the course instructor, the Associate Dean and the Dean of Students at least one month before the course. The student may be removed from the course or may be given permission to participate with clearly established conditions.

Students must attend pre-departure meetings as required by the instructor.

Upon returning to campus, the faculty member has several options for dealing with student issues that occurred during the course (assuming the student was not removed from the course at the time of the problem).

1. Handle all issues personally with the student.
2. File disciplinary procedures with the Dean of Students.
3. Provide the name/s of the student/s to the director of Off-Campus and International Study with a description of the faculty member's concerns. The director will send a letter to the student outlining the concern and making note of the fact that the student's name will remain on file in the International and Off-Campus Studies Office. Should said student enroll in another off-campus course, the instructor of the new course will be notified of the concern from the previous professor. The professor will meet with the student to discuss the past concern in order to make an informed decision regarding the student's participation in a new off-campus course. The file will be destroyed at the time of the student's graduation from Cornell.

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 individual projects are permitted only under the [297/397](#) or [299/399](#) Summer Study options described in the preceding section. Students should contact the off-campus studies office if they plan to intern or complete independent study abroad.

Internships and independent studies are open only to students who have earned at least nine course credits. Any expenses incurred (such as for transportation and lodging) must be borne by the student. Students who receive financial compensation for their participation in an internship or similar program may have their Cornell aid adjusted accordingly. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

Off-Campus Programs Approved for Credit

Courses or programs, numbered in the 900s [numbers appear in square brackets at the end of each description], are listed below. Although conducted by outside agencies, these programs have been approved by the Cornell faculty for listing in this *Catalogue*. Many of Cornell's off-campus programs are administered by the Associated Colleges of the Midwest (ACM) and the School for International Training (SIT). Students on an approved off-campus program are considered to be enrolled in Cornell and do not have to withdraw from the College. Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments. Students who receive financial assistance must contact the Office of Financial Assistance for information about applying their aid to off-campus programs.

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 [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-Approved International Programs](#) and [Cornell-Approved Domestic Off-Campus Programs](#).
8. To participate in one of the following 900-numbered off-campus programs, the student must:
 1. consult the Cornell program advisor or the Office of International and Off-Campus Studies to obtain information about the program, the application process, costs, prerequisites, and deadlines.
 2. petition the Academic Standing Committee on a form (available from the Office of International and Off-Campus Studies) 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;
 - for a **summer program**, one month before the application to the sponsoring agency is due and in every instance not later than May 1 to request approval for transfer credit;
 - 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.
 3. 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.
 4. 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:
 1. students who have received no prior support through financial aid or Cornell funds, including campus programs and scholarships, for off-campus semesters of study as a Cornell student;
 2. students who intend to go off-campus as seniors, as juniors, or as sophomores, in that order of preference;

3. students who apply for ACM-sponsored programs, since these students have no other way of participating (note: all the programs listed below are ACM, except for [Capital Experience](#), [FLAP](#), [SIT](#), and [Washington Center](#));
 4. the merits of the student's written statement of purpose, in which the student describes the features of the program that are of special importance and explains how the program relates to the Cornell course of study and to general educational goals;
 5. 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); and
 6. the student's cumulative grade point average.
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 off-campus studies office, the Student Accounts Manager in the Business Office, and the Office of Financial Assistance (if applicable). For additional information, see *Financial Aid for Off-Campus Programs*. Students are not allowed to use their tuition exchange or remission benefit for these programs.
 12. If, after a student has been accepted by the host institution, he or she drops out of the program, the student is liable for any expenses the student's withdrawal caused the host institution, the sponsoring agency, and/or Cornell College. Any student who wishes to return to Cornell during the period when he or she was to have been a participant in an off-campus program must make arrangements in advance with the Division of Student Affairs and the Business Office.
 13. If, after completing the program, the participant does not re-enroll at Cornell, the courses taken and the credits earned in the program will not be recorded on the student's Cornell transcript unless he or she pays a processing fee of \$100 for each course transferred.
 14. Participants are responsible for knowing the regulations in this section as well as those governing their chosen program. By the act of registering for a program, the student signifies that he or she understands and agrees to abide by these regulations.

Other Off-Campus Study [999]

Students who wish to study off campus through programs not formally affiliated with or pre-approved by 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 90 days before the date on which the program begins. There are two avenues by which such participation may be considered:

- If approved by the Committee on behalf of Cornell and agreeable to the sponsoring college or university, and if the duration of the program will not exceed one academic year, the two institutions may enter into a consortium or contractual agreement. Please contact the Office of Financial Assistance to determine which program applies to you. Under either arrangement, the College will consider the student to be enrolled at Cornell while participating in the approved program, and will provide any federal and state financial assistance to which the student is entitled. Cornell-funded scholarship and aid monies are **not** generally available to students participating in non-affiliated programs.
- Students who wish to participate in non-affiliated off-campus programs for which consortium or contractual agreements cannot be made may petition the Academic Standing Committee for an Academic Leave, provided the duration of the program does not exceed 180 days. Under this agreement, the College will *not provide financial aid of any type*.
- Students who are off campus Terms 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the term prior to their return to campus to confirm their housing assignments.

The College will not accept credits by transfer (other than summer school) while a student is on leave unless approved in advance by the Academic Standing Committee. Grades for students participating in off-campus programs, whether by virtue of consortium agreements or on Academic Leave, will be posted as transfer work, i.e., as "Credit" only, provided grades of "C" or better are earned. If, after completing the program, the participant does not re-enroll at Cornell, the courses taken and the credits earned in the program will not be recorded on the student's Cornell transcript unless he or she pays a processing fee of \$100 for each course transferred.

Cornell-Approved International Programs

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.

International off-campus programs are occasionally added and removed as interest, safety concerns and financial feasibility change. For latest program information, contact the Office of International and Off-Campus Studies.

Foreign Language Abroad Program (1-9)

The Department of Classical and Modern Languages offers qualified students the opportunity to

participate in certain programs operated by other institutions in countries where the native language is French, German, Japanese, Russian, or Spanish. *All of the courses in approved FLAP programs are taught in the foreign language.* Prerequisites: a grade point average of 3.0 or higher at the end of the term preceding the start of the program and the appropriate 205-level course or its equivalent in the language to be studied (some programs may require additional language preparation). At least one course in the language must have been taken at Cornell. Programs range from one month to one year. FACULTY IN MODERN LANGUAGES [990]

Financial Aid for Off-Campus Programs

Students may apply their "need-based" aid toward a Cornell-affiliated off-campus program if they have been approved by the Academic Standing Committee to attend (see *Off-Campus Programs*). Cornell will then pay the host institution of the off-campus program. If the cost of the program is more than Cornell's charges for a semester, the student must pay the difference. Please contact the Business Office for further information on costs and payments.

Please contact the Office of Financial Assistance to discuss your off-campus program and what financial aid might be available.

ACM Programs

AFRICA

Botswana: University Immersion in Southern Africa (4)

Early January to mid-May. Prerequisite: advanced sophomore standing. KNOOP [914]

Tanzania: Ecology and Human Origins (4)

Late July to mid-December. Prerequisite: junior standing. CONDON [912]

ASIA

India: Culture, Traditions, and Globalization (4)

Mid-July to mid-December. A. THOMAS [922]

Japan Study (9)

Early September to late June (academic year); early September to late December (autumn term), early September to early February (fall semester); early September to mid-March (fall semester with cultural practicum). Prerequisites: a grade point average of 3.0 or higher and sophomore standing. Japanese language study is not required for acceptance into the program, but at least one term of Japanese must be completed before departure. ENNS [923]

EUROPE and THE MIDDLE EAST

Florence: Arts, Humanities, and Culture (4)

Late August to December. Prerequisite: junior standing. Prior Italian language recommended. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. PENN-GOETSCH [952]

London and Florence: Arts in Context (4-5)

Late January to May. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. Prerequisite: sophomore standing. PENN-GOETSCH [951]

LATIN AMERICA and the CARIBBEAN

Brazil: Semester Exchange Programs (4)

There are two distinct exchange program options available to students looking to spend a semester studying in Brazil. See the [ACM web site](#) for more information. McCOLLUM

Costa Rica: Language, Society, and the Environment (4)

Late August to December. Prerequisites: SPA 102 and sophomore standing. LACY-SALAZAR [941]

Costa Rica Semester Exchange Programs (4)

Late January to May. Prerequisites: junior standing, prior coursework in the proposed research discipline, and at least SPA [102](#). CONDON [942]

Exchange Programs

Exchange programs may be available in Japan, Korea, and Northern Ireland. Application deadlines vary; contact the Office of International and Off-Campus Studies for information about current exchange programs at least one year in advance.

School for International Training Programs

The College Semester Abroad program of the School for International Training (SIT/World Learning) 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. Most SIT programs also include intensive language instruction. 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 for programs offered in Africa, Asia, Europe and the Middle East, Latin America and the Caribbean, and the Pacific, consult the SIT web page [<http://www.sit.edu/studyabroad/>], or the Cornell program advisor. LUCK [988]

Cornell-Approved Domestic Off-Campus Programs

Domestic off-campus programs are occasionally added and removed as interest, safety concerns and financial feasibility change. For latest program information, contact the Office of International and Off-Campus Studies.

ACM: Business, Entrepreneurship, and Society (Chicago) (4)

Chicago has changed from an early trading center to a manufacturing powerhouse and the economic capital of the Midwest, and is now a hub for national and international business. This makes the city an ideal place to explore the intersection between liberal arts education and the economic, social, and strategic forces involved in the dynamic process of change and innovation that is central to entrepreneurship and business. Students will participate in a core course, seminar, independent study, and internship experience that will provide contact with business leaders, entrepreneurs, and government authorities in a variety of organizations. Internship options are virtually limitless and might include a major commercial real estate firm, media company, advertising or public relations firm, an international corporation headquartered in Chicago, a major financial or accounting firm, or a major retailer. Early September to mid-December or late January to mid-May. Prerequisite: sophomore standing. FAROOQI [965]

ACM: Newberry Seminar in the Humanities (4)

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry seminar is for students looking for an academic challenge, a chance to do independent work, and possibly considering graduate school. Late August to early December. One-month seminars offered January to May. Prerequisite: junior standing. MARTIN [962]

ACM: Urban Studies (4)

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, and media facilities, political and philanthropic institutes, along with a host of other possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America. Early September to mid-December or late January to mid-May. Prerequisite: sophomore standing. OLSON [967]

Audubon Center of the North Woods: Wolf and Lynx Ecology Experiences in Northern Minnesota (1)

Preparation for and participation in on-going research projects in northeastern Minnesota on the

ecology of wolves and lynx. Emphasis is placed on the winter ecology and conservation of these endangered species. January. Prerequisites: BIO [141](#) and [142](#). McCOLLUM [901]

Capital Experience (1-4)

This small, highly-flexible Washington Internship Institute program offers a well-integrated combination of internship and study with students from around the world. Each internship is designed around the interest of an individual student and much of the academic work is based on issues of individual interest. Students are strongly encouraged to enrich their experience from the cultural and historical treasury of the area. Student housing and other student services are available. Two 15-week semesters and a 10-week summer session are regularly scheduled but other lengths may be arranged. Short-term academic seminars are also periodically available. See the program's web site at <http://wiidc.org> for detailed information. SUTHERLAND [982]

Chicago Semester in the Arts (4)

The Chicago Arts Program is a 15-week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects, and in two courses: the core seminar, "Negotiating Chicago's Artworld," and an elective studio-based Special Topics workshop. Possible internship placements include, but are not limited to, museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. Administered by ACM. Late August to mid-December or late January to mid-May. Prerequisite: advanced sophomore standing. ENTEL [964]

Chicago Center Urban Urban Education Program (4)

The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies. Administered by the Chicago Center.

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. POSTLER [966]

Oak Ridge Science Semester (4)

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. August to December. Prerequisites: a major in one of the natural or social sciences or in mathematics, and junior standing. CARDON [963]

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.

Pre-registration is recommended but not required. 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).

Rates and Charges

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 enrolled at 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](#)”). There are no refunds or adjustments for vacation terms.

Rates and Charges for the 2010-2011 Academic Year

Numbers of Term Enrolled	Tuition	Activity Fee	Dining	Residence	Total
9	30,870	180	4,060	3,600	38,710
8	30,870	180	4,060	3,600	38,710
7	27,115	165	3,600	3,205	34,085
6	23,350	145	3,135	2,800	29,430
5	19,560	125	2,655	2,380	24,720
4	15,740	105	2,160	1,950	19,955
3	11,890	80	1,645	1,495	15,110
2	7,990	55	1,110	1,015	10,170
1	4,040	30	555	515	5,140
<i>10*</i>	<i>34,730</i>	<i>180</i>	<i>4,060</i>	<i>3,600</i>	<i>42,570</i>

We remind you that, as set forth in the catalogue, “students who enter after Term One must register for all of the terms remaining in that academic year.”

To determine the amount due upon enrollment:

1. The student enrolled for eight or nine terms pays Cornell by July 20 on the annual or semester payment plan or contracts with ECSI for a 12 or 10 month payment plan.
2. Example: a student enters in November; the charge is \$34,085 (two terms missed with seven remaining). A pay plan must be arranged in advance with the Business Office and/or with ECSI.
3. There are no refunds or adjustments for terms missed prior to enrollment. (See catalogue for vacation terms and the withdrawal schedule.)
4. Qualified students enrolled for less than eight terms may be eligible for adjusted amounts of financial aid. Failure to earn course credits may result in re-evaluation of a student’s eligibility

for financial aid. For details regarding satisfactory academic progress, contact the Registrar's office or the Office of Financial Assistance.

5. Specific questions on the above should be directed to the Business Office.

6. Questions regarding financial aid should be directed to the Office of Financial Assistance.

7. *Students enrolled for more than nine term credits, excluding 500 and 700 level courses, will be charged one-eighth of the annual tuition charge plus the charge for nine terms as shown on the chart above.

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, ECSI. 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 approved off-campus programs, but an additional charge will be made if costs to the college exceed the regular tuition. Students who participate in a second-semester off-campus program numbered in the 900s in this catalogue and then return to campus to take a course in the ninth term will normally be charged only for room and board for one term; however, students who have not been enrolled at Cornell for the preceding eight terms will also be charged tuition for that term.

The charges for the ensuing year are usually announced by March 1. In the event of unusual fluctuations in operating costs, the administration reserves the right to revise the rates. Student tuition at Cornell College meets about two-thirds of the educational costs. The college obtains the other one-third each year from gifts and from earnings on invested endowment funds.

Other Fees and Charges

Other Fees and Charges

Application Fee	\$25
Audit Fee (for students not enrolled), per course	*\$1,260
Credit by Examination (if administered by Cornell)	*\$50
Deferred Payment Late Fee	1.5% per month on the unpaid payment amount
Diploma Replacement Fee	*\$50
Enrollment and Accounts Receivable Deposit	\$200
Orientation Fee	\$100
Evaluation of Off-Campus Study, per course**	*\$100
ID Card Replacement Fee	\$8
International Student Fee	\$750
Late Registration (adding or dropping courses), per course	\$25
Readmission Deposit	\$200
Single Room Charge, per semester	* \$400
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 ordered online	\$3
requested directly through Registrar's Office	\$5
if sent via fax	Additional *\$5
if sent via any expedited mail or delivery service	Additional *\$25 U.S., \$35 Canada, \$50 Mexico and international
Vehicle Registration Fee	*\$45
* Optional Services	

** 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.

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.

Music Lessons

Music Majors: \$150 for one half-hour lesson per week for four terms (one-quarter course credit) and \$50 per semester for each additional half-hour lesson (one-quarter course credit).

Non-Music Majors: \$350 for each one half-hour lesson per week for four terms (one-quarter course credit).

Recipients of Music Scholarships and Awards will not be charged for lessons on their principal (scholarship audition) instrument.

*Optional services

Refunds and Withdrawals

To qualify for a refund, a student must contact the Dean of Students to formally withdraw from the college.

A student withdrawing from Cornell, after having been approved by the Dean of Students, may be allowed a tuition credit. If a student withdraws from the college after the first three (3) days of the term, the student is charged for the entire term. **The exit date will be the last day of attendance.**

Cornell College Refund and Repayment Policy

Cornell College has adopted a Refund and Repayment Policy that conforms to Section 668.22 of the Higher Education Amendments of 1988.

Because Cornell is a standard term-based program using modules (terms), students who withdraw **AFTER** completing at least one term within the semester are not required to comply with the Return of Title IV aid policy and procedure. However, if a student withdraws **BEFORE** completing at least one term in the semester, the Return of Title IV aid policy and procedure does apply.

A student who officially withdraws before 60 percent of the semester, but after the third day of the term, will pay tuition for the entire term and will receive financial assistance for that term. A student who withdraws after 60 percent of the semester will pay tuition for the entire semester and receive financial assistance for entire semester. A student will receive financial assistance based on the percentage of the semester he/she attended class up to 60 percent of the semester if the student withdraws prior to completing a term in either semester. After 60 percent of the semester, the student receives no refund.

For refund purposes, a semester is defined here as Terms One through Four (September-December) and Terms Five through Eight (January-April). Semesters consist of 16 weeks each.

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.

An enrollment deposit is paid when a student is admitted and decides to attend Cornell. \$200 of the deposit is used as a room deposit; \$100 is applied toward the cost of new student orientation. Once a student enrolls, the College retains the deposit until all accounts are closed following graduation or until the student officially withdraws from the College. At the time of graduation or withdrawal, \$200 or the residential portion of the deposit, less any amount owed to the College, is refunded to the student. An enrolled student who plans to finish the academic year but chooses not to return the following fall, may not participate in room selection activities and must notify the Dean of Students Office by the first Wednesday of Term 8, or the deposit will be forfeited.

A student who leaves the college without official permission will have the grade of F recorded for each course in progress. Students who have not attended classes for 60 calendar days and have not filed for a Reduced Program or a Withdrawal will be dropped from the college at the end of the current term. Students with an unofficial withdrawal will be charged tuition by the term. The 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. Please contact the Financial Assistance Office to discuss individual circumstances.

Residence, Dining, and Activity Fee

Residence refunds are calculated based upon the date that the student checks out with the Residence Life staff and the room is vacated. Percentages of residence charges refunded are as follows:

During the Following Weeks	Percentage of Residence Charges
of the Semester	Refunded
Through the third day of class	100%
1-2	50
3-4	40
5-6	30
7-8	20
9 or greater	0

Dining charges will be refunded on a pro-rated basis from the Monday following the date the student checks out with the Residence Life staff. After the semester begins, there is no refund of the Student Activity Fee.

Those students on a deferred payment plan may have additional payments to make. The college reserves the right to exclude, at any time, students whose conduct makes them undesirable members of the Cornell community.

A student whose account is credited with more funds than are owed to Cornell will receive a check for the amount of the credit balance, upon request from the Business Office. Refunds are not available until the term begins.

Meal Refunds for Approved Off-Campus Courses

The college will refund a portion of the amount charged for meals in a particular term to any student who completes a Cornell-sponsored off-campus internship, field course, independent or Special Study, etc., provided that the student (1) petitions for this refund through the Registrar's Office at least seven class days before the start of the off-campus course, and (2) does not eat any meals on campus (except those outlined on the petition) during the four weeks of the term. Students may begin taking meals again Sunday morning of the fourth week. A student who obtains a meal at Cornell without paying for it during the period for which he or she is requesting a refund will be charged for the full term and will forfeit the refund. The off-campus program requires the student to be away from campus during the time meals are served. Students on the 180 meal per semester plan are not eligible for meal refunds at any time.

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.

- [Applying for Financial Assistance](#)
- [Cornell Financial Assistance Programs](#)
- [Federal Financial Assistance Programs](#)
- [State of Iowa Financial Assistance Programs](#)
- [Tuition Exchange Program](#)
- [Continuing Education Students](#)
- [Financial Aid for Off-Campus Programs](#)

The fundamental purpose of Cornell's financial assistance program is to make it possible for students of all incomes to attend Cornell. The college believes the family has the primary responsibility for financing education and should make a maximum effort to assist the student with college expenses. Financial assistance is intended to supplement the efforts of the student and her or his family.

Students are awarded financial assistance on the basis of financial need as determined by the federal needs analysis formula and institutional policies. The financial assistance award may consist of scholarship, grant, employment, and loan. The amount and type of assistance may vary from one year to the next depending upon awarding formulas and family circumstances.

Students who receive financial assistance are allowed to receive a maximum of 32 course credits of institutional funds (eight terms per year).

Students who register in any year for fewer than eight terms will have a reduction in their financial aid as well as a reduction in their costs. Consult the Office of Financial Assistance for details.

Applying for Financial Assistance

To receive financial assistance a student must meet the following criteria: have earned a high school diploma, a high school equivalency diploma in a home school setting, or a General Education Degree (GED); be enrolled as a regular student in an eligible program; be a U.S. citizen or eligible noncitizen; make satisfactory academic progress according to the institution's policy; sign a statement of educational purpose/certification statement on refunds and default; and, male students must register with the Selective Service.

The drug conviction provision constitutes a new student eligibility requirement contained in the Higher Education Act (HEA) effective July 1, 2000. It provides that a student's eligibility for Federal student aid is suspended if the student is convicted, under Federal or State law, of any offense involving the possession or sale of a controlled substance (generally meaning illegal drugs, but not including alcohol or tobacco). Any such suspension of eligibility begins on the date of the conviction and lasts until the end of a statutorily specified period. The suspension ranges from one year to indefinite, depending upon the number and type of convictions. A student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including two unannounced drug tests), or if the conviction is overturned. For more information about the Drug Conviction regulation, please contact the Financial Assistance Office at 319-895-4216.

To apply for financial assistance, students must complete the federal financial aid form and submit required financial documents to the Office of Financial Assistance prior to March 1. Following March 1, funds are awarded on an "as available" basis. The federal financial assistance form may be obtained from the student's high school, from Cornell, or completed via the internet. Students must apply for financial assistance each year.

Cornell Financial Assistance Programs

Merit Scholarships:

Merit scholarships and awards are awarded to first-year and transfer* students. Scholarships and awards are only awarded to students in their matriculation year to Cornell College. Students with merit-based scholarships and/or awards, either academic or fine arts, must maintain the renewal criteria listed below. Please contact the Admission Office for specific scholarship amounts.

If a student forfeits a scholarship or an award, s/he will NOT be awarded a different scholarship or award, though eligible students may be awarded additional need-based aid. A student will not be awarded an additional award or have a scholarship upgraded based upon her/his academic performance at the college. Grades earned at another college do not apply toward the GPA renewal requirement, i.e., only grades earned at Cornell are applicable.

Note: Scholarship amounts may be adjusted for students living with parent(s). Contact the Admission Office for specific amounts.

*Transfer students who enter with junior status may retain their scholarship/award for a maximum of 18 terms, 2 years, or until graduation, whichever occurs first; sophomore status, a maximum of 27 terms, 3 years, or until graduation, whichever occurs first; first-year status, a maximum of 32 terms, 3 1/2 years, or until graduation, whichever occurs first.

Academic Scholarships	GPA
William Fletcher King Scholarship	3.25
Samuel Fellows Scholarship	3.25
Trustee Scholarship	3.25
National Excellence Scholarship	3.25
Presidential Scholarship	3.00
Dean's Scholarship	3.00
Armstrong Multicultural Scholarship	2.00
Bowman United Methodist Scholarship	2.00
Academic and Community Enrichment (ACE) Scholarship	2.00
Music Scholarships**	GPA
Trustee Scholarship	2.00
Dean's Music Scholarship	2.00
5K Music Scholarship	2.00
WFK Music Scholarship	3.25
Theatre Scholarships**	GPA
Trustee Scholarship	2.00

Dean's Theatre Scholarship	2.00
Theatre Scholarship	2.00
WFK Theatre Scholarship	3.25
Art Scholarships**	GPA
Buzza Art Scholarship	2.00
Awards**	GPA
Dungan Music Award	2.00
Art Award	2.00
Theatre Award	2.00
Methodist Servant Award	2.00
Keeler Award	2.00

**Additional performance criteria are also required. Please contact the Art, Music, or Theatre departments for renewal criteria.

Probationary Policy for Scholarships and Awards

If a scholarship recipient's Cornell GPA falls below the required minimum GPA for scholarship renewal by more than .25, the student will be awarded the next scholarship for which they are eligible to receive. For example: Student A has an Academic Trustee Scholarship worth \$15,000 and must have a 3.25 minimum GPA to renew the scholarship. At the end of the first year at Cornell Student A has a 2.85 cumulative GPA. Student A would then be awarded the Presidential Scholarship worth \$10,000. If the student is in good academic standing and his/her cumulative GPA is within .25 of the required GPA, the student retains the scholarship but is placed on scholarship probation. During the probationary period, the student is given one academic year to raise the GPA to the required level. If the student is successful in achieving the required GPA, he/she is removed from probation. Only one probationary period would be allowed. If the student does not raise his/her GPA to the required level, he/she will be awarded the next scholarship below the original award (see the above example) for all future years at Cornell College.

The Vice President for Enrollment and the Director of Financial Assistance will review exceptions to the probationary policy on an individual basis. Generally, approved exceptions are granted on the basis of the magnitude of circumstances beyond a student's control.

Institutional Need-Based Gift and Self-Help Financial Assistance

- 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 from the federal and financial aid form (FAFSA), and students must file the FAFSA every year. Grant amounts may vary each year depending upon financial need.
- The Mabel E. Sherman Loan is awarded to students who are Iowa residents. Priority is given to students who are in their first or second year of college. The loan has a 7 percent interest rate and the interest will accrue one year from the day after separation from Cornell College. Repayment shall not exceed 10 years. Funds as available.
- The McElroy Loan is awarded primarily to students during their first and second years of college. The loan has an 8 percent interest rate. The interest will accrue beginning six months after separation from Cornell College. Repayment shall not exceed 10 years. Funds as available.

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 TEACH Grant Program provides up to \$4,000 a year in grant assistance to undergraduate, post-baccalaureate students who agree to serve for at least four years as full-time “highly qualified” teachers in high need fields (see <http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>) **AND** in public or not-for-profit private elementary or secondary schools that serve students from low-income families (see <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>). A TEACH Grant recipient who does **NOT** complete the required teaching service within eight years of completing his/her academic program, or fails to meet other requirements of the TEACH Grant Program, **MUST** repay the TEACH Grant as a Direct Unsubsidized Stafford Loan with interest, accrued from the date the TEACH Grant was disbursed.
- Federal Work Study provides on-campus employment opportunities for students with demonstrated financial need. Work awards are typically \$800-\$1,200 per year.
- Direct Stafford Loans are need-based, long-term, low-interest loans. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student’s year in college and enrollment status. Per federal regulations all students must attend an entrance and an exit interview session.
- Direct Unsubsidized Stafford Loans are long-term, low-interest loans available to all students regardless of financial need or family income. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college and enrollment status. Per federal regulations all students must complete an entrance and an exit interview session.
- Perkins Loans are need-based, long-term, low-interest loans awarded primarily to first and second year students. The loan is a joint Cornell College-federal program. Repayment begins nine months after graduation, withdrawal, or a drop to less than half-time enrollment. The Perkins Loan is repaid to Cornell College. Funds as available.

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.

Tuition Exchange Program

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 Tuition Remission Officer Cindi Reints in the Office of Financial Assistance for additional information and eligibility requirements.

All students receiving the tuition exchange benefit 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 exchange amount. Student loan eligibility may be included in the award to assist with room and board costs.

Tuition exchange benefits cannot be used for any type of off-campus programs such as ACM, SIT, consortium, or contractual programs. Please contact the Office of Financial Assistance with questions.

Continuing Education Students

Continuing Education students may apply for the Federal Pell Grant, Iowa Tuition Grant, and Stafford Student Loan. Continuing Education students are not eligible to receive institutional financial assistance funds.

To receive financial assistance, Continuing Education students must be registered as degree-seeking students or completing a teaching certificate.

Financial Aid for Off-Campus Programs

Students may apply their “need-based” aid toward a Cornell-affiliated off-campus program if they have been approved by the Academic Standing Committee to attend (see [Off-Campus Programs](#)). Cornell will then pay the host institution of the off-campus program. If the cost of the program is more than Cornell’s charges for a semester, the student must pay the difference. Please contact the Business Office for further information on costs and payments.

Please contact the Office of Financial Assistance to discuss your off-campus program and what financial aid might be available.

index

- [Rates and Charges](#)
- [Other Fees and Charges](#)
- [Music Lessons](#)
- [Refunds and Withdrawals](#)
- [Financial Assistance](#)
- [Applying for Financial Assistance](#)
- [Cornell Financial Assistance Programs](#)
- [Federal Financial Assistance Programs](#)
- [State of Iowa Financial Assistance Programs](#)
- [Tuition Exchange Program](#)
- [Continuing Education Students](#)
- [Financial Aid for Off-Campus Programs](#)

Applying for Financial Assistance

To receive financial assistance a student must meet the following criteria: have earned a high school diploma, a high school equivalency diploma in a home school setting, or a General Education Degree (GED); be enrolled as a regular student in an eligible program; be a U.S. citizen or eligible noncitizen; make satisfactory academic progress according to the institution's policy; sign a statement of educational purpose/certification statement on refunds and default; and, male students must register with the Selective Service.

The drug conviction provision constitutes a new student eligibility requirement contained in the Higher Education Act (HEA) effective July 1, 2000. It provides that a student's eligibility for federal student aid is suspended if the student is convicted, under federal or state law, of any offense involving the possession or sale of a controlled substance (generally meaning illegal drugs, but not including alcohol or tobacco). Any such suspension of eligibility begins on the date of the conviction and lasts until the end of a statutorily specified period. The suspension ranges from one year to indefinite, depending upon the number and type of convictions. A student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including two unannounced drug tests), or if the conviction is overturned. For more information about the Drug Conviction regulation, please contact the Financial Assistance Office at 319-895-4216.

To apply for financial assistance, students must complete the federal financial aid form and submit required financial documents to the Office of Financial Assistance prior to March 1. Following March 1, funds are awarded on an "as available" basis. The federal financial assistance form may be obtained from the student's high school, from Cornell, or completed via the internet. Students must apply for financial assistance each year.

Cornell Financial Assistance Programs

Merit Scholarships

Merit scholarships and awards are awarded to first-year and transfer* students. Scholarships and Awards are only awarded to students in their matriculation year to Cornell College. Students with merit-based scholarships and/or awards, either academic or fine arts, must maintain the renewal criteria listed below. Please contact the Admission Office for specific scholarship amounts.

If a student forfeits a scholarship or an award, s/he will NOT be awarded a different scholarship or award, though eligible students may be awarded additional need-based aid. A student will not be awarded an additional award or have a scholarship upgraded based upon her/his academic performance at the college. Grades earned at another college do not apply toward the GPA renewal requirement, i.e., only grades earned at Cornell are applicable.

Note: Scholarship amounts may be adjusted for students living with parent(s). Contact the Admission Office for specific amounts.

*Transfer students who enter with junior status may retain their scholarship/award for a maximum of 18 terms, 2 years, or until graduation, whichever occurs first; sophomore status, a maximum of 27 terms, 3 years, or until graduation, whichever occurs first; first year status, a maximum of 32 terms, 3 1/2 years, or until graduation, whichever occurs first.

Academic Scholarships	GPA
William Fletcher King Scholarship	3.25
Samuel Fellows Scholarship	3.25
Trustee Scholarship	3.25
National Excellence Scholarship	3.25
Presidential Scholarship	3.00
Dean's Scholarship	3.00
Armstrong Multicultural Scholarship	2.00
Bowman United Methodist Scholarship	2.00
Academic and Community Enrichment (ACE) Scholarship	2.00
Music Scholarships**	GPA
Trustee Scholarship	2.00
Dean's Music Scholarship	2.00
5K Music Scholarship	2.00
WFK Music Scholarship	3.25
Theatre Scholarships**	GPA
Trustee Scholarship	2.00
Dean's Theatre Scholarship	2.00
Theatre Scholarship	2.00

WFK Theatre Scholarship	3.25
Art Scholarships**	GPA
Buzza Art Scholarship	2.00
Awards**	GPA
Dungan Music Award	2.00
Art Award	2.00
Theatre Award	2.00
Methodist Servant Award	2.00
Keeler Award	2.00

**Additional performance criteria are also required. Please contact the Art, Music, or Theatre departments for renewal criteria.

Probationary Policy for Scholarships and Awards

If a scholarship recipient's Cornell GPA falls below the required minimum GPA for scholarship renewal by more than .25, the student will be awarded the next scholarship for which they are eligible to receive. For example: Student A has an Academic trustee Scholarship worth \$15,000 and must have a 3.25 minimum GPA to renew the scholarship. At the end of the first year at Cornell Student A has a 2.85 cumulative GPA. Student A would then be awarded the Presidential Scholarship worth \$10,000. If the student is in good academic standing and his/her cumulative GPA is within .25 of the required GPA, the student retains the scholarship but is placed on scholarship probation. During the probationary period, the student is given one academic year to raise the GPA to the required level. If the student is successful in achieving the required GPA, he/she is removed from probation. Only one probationary period would be allowed. If the student does not raise his/her GPA to the required level, he/she will be awarded the next scholarship below the original award (see the above example) for all future years at Cornell College.

The Vice President for Enrollment and the Director of Financial Assistance will review exceptions to the probationary policy on an individual basis. Generally, approved exceptions are granted on the basis of the magnitude of circumstances beyond a student's control.

Institutional Need-Based Gift and Self-Help Financial Assistance

- 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 from the federal financial aid form (FAFSA), students must file the FAFSA every year. Grant amounts may vary each year depending upon financial need.
- The Mabel E. Sherman Loan is awarded to students who are Iowa residents. Priority is given to students who are in their first or second year of college. The loan has a 7 percent interest rate and the interest will accrue one year from the day after separation from Cornell College. Repayment shall not exceed 10 years. Funds as available.
- The McElroy Loan is awarded primarily to students during their first and second years of college. The loan has an 8 percent interest rate. The interest will accrue beginning six months after separation from Cornell College. Repayment shall not exceed 10 years. Funds as available.

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 TEACH Grant Program provides up to \$4,000 a year in grant assistance to undergraduate, post-baccalaureate students who agree to serve for at least four years as full-time "highly qualified" teachers in high need fields (see <http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>) **AND** in public or not-for-profit private elementary or secondary schools that serve students from low-income families (see <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>). A TEACH Grant recipient who does **NOT** complete the required teaching service within eight years of completing his/her academic program, or fails to meet other requirements of the TEACH Grant Program, **MUST** repay the TEACH Grant as a Direct Unsubsidized Stafford Loan with interest, accrued from the date the TEACH Grant was disbursed.
- Federal Work Study provides on-campus employment opportunities for students with demonstrated financial need. Work awards are typically \$800-\$1,200 per year.
- Direct Stafford Loans are need-based, long-term, low-interest loans. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college and enrollment status. Per federal regulations all students must attend an entrance and an exit interview session.
- Direct Unsubsidized Stafford Loans are long-term, low-interest loans available to all students regardless of financial need or family income. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college and enrollment status. Per federal regulations all students must complete an entrance and an exit interview session.
- Perkins Loans are need-based, long-term, low-interest loans awarded primarily to first and second year students. The loan is a joint Cornell College-federal program. Repayment begins nine months after graduation, withdrawal, or a drop to less than half-time enrollment. The Perkins Loan is repaid to Cornell College. Funds as available.

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.

Tuition Exchange Program

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 Tuition Remission Officer Cindi Reints in the Office of Financial Assistance for additional information and eligibility requirements.

All students receiving the tuition exchange benefit 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 exchange amount. Student loan eligibility may be included in the award to assist with room and board costs.

Tuition exchange benefits cannot be used for any type of off-campus programs such as ACM, SIT, consortium, or contractual programs. Please contact the Office of Financial Assistance with questions.

Continuing Education Students

Continuing Education students may apply for the Federal Pell Grant, Iowa Tuition Grant, and Stafford Student Loan. Continuing Education students are not eligible to receive institutional financial assistance funds.

To receive financial assistance, continuing education students must be registered as degree-seeking students or completing a teaching certificate.

Financial Aid for Off-Campus Programs

Students may apply their "need-based" aid toward a Cornell-affiliated off-campus program if they have been approved by the Academic Standing Committee to attend (see [Off-Campus Programs](#)). Cornell will then pay the host institution of the off-campus program. If the cost of the program is more than Cornell's charges for a semester, the student must pay the difference. Please contact the Business Office for further information on costs and payments.

Please contact the Office of Financial Assistance to discuss your off-campus program and what financial aid might be available.

Student Life and Resources

- [Student Life](#)
- [Residence Life](#)
- [Food Service](#)
- [The Center for Teaching and Learning](#)
- [Career Engagement Center](#)
- [Computing Facilities and Services](#)
- [Counseling Services](#)
- [Student Health Service and Insurance](#)
- [Intercultural Life](#)
- [International Student Services](#)
- [Campus Activities and Cultural Events](#)
- [Spiritual Life and Activities](#)
- [Student Activities](#)
- [Media](#)
- [National Honor Societies](#)
- [Campus Recreation](#)
- [Intercollegiate Athletics](#)

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 boards or councils, including [Student Senate](#), Student Conduct and Appeals Boards, [Greek Council](#), [Performing Arts and Activities Council \(PAAC\)](#), and faculty and staff committees.

Cornell's student handbook, [The Compass](#), is updated annually and contains information on college services, residence halls, student finances, college policies, campus organizations, activities, constitutions, academic guidelines, rights and responsibilities, and student conduct procedures. [The Compass](#) is posted online, and all students, faculty, and staff are notified of its presence each fall by the Dean of Students.

Cornell expects students to behave in ways that demonstrate personal maturity and responsibility, and that contribute to the overall well-being of the entire campus community. Within any community, certain responsibilities protect the welfare, safety, and health of members of that community. "[Student Rights and Responsibilities](#)," found in [The Compass](#), and the college's conduct procedures outline the standards for the community and the rights and responsibilities of Cornell students.

S

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 suite-style living unless they live with their parents in the Mount Vernon area; have completed eight semesters in residence; are married; have children; or are more than 24 years old. Permission for these exceptions must be obtained through the Director of Residence Life.

The various college residence halls, houses, and suites differ in size, architecture, style, and atmosphere. Some are coed and some are single-sex buildings. All are located within easy walking distance of the classroom buildings, the Library, The Commons, and the Small Multi-Sport Center. Although the oldest residence hall was built in 1885, all residence halls have been renovated. Each student room is wired for internet and cable television and every lobby or lounge has wireless access. A few single rooms are available and are assigned according to seniority. First-year students live together on first-year floors.

Social and educational activities in each building are coordinated by Hall Councils, the National Residence Hall Honorary, and the Resident Assistant (RA) staff. Student RAs live on each floor to help with building management and to offer assistance and direction to residents. The Director and three live-in Assistant Directors of Residence Life administer and provide leadership for the residence life program.

Food Service

Cornell Food Service is provided by the Sodexo Corporation. Everyone is required to participate in a meal plan. Students have the option of contracting for either 20 or 14 meals per week (or for lunches only if they live off campus) or 180 meals per semester meal plan. Students may eat as much as they wish at each meal. 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.

The Center for Teaching and Learning

A unique aspect of academic support at Cornell College is the Center for Teaching and Learning, which is involved with students throughout the course of their assignments, and with faculty as they design learning experiences for students. The Center brings together the Consulting

Librarians, Writing Studio, Academic Technology Studio, and Quantitative Reasoning Studio--all housed in Cole Library--to support students' development of information literacy and critical thinking in collaboration with faculty. Information literacy can be defined as skills, values, and attitudes for articulating an information need, accessing information, evaluating and processing information, and using and communicating ideas, within the context of social and ethical implications of information use.

The Center has as its goal to support attainment of high academic standards through innovation, collaboration, and commitment to excellence.

Academic Technology Studio

Office hours (during the academic year only):

Contact TBD

Academic Media Consultant

127 Cole Library

319-895-4125

<http://www.cornellcollege.edu/library/ctl/ams/>

An instructional technologist and a cadre of student "techies" assist students in the use of technology for teaching and learning. The Academic Technology Studio offers the latest creative software including the full suite of Adobe CS4 programs, Strata 3D, and I-Life. Although the emphasis is on creative applications, we can help with *Moodle*, the College's course management software, as well as other instructional technologies. We can also help you select the appropriate technology for your projects.

Examples include:

- web page design and development, e-Portfolios
- appropriate design and use of *PowerPoint*
- poster layout and design
- audio and video editing, podcasting
- effective graphic design for class projects
- art and computers

For appointments, students or faculty may contact TBD, ext. 4125.

The Writing Studio

Office hours (during the academic year only):

Contact [Laura Farmer](#) or [Shawn Doyle](#)

Writing Studio Consultants

125 Cole Library

319-895-4462

<http://www.cornellcollege.edu/library/ctl/ws/>

Located on the first floor (lowest level) of the Library in Room 125, the Writing Studio offers students assistance to improve the academic skills that will help them succeed in college: writing, reading, studying, note-taking, test-taking, and time management. The staff includes two professional writing consultants and a cohort of student peer consultants who have been recommended by faculty members as excellent students and writers.

The Writing Consultants work intensively with the college's introductory writing program, co-teaching with faculty in this writing-across-the-curriculum program. Additional information is available on the web at <http://www.cornellcollege.edu/library/ctl/ws/> or call ext. 4462.

Quantitative Reasoning Center

Office hours (during the academic year only):

Contact [Jessica Johanningmeier](#)

Quantitative Reasoning Consultant

126 Cole Library

319-895-4222

<http://www.cornellcollege.edu/library/ctl/qr/>

Located in Room 126 of the Library, the Quantitative Reasoning Studio is available for students in courses that require working with numbers. The Quantitative Reasoning Consultant offers assistance to students in using and interpreting numerical information. A cohort of Peer Consultants is available to assist students as well.

For appointments, or more information, students or faculty may call ext. 4222, visit Room 126 Cole Library, or email [Jessica Johanningmeier](#).

Consulting Librarians

Consulting Librarians assist students with their learning and information needs. They are assigned by department to assist students with defining an information need, finding quality information, critically evaluating and processing information for specific projects, and with an understanding of the ethical implications and social context of using information. Consulting librarians may teach class sessions or hold individual reference appointments as well as providing assistance in general at the reference desk. For appointments, contact the individual Consulting Librarians.

For 2010-2011, the Consulting Librarian assignments are as follows:

Humanities and Theater - Jen Rouse

Art - Greg Cotton

Music - Laurel Whisler

Education - Jen Rouse

Kinesiology - Mary Iber

Natural Sciences - Mary Iber

Social Sciences - Greg Cotton

[Greg Cotton](#), 319-895-4454, Cole 315

[Mary Iber](#), 319-895-4240, Cole 307

[Jennifer Rouse](#), 319-895-4466, Cole 305

[Laurel Whisler](#), 319-895-4260, Cole 303

Career Engagement Center

The Center's mission is to engage Cornell College students with innovative and purposeful career development opportunities to prepare them to apply their liberal arts education to the world of work. The Center is staffed by three professional staff members and offers more than a dozen programs to help students explore and experience options for their professional lives beyond Cornell. Students can attend programs throughout the academic year and receive individual guidance by visiting the Center in Ebersole. For more information, visit www.cornellcollege.edu/career-engagement.

Computing Facilities and Services

The campus core network is a high-speed switched Ethernet backbone extending from Law Hall to all campus buildings via a fiber optic network. The network provides data services for all academic and administrative needs in all offices, classrooms, residence hall rooms, and public areas across campus. In addition, all mainstream academic and administrative spaces as well as all residence halls have full wireless access. All residence hall rooms have been wired for cable television with 51 channels provided via Cornell's cable television plant.

There are computers available to students in a variety of settings around campus. Law Hall is the technology center of the campus. Each classroom is equipped with a variety of multimedia equipment including projection units, data, voice and video connections, and computers. This facility houses an extended-hours computer lab which is available 24 hours a day, seven days a week, while school is in session. There is a 25-station math/statistics tech classroom, a 22-station

computer science tech classroom, and a 13-station wireless computer cart in the psychology research area. Cole Library, the information center of the campus, has a 25-station open access computer lab located on the second floor. In addition, the Academic Technology Studio, located on first floor, is equipped to assist students and faculty with technical projects such as multimedia presentations and web page development. In addition to a 25-computer foreign language/multimedia technology classroom, College Hall also has a wireless cart housing 25 wireless notebook computers. Armstrong Hall has five multimedia classrooms and a 12-station music/theatre technology classroom. The West Science Center is equipped with a wireless network cart housing 13 wireless notebook computers and LCD projector for classroom use. There are a number of specialized computer facilities used by academic departments in Norton Geology Center, two in West Science Center, Armstrong Hall music lab, Writing Studio, and the Career Engagement Center. In addition there are public kiosks available for Internet access.

Information Technology, located on the third floor of Law Hall, is responsible for hardware and software support for the college network, administrative systems and the instructional technology infrastructure. Details on lab hours and facilities are easily accessible on Cornell's website. Assistance is provided to students for class projects through the Academic Technology Studio located in the Cole Library.

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

Counseling Services

Short-term individual, couples and group counseling, educational programming, and referrals for medication and long-term or specialized therapy are available to enrolled students through the Cornell Counseling Center. Other services include light therapy for Seasonal Affective Disorder and a resource library of educational brochures, books, and videos. Services provided at the Center are confidential in accordance with legal and ethical guidelines, and Center records are kept separate from other student records. The Center is staffed by a full-time licensed psychologist, a part-time counselor who is working toward licensure as a psychologist, and some semesters by a part-time practicum counselor who is a graduate student in counseling. The Center is located in Ebersole. Office hours are 8 a.m. to 4:30 p.m. Monday through Friday, with extended hours on Tuesday by appointment.

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, wellness care, and a number of diagnostic laboratory tests.

Students are required to have health insurance. The college carries an accident insurance policy on Cornell students and has available optional medical coverage. However, these policies are intended to be secondary and supplement any other coverage the student may have. Students who have personal insurance should have a copy of their insurance card and be familiar with the terms of their policy. Students not providing documentation of proof of coverage will be required to purchase the optional insurance through the college. All student-athletes participating in Cornell College athletics are required to show proof of a primary insurance policy during the competition and non-traditional seasons. This policy may be part of their parent's/guardian's primary insurance policy or may be in their own name. Student-athletes will not be allowed to participate in any practice or competition until proper insurance documentation is presented to the athletic training staff. Questions may be directed to the Business Office or the Health Center.

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

Intercultural Life

The Office of Intercultural Life, located in Stoner House, is dedicated to celebrating diversity through awareness, acceptance, and appreciation, and provides quality programs and services to all students at Cornell College. The staff is available to help students address academic, cultural, religious, or other concerns. Fourteen student organizations are supported by the staff and resources found in Intercultural Life. Stoner House is a great place for organizations to host events, prepare meals, or use as alternative meeting or study areas.

In addition to supporting the intercultural student groups, the office provides services and sponsors events for Cornell's international students.

International Student Services

International education at Cornell has its roots in a long-standing tradition of foreign student enrollment. The first international student matriculated in 1887; today Cornell alumni represent nearly 50 countries outside the United States.

Recent international student enrollment at Cornell represents as many as 15 different countries.

New international students enrolling in Term One of the academic year are provided a short homestay in the local community and a special orientation preceding the regular orientation for all new students. Incoming international students whose native language is not English may study English as a Second Language for one term of full academic credit before beginning their regular academic coursework (see [English as a Second Language](#)).

Almost all Cornell students, including international students, live in the Cornell residence halls (see [Contemporary Campus](#) and [Student Life](#)). The [Director of Residence Life](#) attempts to pair international students with U.S. students who have an interest in having an international roommate. Residence hall staff participate in special training programs aimed at increasing cross-cultural sensitivity. International students may also apply for hall staff positions. Intercultural Life staff members are available to assist international students with personal and academic matters.

Campus Activities and Cultural Events

The weekly Cornell Campus Newsletter, the online master calendar, and the weekday "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 Music Mondays concert series, the Delta Phi Rho Lecture, 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 complement numerous athletic events, club and departmental meetings, social events, residence hall programs, the activities of more than 125 campus organizations, and events in Cedar Rapids and Iowa City.

Spiritual Life

The chaplain of the college is responsible for spiritual nurture and guidance of students, faculty, and staff of diverse backgrounds and needs, as well for the college community as a whole. This includes providing: pastoral care; programs for spiritual growth and practice (including chapel), interfaith understanding for global citizenship and cultural competency, and on the intersection of faith, life of the mind, and social justice; pre-theology and pre-ministerial advising; teaching in the religion department, serving as minister in campus ceremonies, assisting all divisions of the college as needed; and working with the president to sustain the college's relationship with the United Methodist Church in and beyond the Iowa Annual Conference. This position has faculty rank and reports to the president. For more information on Office of Spiritual Life opportunities, the chaplain, pre-seminary discernment and preparation, various student religious organizations, and other resources go to: <http://www.cornellcollege.edu/chaplain-and-spiritual-life/>.

Student Activities

The Performing Arts and Activities Council (PAAC) is a student organization that plans entertainment, comedy shows, game nights, concerts, and various other recreational activities. Other campus groups also offer programs and activities designed to meet students' interests and needs. The Student Activities Office coordinates other campus events including the Student Involvement fair, poster sales, Family Weekend, Homecoming, and tickets at discounted prices to plays, concerts, and games. We also oversee the Student Leadership Awards and the selection

of the Rich Williams Fund endowed series. See our website at http://www.cornellcollege.edu/student_activities.

Media

Opportunities are available for working on the newspaper, the yearbook, and the radio station. *The Cornellian*, the student newspaper, is published twice monthly during the academic year. *The Royal Purple*, Cornell's yearbook, has published continuously since 1902; and *Open Field*, a literary magazine, is published each spring. Radio station KRNL-FM (89.7) broadcasts on-air and online throughout the school year.

National Honor Societies

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.

Lambda Alpha, National Collegiate Honors Society for Anthropology, recognizes superior achievement among students engaged in the study of anthropology. Membership in the Epsilon of Iowa chapter offers opportunities to publish in a national journal and to compete for scholarships.

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.

Omicron Delta Epsilon, International Honor Society for Economics, was founded in 1963. It is one of the world's largest academic honor societies. The main objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics and the establishment of closer ties between students and faculty in economics within colleges and universities. Members of the Iota of Iowa Chapter (chartered at Cornell in 2008) serve as tutors for students enrolled in ECB 101 (Macroeconomics), ECB 102 (Microeconomics), and ECB 151 (Financial Accounting).

Phi Alpha Delta Law Fraternity, International was founded in 1902. It promotes "Service to the Student, the School, the Profession and the Community." It is the world's largest law fraternity and was the first to admit women. The Cornell College Pre-Law Chapter was established in 2005. Students interested in legal professions are eligible for election.

Phi Beta Kappa is the oldest of the national honorary scholastic societies in the United States, having been founded in 1776. The Delta of Iowa Chapter (chartered at Cornell in 1923) annually elects to membership a small number of juniors and seniors whose academic excellence is attested by a high grade point average and whose choice of courses, especially electives, demonstrates a broad exposure to the liberal arts—the fine arts, the humanities, languages, the natural sciences and mathematics, and the social sciences—as well as substantive work in areas outside the major.

Pi Delta Phi, is a national French honor society. Cornell College founded its first chapter of this organization, Nu Psi, in 2007. The purpose is to recognize outstanding scholarship in French and Francophone cultures and literatures, to increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and Francophone cultural activities.

Pi Kappa Lambda, founded in 1918, is dedicated to the furtherance of music education and the encouragement of eminent achievement in performance and composition. Election to the Alpha Gamma Chapter (established in 1948) recognizes excellence in scholarship and musicianship among students of music.

Pi Sigma Alpha, founded in 1920, has as its purpose "to stimulate productive scholarship and intelligent interest in the subject of government." Election to the Sigma Psi Chapter (established in 1992) recognizes scholarly attainment in the field of political science.

Psi Chi was founded in 1929 "for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology." Election to the Cornell Chapter (established in 1993) recognizes academic excellence in the field of psychology.

Sigma Delta Pi, founded in 1919, recognizes excellence in the study of Spanish. Election to the Tau Omicron Chapter (established in 1994) is open to both majors and non-majors who have demonstrated superior ability in advanced-level Spanish courses.

Sigma Gamma Epsilon, founded in 1915, was established to recognize scholarship and professionalism in the Earth Sciences. The Beta Pi Chapter at Cornell College is the oldest Chapter of the Society in Iowa. Membership is open to majors and non-majors who have maintained a minimum GPA in geology courses as well as additional course work.

Campus Recreation

Mountaineering, fencing, cycling, dancing, and Capoeira are included in the vibrant array of recreational activities at Cornell. Competitive club sport experiences are offered in coed ice hockey, ultimate frisbee, and men's lacrosse. We also offer a steady schedule of fun and semi-competitive intramural events, along with fitness classes such as kickboxing and yoga. Recreational facilities at Cornell include the Roe Howard Fitness Center in The Commons; the Meyer Strength Training Facility and various fitness machines, an arena with several multi-purpose courts, and a racquetball court in the Small Multi-Sport Center; and several open play fields, a basketball court, and a sand volleyball court outdoors.

Intercollegiate Athletics

Intercollegiate athletics provide a unique and valuable learning experience in the context of Cornell's educational program. These programs contribute significantly to the development of the individual student and the enrichment of the college 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, or profit.

Specifically, Cornell's athletics programs are designed to:

- support student-athletes in their efforts to reach high levels of academic and athletic performance;
- affirm the highest standards of teamwork, sportsmanship, fair play, and ethical conduct;
- provide equitable athletic opportunities for males and females and give equal emphasis to men's and women's sports;
- promote an environment that values diversity and gender equity among student athletes and athletics staff

Athletic Eligibility

Eligibility for students participating in intercollegiate athletics is determined by regulations of the National Collegiate Athletic Association and the Iowa Intercollegiate Athletic Conference, as well as by the academic regulations of Cornell College. Participation includes practicing and traveling with the team, and competing in intercollegiate events.

To be eligible to represent Cornell College in intercollegiate athletics, a student must:

1. be enrolled as a full-time student at Cornell College and be making satisfactory progress toward a degree, as defined by the College.
2. Cornell requires that a full-time student be enrolled for a minimum of eight terms in each academic year. Seniors may be less than full-time in their final semester only, but must be enrolled for at least the number of terms needed to complete their graduation requirements.

Full-time enrollment is further defined as enrolled for a minimum of three course credits (12 semester hours) during the fall semester (Terms One through Four) in order to participate in intercollegiate athletics during any or all of those terms, or enrolled for a minimum of four term credits (16 semester hours) during the spring semester (Terms Five through Nine) in order to participate in intercollegiate athletics during any or all of those terms. Senior athletes who complete her or his final course during the fall semester, and participate in a winter sport, may need to apply for an NCAA waiver to complete the winter sports competition season. These seniors should meet with the Director of Athletics for more NCAA compliance information.

Questions concerning eligibility should be addressed to the Director of Athletics and, if they involve registration or satisfactory progress, to the Registrar.

Athletic Eligibility Appeal Process

Students who have been ruled ineligible to participate in intercollegiate athletics may appeal such a ruling to the Academic Standing Committee. Similarly, exceptions to Cornell College's athletic regulations may be granted by the Academic Standing Committee for compelling reasons. Students should petition as early as possible on forms available from the Registrar's Office. All such petitions must be signed by the Director of Athletics, the student's coach, and the student's academic advisor.

Admission to Cornell College

Admission to Cornell College is competitive. The courses and degree programs offered by Cornell College are intended for students who have been well prepared at the secondary school level, have obvious motivation and a desire to learn, and have the ability and potential to complete a carefully planned degree program and graduate from Cornell College.

Cornell is a member of the National Association of College Admission Counseling (NACAC). As such, it adheres to NACAC's Statement of Principles of Good Practice.

Admission Procedures

Candidates for freshman admission should follow the procedures indicated below in Steps 1, 2, and 3. Applicants for transfer admission should send an official transcript from every institution in which they have been enrolled in addition to completing Steps 1 and 2. International students should submit an official English translation of any school document written in any other language. Students who are unsure as to which admission process best represents them should contact the Admission Office to discuss their situations personally. Once an applicant's file is complete, the credentials will be reviewed according to his or her application plan—Early Decision, Early Action, or Regular Decision. The College's Admission Committee considers an applicant's academic achievement and performance, standardized tests as appropriate, the essay, leadership, strength of character, as well as other qualities apparent in the application.

Course Recommendations

Cornell College evaluates admission applicants' academic performance within an assessment of their college preparatory curriculum. This type of informed evaluation has proven to be the best indicator of students' probability for academic success at Cornell. The Admission Committee encourages prospective students to challenge themselves academically. The most competitive applicants for admission will have performed well in the best college preparatory courses available to them, whether honors, advanced placement (AP), or international baccalaureate (IB) courses, or concurrent enrollment courses taken in conjunction with local colleges or universities. The Admission Committee recommends your secondary school program include:

- 4 years of English
- 3 or more years of mathematics
- 3 or more years of science
- 3 or more years of social studies
- 2 or more years of foreign language

Students who do not satisfy the high school course recommendations as described, but who are otherwise well qualified, may be admitted after individual review of their applications.

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 February 1. Applications received after February 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, as space for transfer students is limited.

Step 2. Transcript of High School Record

The applicant's high school counselor must send to Cornell College a transcript of the applicant's academic record and a school recommendation. Transcripts are to be sent directly to the College by school officials on an appropriate form regularly used by the high school. Admission is granted on the basis of the candidate's record for the first six or seven semesters of high school. Remaining secondary school courses must be completed satisfactorily and a final transcript furnished after high school graduation.

A recommendation completed by a designated school official, typically the college counselor, is required. Though a teacher recommendation is not required, an applicant may elect to submit one to two additional letters of recommendation from teachers.

Step 3. Standardized 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. While the ACT essay is optional, you are encouraged to take this portion of the exam. The SAT Subject Tests are also optional.

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 a designated off-campus site. The Admissions Office is open each weekday from 8 a.m. to 4:30 p.m., and on Saturdays by appointment from 9 a.m. until noon. During the summer (June, July, August) offices are closed on Saturday. Since many prospective students and parents visit the Cornell campus each year, appointments for interviews should be made at least one week in advance of the date of a campus visit.

Admission by Transfer

Students applying for the fall semester as transfers should have all required application materials postmarked by March 1; for the spring semester, by December 1. A statement of good standing at the institution last attended must be included along with official transcripts. Students not in good standing at other colleges should not apply to Cornell. Notification of the admission decision is made on a rolling basis. Students offered admission are asked to reserve their space by May 1. Applications arriving after March 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 [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, IELTS, or STEP score but may substitute either the SAT or ACT.

The Admissions Office and Office of Intercultural Life assist international students in matters related to the U.S. Immigration and Naturalization Service (INS) and their F-1 visa status. Official forms and current information are available from those offices.

International students with the legal status of aliens, including those students with the non-immigrant status of either F or B, must maintain their legal status in order to be permitted to continue to enroll in courses at Cornell College. International students must be enrolled as full-

time students (eight terms per year). Students who are in the process of changing status must have received approval, or reasonable assurance of obtaining approval, before enrolling in courses at Cornell. The burden of proof rests with the student. Reasonable proof of filing may include a statement from INS that the forms are being processed or a registered mail receipt showing that INS has received the forms. If an application for reinstatement of status is denied by INS, the College may terminate the student's enrollment at any time. The Director of Intercultural Life is the Designated School Official authorized to act on behalf of Cornell in immigration matters.

In cooperation with the Dean of Students Office and the Business and Registrar's Offices, staff in the Office of Intercultural Life advise and assist international students in communications with home governments and educational and sponsoring agencies. They also assist with other personal and academic concerns when requested.

Advanced Standing

Cornell offers the opportunity for admission with advanced standing or admission with exemption from certain course requirements (see [Exemption](#) or [Advanced Placement](#)). Students should consult their high school counselor for information about the Advanced Placement tests offered by the College Entrance Examination Board or contact the Educational Testing Service, Box 592, Princeton, New Jersey 08540, or on the World Wide Web at www.ets.org. The Cornell Registrar can answer questions about these and other possibilities for advanced standing, such as the International Baccalaureate.

Advanced Standing for Veterans

Veterans qualifying for the Certificate of Eligibility for Educational Benefits issued by the Veterans Administration may receive advanced standing for:

- 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);
- 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);
- achievement or advanced placement examinations (see [Exemption](#), [Advanced Placement](#), and [Credit by Examination](#)); or
- 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](#)").

Continuing Education

Persons who have completed a bachelor's degree are eligible for admission as Continuing Education students. Former Cornell students who have not completed a bachelor's degree may return to Cornell as a readmitted student (see Index. Readmission). Persons who do not have a degree and do not plan to pursue a degree or certification may take up to four courses under the Continuing Education Program.

Continuing Education students have the option of enrolling either full- or part-time and as degree or non-degree candidates. Degree candidates have a choice of three baccalaureate programs (see Index. Degree Programs). Students may take courses to enrich themselves, to earn transferable credits for admission to graduate programs, for teacher certification, completion of a second major or minor, or on a trial basis to decide whether they wish to matriculate as degree candidates.

Cornell's unique One Course At A Time calendar makes it possible for students to enroll in the College at any time during the academic year and to choose the months of the year during which they can study.

The Admission Office coordinates the admission of Continuing Education students. The Continuing Education Program offers reduced tuition in lieu of other Cornell financial aid. Continuing Education students may apply for Stafford Loans or may use Veterans' Administration or Vocational Rehabilitation benefits toward the reduced tuition. All financial aid to Continuing Education students must come from sources outside the College and will be applied toward the entire year's charges before refunds are made. Students not receiving financial aid may elect to pay for courses one at a time with payment due prior to the beginning of each course. Non-degree students may take up to four course credits at Cornell at the reduced tuition rate.

Continuing Education students may use the facilities and support services of the College and are subject to the same academic regulations and procedures that apply to other Cornell students. The chief exceptions are that Continuing Education students may take as many terms off during the academic year as they wish, do not receive the ninth term free, and are not eligible to live in College housing.

Students who have received a baccalaureate degree from Cornell College and who wish to obtain another major must:

1. Complete the major requirements, including any resident and/or upper-division requirements, for the second major; and

2. Maintain a cumulative GPA of at least 2.00 at Cornell College.

Students who hold a baccalaureate degree from another regionally accredited college or university, and who wish to obtain another baccalaureate degree must:

1. Meet admission requirements;
2. Complete at least eight term credits in Cornell College campus-based programs, including any general college requirements which were not completed for the first baccalaureate degree (see Index. General Requirements for Degree Programs);
3. Complete the major requirements, including resident and/or upper-division requirements, for the second degree; and
4. Maintain a cumulative GPA of 2.00 at Cornell College in order to graduate.

Enrollment Reservation

Students must confirm an offer of admission, after having been notified of their acceptance, by paying a non-refundable \$300 deposit to reserve residence hall space and a place in the entering class. This deposit is due by May 1, which is the national Candidates' Reply Date.

History of the College

The idea for an institution of higher education in the frontier country of eastern Iowa and the dynamic spirit that turned this dream into a reality belonged to the Reverend George Bryant Bowman (1812-1888), a native of North Carolina. Bowman began his ministry in Missouri and came to Iowa City in 1841 as pastor of the [Methodist church](#). Six years later he was the Presiding Elder of the Dubuque District and in 1850 was appointed pastor of the Linn Grove Circuit. These last two assignments required him to travel through much of the territory along the old Military Road (now Highway 1) between Dubuque and the state capital in Iowa City. In his travel he visited the settlement of Mount Vernon, whose first resident had arrived in 1837, nine years before Iowa's entrance into the Union as the 29th state. Mount Vernon, platted in 1847, was considered by the early 1850s to be "one of the most beautiful, healthy, and prosperous villages in the State," according to the 1857-58 college catalogue.

Mount Vernon was Bowman's choice for the location of the new school and on the Fourth of July in 1852 ground was broken on a hilltop site of 15 acres on the edge of this pioneering community for the Seminary Building, "a fine brick edifice, seventy-two feet long, by forty wide, and three stories high." The Iowa Conference Seminary, as the new institution was called, opened in September 1853, even though the building was still unfinished. The first term was taught in the Methodist Episcopal Church until the morning of November 14, 1853, when the faculty and students, having assembled in the church, walked in procession through the village and took formal possession of the Seminary Building on the new campus. There were 161 students enrolled in one or more of the College's three terms, of whom 57 were women, and six faculty, four of whom were women. Samuel M. Fellows led the small school with his large title

of "Principal, and Professor of Mental and Moral Science and Belle Lettres." Bowman was President of the Board of Trustees for every year but one between 1853 and 1865. 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.

In July 1855, the Board of Trustees resolved to organize the Seminary into a college and named it Cornell College. Elder Bowman had called upon a well-known Methodist philanthropist in New York City, received a small contribution from him, and decided that he was a gentleman worthy of having this nascent college named after him. William Wesley Cornell (1823-1870) was a prominent New Yorker and a partner with his brother, John Black Cornell (1821-1887), in the firm of J. B. and W. W. Cornell, one of the largest iron works in the country erecting fireproof buildings. Their distant cousin, Ezra Cornell, endowed Cornell University, which opened in 1868 in Ithaca, New York.

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 and 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 was converted to a Ladies' Boarding Hall. During the winter months the ladies paid an extra fee to have firewood cut and carried to their rooms. For more than 30 years Cornell's women continued to board and room in the building despite its lack of modern conveniences. To those young women who moved out of "the old Sem" and into Bowman Hall in 1885, this new dormitory must have seemed like one of the wonders of the world. Here were four stories capable of housing 100 women in comfortable double rooms illuminated by gas lights. Each floor had a bathroom and hot and cold running water. The dining room, where male students who roomed in town might take their meals, could seat 200 people at one sitting.

In the early years, the students and faculty dined in Old Sem, in the area now occupied by the Business Office. The college cows, whose milk was consumed at every meal, roamed the campus and were a continual source of annoyance for unwary students. From 1885 to 1930, most students who took their meals on campus ate in Bowman Hall. After Pfeiffer Hall was opened in 1930, half the students were assigned to eat there while the other half continued to dine at Bowman. This arrangement continued until The Commons opened in January 1966.

Although residence halls for women were the norm at Cornell, early attempts to provide the men with an opportunity to live on campus were less successful. When the Cornell Boarding Association Hall, now South Hall, was built in 1873, it was at first popular, but the dormitory style of life soon proved less appealing than that of the rooming houses which clustered around the campus, and the new building was gradually converted for academic use. It was not until 1929, when male freshmen were housed in Guild Hall, and 1936, when Merner Hall was built, that the College was able to interest men in living on campus.

Perhaps the most important place on Cornell's campus to generations of alumni has been its chapel. The need for a separate chapel building was recognized in 1874, the cornerstone was laid

in 1876, and the present stone chapel was completed in 1882. The chapel served not only for religious services but also for all kinds of College assemblies, lectures, recitals, debates, pep rallies, theatricals, weddings, and funerals. Until 1957, chapel services were held each morning except on Saturdays and Sundays, and all students were required to attend. Required attendance at weekly chapel (after 1964 weekly convocation) continued until 1970.

The library has, since 1904, been the library for the city of Mount Vernon as well as for the College. Only one other library in the nation serve their communities in this way. Cornell's first library was opened in 1854 on the third floor of what is now Old Sem in a room 10 x 16 feet, which, Dr. Stephen N. Fellows wrote, "was my bedroom, sitting room and parlor, and not being sufficiently utilized, became the library room." Between 1857 and 1880, the library was located in a room in College Hall. A common punishment for students found guilty of misconduct was to deny them library privileges for one or two weeks. In 1880 the library was moved to the newly opened north end of the lower floor of King Chapel and in 1891 to the second floor of Old Sem. Because of the generosity of industrialist Andrew Carnegie, the College in 1905 dedicated its first building designed for the exclusive use of the library. Originally called the Carnegie Library, it is now known as the Norton Geology Center and Anderson Geology Museum. The continually increasing size of the collection led in 1957 to the construction of the present Russell D. Cole Library which was opened as a combined library-social center. In 1966 the social center was moved from the library into the newly opened student center. In 1995 a \$3.7 million renovation updated the Cole Library and brought it firmly into the information age.

Cornell has always offered a diversified curriculum. Besides the various collegiate programs, the corporate institution used to include a Primary Department (middle school), Conservatory of Music, School of Art, School of Oratory and Physical Culture, and Preparatory Department (renamed the Cornell Academy in 1894 and the Cornell College High School in 1916). From 1857 to 1890, the Preparatory Department had greater enrollments than the College proper. Its purpose was to prepare students from two- and three-year high schools and schools with limited or inadequate curricula for admission to the College, or for careers in teaching (Normal course) or business (Commercial course). The Primary Department was discontinued in 1866. The High School closed in June of 1921. Music, art, speech and dramatics, physical education, and teacher education have become departments within the College.

Cornell was one of the first colleges in the nation to offer its students a choice of degree programs. In addition to the [Bachelor of Arts](#) and Bachelor of Science degrees, Cornell has awarded during its long history the degrees of Mistress of English Literature (last conferred 1865), Bachelor of Civil Engineering (conferred 1875-1917), Bachelor of Philosophy (conferred 1881-1904 and 1974-1995), [Bachelor of Music](#) (first conferred 1921), Bachelor of School Music (conferred 1925-1945), and Bachelor of Music Education (conferred 1946-1964). The first [Bachelor of Special Studies](#) degrees were conferred in May 1972. Masters degrees in Art, Science, Civil Engineering, Philosophy, and Music were offered by the College at various times from its inception until 1943, although the last such degree was granted in 1936.

Since 1857 the College catalogues have contained specific provisions for the preparation of teachers. Courses in education were offered for the first time in 1872, one of the earliest recognitions of this discipline in the country. [Sociology](#) was added to the curriculum in 1899;

only six years after the University of Chicago established the first academic department of sociology in the United States. The first instruction in geology was offered here in 1855, and a professorship established in 1881. Cornell's [Department of Geology](#) is the oldest in Iowa.

Instruction in music had been offered to the first group of Seminary students, but in 1878 the Conservatory of Music was inaugurated "to supply superior advantages for pursuing the study of Music in all its branches, both theoretical and practical, under the ablest Professors." In 1960 it became the Department of Music. The Conservatory initiated the Spring Music Festival in 1899, the first such annual festival in Iowa. From 1903 to 1963, the Chicago Symphony Orchestra appeared annually at the Festival, with Dr. Frederick Stock as its conductor until 1942. More than 60 stars of the Metropolitan Opera Company as well as other world-famous musical artists have appeared on the stage of King Chapel. After its 100th anniversary in 1998 the Festival became Music Mondays, a series of four to five concerts held throughout the year.

By appointment of the Secretary of War, an army officer and graduate of West Point taught military science on the campus from 1873 until 1901 when physical training replaced infantry drills. All able-bodied male Cornellians during this period were organized into companies and known as the "Cornell Cadets." A "Ladies Battalion" was officially formed in 1889 although women students had drilled in uniform as early as 1874.

Historically, Cornell has been a pioneer in the cause of women's rights. During that first academic year of 1853, one of the first students to enroll was a woman, and women comprised 35 percent of the student body. The College was the first institution of higher learning west of the Mississippi to grant women the same academic rights and privileges as men, and the first in Iowa to confer a baccalaureate degree on a woman, in 1858. Cornell women studied chemistry and other sciences in coeducational classrooms and laboratories before their sisters at other colleges or universities were allowed to do so. In 1871, Cornell conferred upon Harriette J. Cooke the first full professorship ever given to a woman in the United States with a salary equal to that of her male colleagues. Soon after her promotion, she founded and became the first president of The Cornell Association for the Higher Education of Women, one of the first such organizations in the nation.

Elizabeth Cady Stanton in 1869 and Susan B. Anthony in 1879 came to Mount Vernon and made Cornellians more aware of the important concerns of women. As early as 1916, the Women's League at Cornell organized vocational conferences for women students and sponsored lectures by women prominent in the professions, business, and public life. This tradition continues. During the 1970s, a number of faculty members at Cornell introduced courses that focused on women and integrated the new feminist scholarship rapidly emerging in most disciplines. A major in Women's Studies was approved in 1989.

Literary societies dominated student social and cultural life from 1853 until the 1920s. The first was the Amphictyon Literary Society, founded November 18, 1853, which was the oldest literary society in Iowa and possibly west of the Mississippi River. More than 20 societies are known to have been chartered at Cornell. The first eight paired off, a men's group affiliating with a women's group, so that the partnership possessed one of the four prestigious meeting rooms on the third floor of College Hall. On Friday and Saturday evenings, these societies presented

various programs to which the college community and the townspeople were often invited. Such presentations were usually lectures, debates, or dramatic readings interspersed with musical selections (the College did not permit theatrical performances until 1899). Eleven societies were still in existence in 1927, when they all voluntarily disbanded. From the membership of these public societies were formed secret societies, of which little is known except that they became the nuclei for today's Greek groups. The society halls were the first social centers. Student government was organized in 1919, and the various religious and cultural organizations consolidated into the "Cornell Student Association" in 1927. The first Homecoming took place in 1913; the first Parents Day in 1932.

The Cornell Athletic Association was organized in 1888, two years after Cornell began playing intercollegiate baseball. Intercollegiate football followed in 1891, then track and field, basketball, cross-country, and wrestling. At first the gymnasium was the "great outdoors," which was not so great during Iowa's long, cold winters. In 1873 the College finally provided in the basement of College Hall "rooms and appliances for regular and careful physical training under competent supervision" for men and women. The men of Cornell built their own gymnasium building, 24 x 40 feet, in December 1889. Ill luck attended this venture, for the building burned to the ground in February 1891. After many years of making do with temporary accommodations, Cornell students celebrated the opening of the Alumni Gymnasium (now McWethy Hall, home of the art department) in 1909 with unbounded enthusiasm. In 1953 the Field House was erected. The Richard and Norma Small Multi-Sport Center, which opened in 1986, allows indoor practice for some teams, and serves as a fitness facility for the College and the community. The Roe Howard Fitness Center opened in The Commons in 2004.

Cornell athletes participated in all the Olympic Games between 1924 and 1964. Eight Cornellians were members of Olympic wrestling teams, and 25 Cornell men have won individual national championships in wrestling. In 1947, Cornell won the National Collegiate (NCAA) and the National AAU championships in wrestling. Cornell College remains the smallest college, as well as the only private college, ever to achieve these honors.

In 1977, a proposal was put before the faculty, students, and Board of Trustees to change the academic calendar from a traditional semester system to something new and innovative. The idea was to adopt a calendar system in which students would take, and faculty would teach, a single course each month. The advantages and disadvantages were published, discussed, and dissected. On March 9, 1978, the faculty voted by a margin of 2 to 1 in favor of One Course At A Time, the term used thereafter to describe the Cornell academic calendar. The new system began that fall.

Presidents of Cornell College are: 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; David Marker, 1984-94, and Leslie H. Garner Jr., 1994-2010.

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; C. William Heywood, February - July, 1994, James W. Brown, 2010-11.

The motto of the College, DEUS ET HUMANITAS (God and Humanity), is said to have been George Bowman's personal motto. Although frequently translated as "humanity," the Latin word *humanitas* does not mean, as it often does in English, human beings considered collectively. Harper's Latin Dictionary gives the following definitions: "liberal education, humane and gentle conduct toward others, philanthropy, kindness, politeness, and elegance of manner and language."

The college published its first scholarly history, *Cornell College: A Sesquicentennial History*, by C. William Heywood and Richard Thomas, in 2004. Charles Milhauser's illustrated history book, *Cornell College: 150 Years from A to Z*, was published in 2003.

The Contemporary Campus

Cornell College is located in Mount Vernon, in eastern central Iowa, 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 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 opened.

Albright House (1888) was acquired by Cornell about 1963. It served as faculty-staff housing for many years and now is used exclusively by the Admission Office. 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 and property passed to George L. Albright in 1951.

Allee Chapel (1957) is open daily during the school year 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.

Armstrong Hall of Fine Arts (1938), the gift of Blanche Swingley Armstrong, Class of 1891, houses the departments of [Music](#) and [Theatre and Communications Studies](#). The building underwent major remodeling in 2002-2003, and a companion building, Youngker Hall (housing Kimmel Theatre), was built contiguous to it in 2002. The refurbished Armstrong Hall provides a flexible experimental theatre; scene and costume shops; an intimate recital, rehearsal, and acting studio; 10 music practice rooms; and faculty offices and classrooms for the two departments. See also: [Youngker Hall](#).

Ash Park (purchased in 1891) is an athletic field of 23 acres with facilities for tennis and baseball. The football field, situated in a natural amphitheater, is surrounded by an eight-lane all-weather track. The land was originally part of the homestead of Reuben Ash, one of Mount Vernon's earliest settlers.

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-staff 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.

Clock Tower Hall (2007) is a suite-style co-ed residence hall housing 96 upperclass students. The three-story building features 24 suites, each housing four students. There are two single rooms and one double room in most suites. The building has a large community room, as well as a full kitchen on each floor. The building is air conditioned, has a conjoined study room and laundry room, and an elevator.

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 Online](#) provides access to the library's catalog, more than two dozen online indexes and databases, and other specialized electronic resources. The library offers free inter-library loan service borrowing materials from libraries throughout the nation.

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 visual art, performing arts and humanities, social science, natural science, and education as well as a systems librarian. Staff

members offer instruction in information literacy to classes or individuals in coordination with students' assignments to directly facilitate student success in library-based research. The library houses the Center for Teaching and Learning, which includes the Academic Media Studio, Writing Studio, and Quantitative Reasoning Center. 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." It now contains classrooms, the Humanities Multimedia Classroom, [the Berry Center](#), and offices for the departments of [Economics and Business](#), [Education](#), [French](#), [German](#), [Greek](#), [History](#), [Latin](#), [Russian](#), [Sociology and Anthropology](#), and [Spanish](#).

Collin House (1889), just west of the President's House, was built by Professor Alonzo Collin, whose services to the college spanned the years 1860 to 1906 and included teaching mathematics, natural science, physics, and chemistry. He was also college librarian (1860-70) and acting president (1880-81). The house was acquired by the college in 1924 and now contains four apartments for visiting faculty.

The Commons (1966) provides centralized dining and recreational facilities for the college community and contains seven dining rooms; Rathskeller snack bar and coffeehouse; six classrooms; [Roe Howard Fitness Center](#); conference and activities rooms; the College Bookstore; offices for Student Government; the [Office of Civic Engagement](#); 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 first-year 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 Campus Safety. The funds for the Center were bequeathed in the wills of Francis and William Ebersole. Dr. Francis Ebersole was a local physician. His brother, William Stahl Ebersole, was associated with the college for 42 years as professor of Greek, registrar, and acting president.

Facilities Management Building (1964) provides facilities for those with responsibility for buildings and grounds. The warehouse next door was built in 1993. Intramural and soccer fields are located next to the building.

Frank J. Armstrong House (1890) was purchased by the college in 2010 to house a small number of upperclass students. Named after the college's first African-American graduate (class of 1900), it serves as a Living/Learning community and provides programming space for BACO (Black Awareness Cultural Organization) and other Intercultural Life student leaders.

Harlan House (1875) was the home of Professor James Harlan, Class of 1869, who returned to teach at Cornell from 1873-1914, serving from 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, it became a women's affinity group residence in 1986. Harlan now serves as a Living/Learning community for upperclass students and provides programming space for TWRG (Third Wave Resource Group).

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 and founder of Delta Phi Rho, on whose nearby farm many generations of Cornellians spent fun-filled hours. The pond is 133 x 200 feet.

Kimmel Theatre (see [Youngker Hall](#))

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.

Law Hall Technology Center (1925) houses the college’s servers and computing services offices, as well as the [Math](#), [Psychology](#), and [Computer Science](#) departments. There are three computer labs and eight technology classrooms. The Beaux Arts building was a gift from the Reverend Marion Law, Class of 1890, in memory of his parents and in appreciation of Dr. W. H. Norton, Cornell’s first professor of geology. It originally housed geology, biology, and physics. Law Hall was renovated in 1980 and 1982 and again in 1999-2000, always maintaining the building’s historic character.

Lytle House (1884) was built as a private residence by George Lytle so that his son, who was in the Class of 1892, might attend Cornell. The college purchased the building in 1906 for the Cornell Conservatory of Music. From 1958-61 the Department of Home Economics was located here and from 1961-80 it was the Psychology House. Between 1980 and 1995 it served as the International Center, with offices for International Education, classrooms, and meeting areas for international students and language groups. From 1995 to 2004 it was the home of the [Philosophy](#) Department. In 2004 it began housing the [Kinesiology](#) faculty.

McWethy Hall (1909), the college’s first dedicated gymnasium, was known for many years as Alumni Hall and has provided faculty office space, classrooms, and a dance and acting studio. After a complete renovation, funded by trustee Jim McWethy ’65, it reopened in 2002 as the home for the [Art Department](#). In addition to offices, classrooms, teaching studios, and studio space for student projects, the building provides a 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.

Music Practice House (1892) is one of Mount Vernon’s former mansions. The house was built by William E. Platner, a prominent local merchant. In 1963 the college purchased the building and furnished it with pianos to serve as a practice and rehearsal facility for students taking courses in applied music. This historic home was beautifully refurbished in 1989 through the generosity of alumna Josephine Yarcho Iserman, Class of 1948, and her husband, Vern.

New Hall (2005) is a suite-style residence hall housing 46 upperclass students. The three-story building is located near the college's 10th Avenue apartments and features six suites accommodating seven or eight students apiece. Each suite has three full bathrooms and a kitchenette. The building has a study room, a small office, a shared full kitchen, a lounge, laundry facilities, an elevator, and was Cornell's first residence hall with central air conditioning. It is coed but not within rooms.

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 Andrew Carnegie, who stipulated that the library must also serve the public (and it does to this day). 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 and a student services center. 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, hence 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.

Paul K. Scott Alumni Center at Rood House (1883) began as three separate buildings which were joined together into what was traditionally but not exclusively a women's residence hall. The last students moved out in January 2009 and the building was transformed into professional offices for the offices of Alumni and College Advancement. Richard and Norma Small (See [Richard and Norma Small Multi-Sport Center](#)) provided lead funding for the project in honor of **Paul K. Scott '29**, who was alumni director (1954-76) and coached Cornell's 1947 NCAA championship wrestling team. 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 by the Class of 1894 to the college in 1919, four years after his death, 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.

Pauley Hall (1963), named for Clarence O. Pauley, Class of 1901 and a member of the Board of Trustees from 1944 to 1964, and his wife, Maude Strobel Pauley, Class of 1903, was until September 1971 a men's residence. Then an exchange was effected between Tarr Hall and Pauley in order to bring women to the western end of the campus and men to the center of the Hilltop. In the fall of 1976 Pauley became the Women's Academic Residence. From 1984 to 1989, it was home to the coeducational Pauley Academic Program, and from then to 1996 a coeducational residence hall. It now houses only first-year women students, except for resident assistants.

Peter Paul Luce Admission Center at Wade House (1884) has since 1975 been the headquarters of the offices of Admission and Financial Assistance. The College acquired the house in 1947 upon the death of Ruby Clare Wade, Class of 1905 and professor of French at Cornell from 1917 to 1947, and used it first for faculty apartments. It was enlarged and renovated in 2008, made possible by a gift from Peter Paul Luce, a Cornell parent and life trustee, and his wife Betsy.

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. Interior and exterior renovations were completed in January 2009, resulting in all new interior finishes, restroom and shower facilities, an added a classroom space on the main floor, added fire sprinkler protection to the entire building, and significantly improved heating and ventilation.

Prall House (1913) named for Dr. Elmer Prall, town dentist and long-time Mount Vernon City Councilman, was acquired by the college in 1992. It once housed Computing Services, Institutional Research, the admission calling team, and was the first home of what is now the Multimedia Studio. It now houses the [Philosophy](#) and [Religion](#) faculty.

President's House (1850), the home of all but three of Cornell's 14 presidents, was built by William Hamilton, a banker and later a member of Cornell's Board of Trustees (1857-65). President William Fletcher King purchased the house and the surrounding 11 acres of land in 1864 and gave the house to the college when he retired in 1908. Dr. King continued to dwell here even after his retirement and died in his study on October 23, 1921, while President and Mrs. Flint were living in the house. It is the scene of many receptions for students, faculty, alumni, 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 approximately 150 years old.

Richard and Norma Small Multi-Sport Center (1986) was named for Cornell's most generous philanthropists, Richard Small, a life trustee of the college and a graduate of the Class of 1950, and his wife, Norma, an honorary alumna and trustee. The Center is built next to, and incorporates, the former Field House (opened in 1953) and is intended to serve not only the college but also the entire community by providing recreational activities and fitness programs. The Small Multi-Sport Center has five basketball courts with seating capacity of 2,100. Other indoor facilities include a six-lane, 200-meter track; four tennis courts; five volleyball courts;

four racquetball courts; golf and batting cages; wrestling, and training rooms; the Meyer Strength Training Facility; and locker rooms. Outdoor facilities include a lighted baseball diamond, six tennis courts, football stadium, an eight-lane, 400-meter all-weather track, soccer game and practice fields, and open fields for intramural use. Intercollegiate and intramural softball is played in the nearby lighted fields of Davis Park. Commencement is held at the conclusion of each academic year in the arena.

Rorem Hall (1966), named in honor of Gaylord C. Rorem, Class of 1911, and his wife, Alma Bergfeld Rorem, 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.

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. It now houses the Office of Intercultural Life with space allocated for offices, programming, and study.

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](#)"). In fall 2009 it became a coed hall.

Tenth Avenue Apartments (1984) provide off-campus college housing for upper-class students.

West Science Center (1976), named for Merle Scott West, Class of 1909, contains laboratories, lecture halls, seminar rooms, and libraries for the departments of [Biology](#), [Chemistry](#), and [Physics](#). Special facilities include a cadaver lab and a greenhouse with three temperature zones. The school's anthropoid collection and mounted bird collection are also displayed here.

Youngker Hall (2002) was built contiguous to Armstrong Hall of Fine Arts with a complimentary yet modern architectural style. In addition to the Berry Lobby and Grand Lobby, it contains the 265-seat Kimmel Theatre with professional quality sound and lighting systems and state-of-the-art acoustics, technology, and flexibility. Charles Youngker (Class of 1942), Virginia Bolton Youngker (Class of 1943), and Madelyn Rydeen Youngker (Class of 1941)

provided funding in honor of Charles' father, Ben F. Youngker Sr. The theater was the gift of the Richard P. Kimmel (Class of 1919) and Laurine Kimmel Charitable Foundation.

Directories

- [Board of Trustees](#)
- [Life Trustees](#)
- [Honorary Trustees](#)
- [Emeriti](#)
- [Members of the Faculty](#)
- [Administrative Personnel](#)
- [Alumni Association](#)

Board of Trustees

- Chair: John Smith '71
- Vice Chair for Academic Affairs: Judy Jorgensen '60
- Vice Chair for Business Affairs and Chair Elect: John McGrane '73
- Vice Chair for Enrollment and Student Affairs: Richard J. Williams '63
- Vice Chair for Alumni and College Advancement: Robert McLennan '64
- Secretary: Steven C. Anderson '75
- Interim President of the College: James W. Brown (*ex-officio*)
- Treasurer: Karen Mercer (*ex-officio*)

Term Expires 2012

- John Bickel '66, Attorney and Senior Vice President, Shuttleworth & Ingersoll, Cedar Rapids, Iowa
- Peter S. Bryant, Senior Vice President and Principal, Noel Levitz, Coralville, Iowa
- Mildred Carstensen '66, Ed.D.; Lecturer, Researcher and Higher Education Policy Consultant: Bloomfield, Connecticut
- Thomas Durham '77, Attorney, Mayer Brown LLP, Chicago, Illinois
- Stuart K. Lehr '71, Radiologist, Iowa Radiology, Des Moines, Iowa
- Edward G. Meads '67, Senior Vice President of National Sales, Welvie, Minneapolis, Minnesota
- Jessica Morton '09, Cornell Class of 2009 Young Trustee, Western Illinois University, Macomb, Illinois
- Mary Retzer '65, Hematologist/Oncologist and California Health Services Administrator (retired), Gualala, California
- Jerry N. Ringer '59, Ophthalmologist (retired), Bloomington, Illinois
- Virginia Smith '73, Senior Vice President/Deputy Legal Counsel, Zions First National Bank, Salt Lake City, Utah
- Richard J. Williams '63, Attorney, Hlustik, Huizenga, Williams and VanderWoude, Ltd., Chicago, Illinois

- Naomi Sea Young Wittstruck '03, Leadership Development Minister, UMC Iowa Annual Conference, Des Moines, Iowa

Term Expires 2011

- Jessica Allison '08, Cornell Class of 2008 Young Trustee, Ottumwa, Iowa
- Steven C. Anderson '75, President/CEO, National Association of Chain Drug Stores, Alexandria, Virginia
- Thomas L. Cox '52 , Vice President and CFO (retired), Illinois Bell Telephone, Lincolnshire, Illinois
- Lawrence D. Dorr '63 , Medical Director, Arthritis Institute, Good Samaritan Hospital, Los Angeles, California
- Neil E. Eckles '62 , President, Comtech Resources, Blue Earth, Minnesota
- Dean A. Riesen '79 , President, Rimrock Capital Partners, Phoenix, Arizona
- Craig Shives '67, Attorney, Nyemaster, Goode, Voigts, West, Hansell and O'Brien, Des Moines, Iowa
- John M. Smith '71, President/CEO, CRST International, Cedar Rapids,
- Sheryl C. Stoll, Attorney, Vorys, Sater, Seymour, and Pease, Columbus, Ohio

Term Expires 2010

- Gilda V. Boyer '84, Attorney, Shuttleworth and Ingersoll (retired), Cedar Rapids, Iowa
- James R. Brown '68, President/CEO, Hardin County Savings Bank, Eldora, Iowa
- Rudy V. Byron '92, Physician, All Saints Medical Group, Racine, Wisconsin
- Lee Clancey, President/CEO, Cedar Rapids Chamber of Commerce (retired), Cedar Rapids, Iowa
- Judy Jorgensen '60, Dean of Academic Support (retired), Waukesha County Technical College, Pewaukee, Wisconsin
- Cory King '07, Cornell Class of 2007 Young Trustee, East Grand Forks, Minnesota
- John McGrane '73, Partner, Morgan Lewis, Washington, D.C.
- Robert McLennan '65, President/CEO, Beacon Management Company, Wheeling, Illinois

Life Trustees

- Thomas Adams '63, Senior Vice President of Bank One Corporation (retired), Chicago, Illinois
- Jean T. Beal '52, Teacher (retired), Pentwater, Michigan
- Leo L. Beranek '36, Consultant in Acoustical Design, Cambridge, Massachusetts
- Ernest J. Buresh, President, The Exchange Bank, Springville, Iowa
- Gilbert X. Drendel '58, President and Senior Partner (retired), Drendel & Drendel Law Firm Batavia, Illinois
- Robert E. Engel '55, Professor of Education (retired), University of Iowa
- Thomas L. Jarom '66, Vice President (retired), Bank of America, Chicago, Illinois
- John S. Koch '50, Orthopedic Surgeon (retired), Cedar Rapids, Iowa

- Peter Paul Luce, Commercial Land Developer, Englewood, Colorado
- Kendall Meyer '65, Attorney (retired), Wilson and McIlvaine, Chicago, Illinois
- Merrill K. Pulliam '34, President (retired), E.W. Kneip, Inc., LaGrange, Illinois
- Robert W. Slater '60, Consultant, Slater and Associates, Arlington, Texas
- Richard Small '50, CEO (retired), Tri-Star Aerospace, Inc., Tulsa, Oklahoma
- H. Lee Swanson '60, Chairman (retired), State Bank of Cross Plains, Cross Plains, Wisconsin
- Keith E. Thayer '51, Professor (retired), College of Dentistry, University of Iowa, Iowa City, Iowa
- Charles F. Warden '41, Senior Vice President (retired), Western Federal Savings and Loan Association, Boulder, Colorado

Honorary Trustees

- Merlin "Pat" Dreibelbis , Vice President (retired), Citizens State Bank, Belle Plaine, Iowa
- 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.
- Christopher Dean Carlson (1980-2007)
Professor of Sociology. B.A., University of California at Davis; M.A., University of Illinois at Chicago; Ph.D., University of Oregon.
- Donald Cell (1962-2000)
David T. Joyce Professor of Economics and Business Emeritus. B.A., University of Illinois; Ph.D., Columbia University.
- 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.
- 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.
- Paul L. Garvin (1969-2005)
Professor of Geology Emeritus. B.S., Idaho State University; Ph.D., University of Colorado.
- 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.

- 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 W. Loeb sack (1982-2006)
Professor of Politics. B.S., M.A., Iowa State University; Ph.D., University of California at Davis.
- Richard A. Martin (1970-2006)
Professor of English Emeritus. B.A., Carleton College; M.A.T., Yale 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.
- Dennis Damon Moore (1987-2005)
Dean of the College Emeritus. A.B., University of Michigan; M.A., Ph.D., Northwestern University.
- T. Hardie Park (1963-91)
Professor of Economics and Business Emeritus. B.A., Vanderbilt University; University of Glasgow; Ph.D., Vanderbilt University.
- Richard Peters (1988-2004)
Professor of Education Emeritus. A.A., Muscatine Junior College; B.A., M.A., University of Iowa; Walden University.
- Richard Peterson (1970-2007)
Professor of Sociology. A.A., Austin State Junior College; B.A., Mankato State College; M.A., Ph.D., University of Iowa.
- Francis Adams Pray (1957-87)
Professor of Biology Emeritus. B.A., Earlham College; M.S., Ph.D., Purdue 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.
- 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.
- Gordon A. Urquhart (1984-2004)
Professor of Economics and Business Emeritus. M.A., M.S., University of Aberdeen, Scotland.
- 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.
- Charles E. Vernoff (1978-2006)
Professor of Religion Emeritus. 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.

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.
- [Devan Baty](#) (2007)
Assistant Professor of French. B.A., M.A., University of Iowa; Ph.D., University of Wisconsin.
- [Tori Barnes-Brus](#) (2007)
Instructor of Sociology and Anthropology. B.A., Cornell College; M.A., University of Kansas at Lawrence; University of Kansas at Lawrence.
- [Stephen P. Bean](#) (2001)
Associate Professor of Mathematics and Statistics. B.S., M.A., Bowling Green State University; Ph.D., University of Iowa.
- [Kara M. Beauchamp](#) (2001)
Professor of Physics. B.A., Carleton College; Ph.D., University of Minnesota.
- [Susannah Biondo](#) (2010)
Assistant Professor of Art and Art History. B.F.A, School of Art at Washington University; M.F.A, New York State College of Ceramics at Alfred University.

- [Robert Black](#) (1987)
Professor of Biology. B.S., Lawrence University; Ph.D., State University of New York at Stony Brook.
- [Kerry Bostwick](#) (1998)
Associate Professor of Education. B.A., University of Iowa; M.Ed., National-Louis University; Ph.D., The Union Institute.
- [Ann Cannon](#) (1993)
Professor of Mathematics and Statistics. 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.
- [Donald Chamberlain](#) (1994)
Professor of Music. B.M., Berklee College of Music; M.M., D.M.A., University of Texas.
- [Barbara Christie-Pope](#) (1995)
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.
- [Christopher Conrad](#) (2008)
Assistant Professor of Economics and Business. B.A., Macalester College; M.B.A., University of Iowa.
- [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.

- [Erin Calhoun Davis](#) (2005)
Associate Professor of Sociology/Anthropology. B.A., New College; M.A., Ph.D., University of Virginia.
- [Tony deLaubenfels](#) (1983)
Professor of Computer Science and Mathematics and Statistics. B.A., Simpson College; M.S., University of Iowa; University of Iowa.
- [Rhawn Denniston](#) (2000)
Associate Professor of Geology. B.A., Hamilton College; M.S., University of New Mexico; Ph.D., University of Iowa.
- [Steven Nelson DeVries](#) (1982)
Professor of Kinesiology. B.A., University of Iowa; M.A., Mankato State University; 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.
- [Rebecca Entel](#) (2007)
Assistant Professor of English and Creative Writing. B.A., University of Pennsylvania; M.A., Ph.D., University of Wisconsin at Madison.
- [Jennifer Fagenbaum](#) (2009)
Assistant Professor of Kinesiology. B.S., Truman State University; M.S., Kansas State University; Ph.D., The University of Iowa.
- [A'amer Farooqi](#) (1987)
Professor of Economics and Business. B.A., Denison University; M.A., 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.
- [Glenn Freeman](#) (2004)
Associate Professor of English and Creative Writing. B.A., Goddard College; M.F.A., Vermont College; Ph.D., University of Florida.
- [James H. Freeman](#) (1985)
Professor of Mathematics and Statistics. B.A., Grinnell College; M.S., Ph.D., University of Notre Dame.

- [Leonard Gannes](#) (2010)
Assistant Professor of Biology. B.S., University of California – Davis; Ph.D., Princeton University.
- [Alice Ganzel](#) (1999)
Associate Professor of Psychology. B.A., M.A., Ph.D., University of Nebraska-Lincoln.
- [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., Ohio State University.
- [Melinda Green](#) (2007)
Assistant Professor of Psychology. B.A., University of Iowa; M.S., Ph.D., Iowa State University.
- [Benjamin Greenstein](#) (1997)
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., Ohio State University.
- [Leslie Hankins](#) (1992)
Professor of English and Creative Writing. B.A., Duke University; M.A., Ph.D., University of North Carolina.
- [Douglas N. Hanson](#) (1971)
Professor of Art and Art History. B.S., B.A., Moorhead State University; M.A., M.F.A., University of Iowa.
- [Lisa Hearne](#) (1998)
Associate Professor of Music. B.M., Eastern Illinois University; M.M., Arizona State University; D.M.A., University of Iowa.
- [Martin Hearne](#) (1992)
Professor of Music. B.M.Ed., Northeast Louisiana State University; M.M.Ed., Ph.D., Louisiana State University.
- [Santhi Hejeebu](#) (2004)
Associate Professor of Economics and Business. B.A., University of Maryland Baltimore County; M.A., Ph.D., University of Iowa.

- [Jill A. Heinrich](#) (2003)
Associate Professor of Education. B.A., Northern Illinois University; M.S., Illinois State University; Ph.D., University of Iowa.
- [Steven Hemelt](#) (2009)
Assistant Professor of Politics. B.A., M.A., and Ph.D., University of Maryland, Baltimore County.
- [Michelle Herder](#) (2009)
Assistant Professor of History. B.A., Carleton College; M.Phil, Ph.D., Yale University.
- [Mark Hunter](#) (2002)
Associate Professor of Theatre and Communications Studies. B.A., New York University; J.D., University of Syracuse; M.F.A., University of Iowa; Ph.D., University of Texas at Austin.
- [Mary Iber](#) (2000)
Consulting Librarian for the Sciences with the rank of Associate Professor. B.S., Marquette University; M.A., University of Iowa.
- [Lynne Ikach](#) (1992)
Professor of Russian. B.A., Grand Valley State University; M.A., Ph.D., University of Illinois.
- [Kate Kauper](#) (2010)
Assistant Professor of Education. B.A., M.A., The University of Colorado; The University of Iowa.
- [Todd Knoop](#) (1998)
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)
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.
- [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.
- [S. Andy McCollum](#) (1998)
Associate Professor of Biology. B.S., North Carolina State University; Ph.D., Duke University.
- [Genevieve Migely](#) (2006)
Assistant Professor of Philosophy. B.A., Northwestern University, M.A., Ph.D., Claremont Graduate University.
- [Joseph Molleur](#) (2001)
Associate Professor of Religion. A.B., Grinnell College; M.A., Episcopal Divinity School; Ph.D., Boston College-Andover Newton Theological School.
- [Alfrieta Parks Monagan](#) (2000)
Professor of Sociology/Anthropology. A.B., George Washington University; M.A., Ph.D., Princeton University.
- [Michelle Mouton](#) (2000)
Associate Professor of English and Creative Writing. B.A., Tulane University; M.A., Ph.D., University of North Carolina.
- [Brian Nowak-Thompson](#) (2008)
Associate Professor of Biology and Chemistry. B.S., Northland College; M.S. and Ph.D., Oregon State University.
- [Marcela Ochoa-Shivapour](#) (1999)
Associate 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)
Associate 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 and Anthropology. B.A., University of Wisconsin at Oshkosh; M.S., Ph.D., University of Wisconsin.
- [Christina Penn-Goetsch](#) (1999)
Associate Professor of Art and Art History. B.A., University of Virginia; M.A., Ph.D., University of Iowa.
- [Anthony Plaut](#) (1992)
Professor of Art and Art History. B.S.S., Cornell College; M.F.A., University of Chicago.

- [Shannon L. Reed](#) (2003)
Associate Professor of English and Creative Writing. B.A., Earlham College; M.A., California State University; Ph.D., University of Alabama.
- [Jennifer Rouse](#) (2007)
Consulting Librarian for the Humanities and Performing Arts with rank of instructor. B.A., Iowa State University; M.A., Iowa State University; M.F.A.; American University, M.L.S., University of Iowa.
- [Steven D. Sacks](#) (2006)
Assistant Professor of Religion. B.A., Grinnell College, M.A., Ph.D., University of Chicago Divinity School.
- [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)
Associate Professor of Physics. B.S., Ph.D., Massachusetts Institute of Technology.
- [Kirilka S. Stavreva](#) (2001)
Associate Professor of English and Creative Writing. Specialist Degree, English Literature, Sofia University, Bulgaria; Ph.D., University of Iowa.
- [Catherine Stewart](#) (1999)
Associate Professor of History. B.A., Lawrence University; M.A., Ph.D., State University of New York at Stony Brook.
- [Jama L. Stilwell](#) (2001)
Associate Professor of Music. B.M., University of Iowa; M.M., Northwestern University; Ph.D., 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)
Professor of Computer Science. B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., Worcester Polytechnic Institute.
- [Craig M. Teague](#) (2003)
Associate Professor of Chemistry. B.S., Southwest Missouri State University; Ph.D., University of Illinois at Urbana-Champaign.

- [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.
- [Aparna Thomas](#) (2004)
Associate Professor of Women's Studies and Politics. B.A., Hope College; M.A., Ph.D., Western Michigan University.
- [James VanValen](#) (2008)
Assistant Professor of Theatre and Communications Studies. B.A., M.A., Stony Brook University; M.F.A., University of Iowa.
- [Philip Venticinque](#) (2009)
Assistant Professor of Classics. B.A., M.A., Ph.D., University of Chicago.
- [Emily Walsh](#) (2005)
Assistant Professor of Geology. B.A., Middlebury College; Ph.D., University of California, Santa Barbara.
- [Ellen Whale](#) (1978)
Professor of Physical Education. B.S., Illinois State University; M.S., Eastern Illinois University.
- [Laurel Whisler](#) (2009)
College Librarian with the rank of Associate Professor. B.A., Earlham College; M.A., Pennsylvania State University; M.L.S., Indiana University.
- [James White](#) (1987)
Professor of Philosophy. B.A., Ph.D., University of Virginia.
- [Rebecca Wines](#) (2010)
Assistant Professor of French. B.A., Whitman College; M.A., Ph.D., University of Michigan.
- [David Yamanishi](#) (2007)
Assistant Professor of Politics. B.A., Michigan State University (James Madison College); M.A., C.Phil., Ph.D., University of California at Los Angeles.

Administrative Personnel

Academic Support and Advising

Coordinator: Kate Fashimpaur

Academic Affairs

Vice President for Academic Affairs and Dean of the College: Joe Dieker

Associate Dean of the College: Gayle Luck

Assistant Dean of the College: Ann Opatz

Academic Affairs Coordinator: Nancy Rawson

Academic Affairs Secretary: Alice Povey

Coordinator of the Health Sciences Resource Center: Julie Barnes

Program Assistant for Berry Center & Dimensions: Courtenay Baker-Olinger

Coordinator of the Center for Economics, Business and Public Policy: TBD

Secretaries to the Faculty: Carol Brokel, Cheryl Dake, Diane Harrington, Cathy Schonhorst

Administrative Services

Director of Purchasing and Administrative Services: Lisa Larson

Campus Mail/Service Center Coordinator: Becky Baxa

Purchasing Coordinator: Christine Robertson

Receiving/Distribution Clerk: Ken Clark

Manager of College Bookstore, Follet: Tyler Wedig

Affirmative Action

Officer: Vickie Farmer

Alumni and College Advancement

Alumni Programs

Director: Lisa White

Alumni Programs Coordinator: Jackie Stewart

College Communications

Director: Dee Ann Rexroat

Media Relations Director: Jamie Kelly

Publications Director: Beth Kucera

Web Content Editor: Jeff Walberg

College Communications Coordinator: Nancy Selim

Development

Vice President for Alumni and College Advancement: Peter Wilch

Director of Advancement: Kristi Columbus

Associate Director of Development: Elizabeth Bowman Feist

Associate Director of Development: Barney Conroy

Annual Fund Director: TBD

Advancement Services Director: Jennifer Boettger

Assistant Director of Development: Ben Brannaman

Executive Secretary to the Vice President: Sheri Hotz

Database Manager/Gifts Recorder: Denise Hanna-Bennett

Stewardship Coordinator: Lora Baltes

Advancement Programs Coordinator: Minda Davison

Advancement Services Assistant: TBD

Athletics

Director: John Cochrane

Secretaries: Teresa Flockhart

Sports Information Director: Kerry Kahl

Assistant Athletic Director: Dick Simmons

Business Affairs

Vice President and Treasurer: Karen Mercer

Controller: Thomas Church

Assistant Controller: Mike Kragenbrink

Director of Human Resources: Vickie Farmer

Human Resources Coordinator: Lindsey Hotz

Student Accounts and Loan Manager: Shannon Amundson

Student and General Accounting Assistant: Becky Whitman

Business Office Assistant: Lisa Evans

Accounts Payable/Systems Coordinator: Kay Schirm

Administrative Assistant: RuthAnn Scheer

Brackett House Coordinator: Mary Roozeboom

Sodexo Dining Services District Manager: Jerry Bildstein

Sodexo Dining Services General Manager: Dave McElhinney

Sodexo Dining Services Catering Director: Gretchen Lindembolt

Sodexo Dining Services Production Manager: Jennifer Smith

Sodexo Dining Services Chef: Stevan Hanson

Sodexo Cleaning Services Manager: Mike Gilliland

Enrollment Management

Vice President for Enrollment and Dean of Admission: Jonathan Stroud

Secretary to the Vice President and Dean of Admission/Visit Coordinator: Karen Kleinsmith

Director of Admission: Todd White

Senior Associate Director of Admission: Sharon Grice

Senior Assistant Director of Admission: Marie Schofer

Assistant Directors of Admission: Erika Pepmeyer, Sarah Goldman, Brian Fuller, Leah Sime,
Destiny
Vasicek

Admission Representatives: Ashleigh Beckmann, Jamie Adams, John Mineck

Telecounseling Manager: Joanne Crowley

Communication Coordinator: Jan Hartung

Mail and Application Coordinator: Gail Horne

Admission Data Entry Assistant: Sandy Jaeger

Facilities Management

Director of Facilities Management: Christine Gullion

Data Control Coordinator: Karen Clifton

Financial Assistance

Director: Cindi Reints

Senior Associate Director: Pam Perry

Financial Aid Assistant: Renee Miceli

Health and Counseling Services

Director of Counseling Services: Brenda Lovstuen

Counselor: Alice Fridman

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

Information Technology

Director: Mike Cerveny

Assistant Director, Information Technology: Mike Plagge

Assistant Director for Administrative Applications: Judy Westergren

AS/400 System Manager: Karla Moreland

Lead Technician: Tim Weber

Support Technician, Academic Technology: Tim Messick

Network Manager/Resnet Coordinator: Nathan Schroeder

Web Developer/Programmer: Brian Steere

Telecommunications Technician: Dan Davies

Office Manager: Jacque Morningstar

Institutional Research and Assessment

Director: Becki Elkins Nesheim

Research Associate: Katie Green

Library Services

College Librarian: Laurel Whisler

Technical Services Librarian: Gregory Cotton

Consulting Librarian for the Arts & Humanities: Jennifer Rouse

Consulting Librarian for the Natural Sciences: Mary Iber

Interim Reference Librarian: Glenda Davis-Driggs

Quantitative Reasoning Consultant: Jessica Johanningmeier

Academic Technology Consultant: TBD

Technical Services Assistant: Machele Pelkey

Serials Assistant: Elizabeth Nelson

Circulation Supervisor: Andrea Dusenberry

Audio-Visual Assistant: Matt Zhorne

Library Assistant: Kristin Reimann

Public Library Coordinator: Catherine Boggs

Part-Time Reference Librarians: Suzette Kragenbrink, Janice Yanecek, Roxanna Running

President

Interim President: James W. Brown

Interim Special Assistant to the President: Chris Carlson

Assistant to the President/Assistant Secretary to the Board of Trustees: Brinda Caldwell

Registrar

Registrar: Jonna Higgins-Freese

Assistant Registrar: Jeanette Gordon

Academic Records Specialist: Michelle Long

Spiritual Life

Chaplain: Catherine Quehl-Engel

Student Affairs

Vice President for Student Affairs: John Harp

Dean of Students: Heidi Levine

Student Affairs Assistant: Kim Leisinger

Associate Dean of Students/Director of Student Life: Dianne Timm

Director of the Career Engagement Center: RJ Holmes

Director of Student Activities: Tera Kringle

Facilities Coordinator, The Commons: Carol Stock

Associate Dean of Students/Director of Residence Life: Chris Wiltgen

Associate Director of Residence Life: Carolyn Duven

Assistant Directors of Residence Life: Krista Kronstein, Jill Hopper

Secretary, Residence Life: Judy Goetschius

Director of Intercultural Life: Ken Morris Jr.

Assistant Director of Intercultural Life: Heather Roberts

Assistant Director of the Career Engagement Center: Jason Napoli

Assistant Director of the Career Engagement Center: Megan Hicks

Director of Civic Engagement: Kara Trebil

Director of Campus Safety: Michael Williamson

Teacher Education

Director of Student Teaching: Cynthia Postler

Director of the Education Office and Administrative Assistant to the Department of Education:
Diane Harrington

Teacher License Recommending Official: S. Gayle Luck

Writing Studio

Writing Consultants: Laura Farmer, Shawn Doyle

Alumni Association

Officers

- President: Allan Ruter '76
- Past President: Lisa Naaktgeboren '90
- President-Elect: Sheila Kruse Boyce '85 (term begins 2012)

Staff

- Lisa White, Alumni Director

- Jackie Stewart, Alumni Programs Coordinator

Board of Directors

Term Ends 2010

- Lisa Naaktgeboren '90, Arden Hills, Minn.
- Corrie Root Grummon '70, Springfield, Va.
- Kathryn Falb Gutz '57, Cedar Rapids, Iowa
- Andrea Herrera '85, Chicago
- Mary Jo Huebner '88, Denver
- Michael Mudlaff '88, Clive, Iowa
- Robyn Schwab '07, Boston
- John Yeager '74, St. Louis

Term Ends 2011

- Mark Dohnalek '88, Lee's Summit, Mo.
- Mary Elliott '98, St. Louis
- Mark Hudson '99, Cedar Rapids, Iowa
- Molly Klokkenga '08, Iowa City, Iowa
- Anna-Doretta Dilley Riley '90, Cedar Rapids, Iowa
- Linda Spies Schilling '69, Middleton, Wis.
- Dan Wilson '66, Des Plaines, Ill.
- Tim Wynes '83,
Minneapolis

Term Ends 2012

- Allan Ruter '76, Glenview, Ill.
- Jennifer Albrecht '98, St. Paul
- Jerry Gale '74, Plymouth, Minn.
- Derek Johnson '04, Washington D.C.
- Matt Pilger '09, Arvada, Colo.
- Jerry Worsham '78, Phoenix
- Lynn Ross Cope '87, Johnston, Iowa
- Jan Lansing Murphy '83, Louisville, Colo.

Accrediting Organizations

Cornell College is proud to be accredited by the following organizations:

North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, IL 60602-2504
800-621-7400

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
515-281-5294

American Chemical Society
1155 16th Street N.W.
Washington D.C. 20036
202-872-4600

University Senate of the United Methodist Church
P.O. Box 340007
1001 Nineteenth Avenue South
Nashville, TN 37203-0007
615-340-7399

Endowments

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, Carl and Winfred 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.
- 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.
- Bowdish, Don S.
- 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.
- Chicago Club of Cornell College
- Christianson, Louise
- Claborn, Luther E.
- Class of 1907
- Class of 1910
- Class of 1911
- Class of 1953 Centennial
- Class of 1956
- Class of 1957

- Class of 1958 Environmental Studies
- Clayton, Paul Morris
- Clement, William
- Cochran, Charles M.
- Collin, Alonzo
- Cook, Ray and Margaret
- Cornell Chautauqua
- Cory, Hazel
- Coulson, John and Merle
- Couvert Sauer, Jean
- 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
- 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

- Geer, Lloyd
- 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
- Hackett, C.E.
- 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
- Hitchcock, Edwin
- 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.
- Kappa Theta
- Katz, Henry and Sara
- 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.
- Lively, John
- Lowell, Arthur E.
- Lowell, Ruth Aschom
- Lynch, Charles J.
- Maduff Civil Rights Award
- Magee, John B.
- Maier, Edna J.
- Marine, Merle
- Marks, Nellie C. Reeder
- Martin, Dr. Loren M.
- Mathews, L. W.
- McCall, Aletha
- McColm, 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
- Newsom, Day
- Ninde, William E.
- Norskow, Florence
- Noyes, LaVerne
- Nyweide, Ida Mae
- 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
- 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
- Rogers, Ed
- 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 and Mildred France
- Scott, Paul K.
- Scott, W. Floyd
- Sears, Thomas and Margaret
- Sewell, Allen

- Shackford, John
- Shaffer, Sherman S. and Vera
- Shakespeare Prize
- Shaw, Leslie M.
- Shimanek, Doris and William
- Shore, Linda Lee
- 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.
- Szpytek
- 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, 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

Additional College Information

- [Financial Information](#)
- [Student Life and Resources](#)
- [Admission to Cornell College](#)
- [History of the College](#)
- [The Contemporary Campus](#)
- [Directories](#)
- [Endowments](#)

This catalogue supplement applies to the **2010-2011** academic year and lists all permanent changes to the curriculum made since the publication of the 2009-2010 Catalogue.

Catalogue Supplement Index

- [Course changes](#)
- [Course information for topics courses, parallel courses and linked courses](#)
- [Off-campus courses](#)

Updated November 10, 2010

Course Changes:

- **ADD** ART 7-104-B Studio Art Basics: 3 dimensional STAFF
- **ADD** BIO 9-205 Cell and Molecular Biology TEPPER
- **CANCEL** BIO 1-313 Developmental Biology
- **CANCEL** COM 2-121 Speech Communication
- **ADD** COM 7-121 Speech Communication WIGHTMAN
- **CANCEL** COM 4-228 Leadership
- **ADD** COM 9-228 Leadership WIGHTMAN
- **CANCEL** COM 3-235 Oral Interpretation
- **ADD** COM 6-235 Oral Interpretation WIGHTMAN
- **CANCEL** CSC 1-213 Algorithms and Data Structures
- **ADD** ENG 3-111-B Topic: Responses to War ENTEL
- **ADD** ENG 3-111-C Topic: The Cultural Uses of Censorship and Literature REED
- **CANCEL** ENG 6-111 Topic: Responses to War
- **CANCEL** ENG 7-111-B Topic: The Novel Art of Virginia Woolf

- **ADD** ENG 9-111 Topic: Writing In Sites with Virginia Woolf HANKINS
- **ADD** ENG 8-201 Introduction to Literary Studies MOUTON
- **CANCEL** ENG 3-374 Advanced Topic: Literature on the Margins: Rewriting Identity in South Africa and Namibia (in southern Africa)
- **CANCEL** ENG 3-381 Advanced Topic: The Writer's Life in Southern Africa (in southern Africa)
- **CANCEL** ENG 4-383 Advanced Topic: Distinguished Visiting Poet Seminar
- **ADD** ENG 7-383 Advanced Topic: Distinguished Visiting Poet Seminar
- **ADD** FRE 5-101 Beginning French I BATY
- **CANCEL** FRE 3-102 Beginning French II
- **ADD** FRE 5-102 Beginning French II WINES
- **ADD** FRE 8-266 Topic: Francophone Civilization STAFF
- **CANCEL** FRE 5-311 Introduction to Literary Analysis
- **CANCEL** FRE 8-366 Advanced Topic: Francophone Civilization
- **ADD** MAT 1-221-B Linear Algebra STAFF
- **CANCEL** MUS 4-310 Music Theory III
- **CANCEL** MUS 1-346 Music Theory IV
- **ADD** PHI 6-111-B Introduction to Philosophy JAVOROSKI
- **CANCEL** PHI 6-202 Ethics
- **CANCEL** POL 4-225 Ethics and Public Policy SUTHERLAND
- **ADD** POL 9-225 Ethics and Public Policy SUTHERLAND
- **ADD** POL 5-253 Topic: ~~Toqueville and Contemporary Civil Society~~ Democracy in America (Social Science, Writing Requirement (W)) YAMANISHI
- **CANCEL** POL 5-318 Seminar in Political Thought: Toqueville and Contemporary Civil Society
- **CANCEL** POL 4-325 Anglo-American Constitutional Thought
- **CANCEL** POL 8-382 Methods of Public Policy Analysis
- **ADD** PSY 7-264 Topic: Cognitive Psychology via Bestselling Books ASTLEY
- **CANCEL** PSY 7-356 Advanced Topic: Research Seminar
- **ADD** SOC 5-257 Topic: Gender Diversity (cross-listed with WST 5-267) DAVIS
- **ADD** SPA 1-101-B Beginning Spanish I FARRINGTON-CLUTE
- **CANCEL** SPA 1-205 Intermediate Spanish
- **ADD** SPA 4-301-B Composition and Conversation OCHOA-SHIVAPOUR
- **CANCEL** SPA 4-305 Advanced Spanish Grammar
- **ADD** STA 7-201-B Statistical Methods I STAFF
- **CANCEL** THE 8-348 Theatre and the Arts in New York City
- WST 5-267 Topic: Gender Diversity (**cross-listed with SOC 5-257**) DAVIS
- **PREREQUISITE CHANGE:** WST 1-393 Global Feminisms (no prerequisites) THOMAS

Off-Campus Courses Taught by Cornell Faculty

These courses usually involve additional costs and require advance planning. Consult the [Office of International and Off-Campus Studies website](#) for course descriptions, prerequisites, deadlines, and costs.

Course Information:

Linked Courses:

- None

Parallel Courses:

- **ART 34-103/34-202. Drawing I and Ceramics I.** Taken over terms 3 and 4. HANSON
- **ART 67-103/67-202. Drawing I and Ceramics I.** Taken over terms 6 and 7. HANSON

ANTHROPOLOGY

7-256. Topic: Economies, Cultures, and the Human Experience. Course examines the economic systems of various groups from the past and present, showing how methods of exchange and distribution ultimately play a fundamental role in the development of the social relations, customs, norms, and worldviews of a people. DAUGHTERS

9-363. Advanced Topic: Truth and Reconciliation in Global Perspective. This course is about the world's 'unfinished business,' making amends, and building sustainable peace via the mechanisms of truth, justice, and reconciliation. Case studies from South Africa, Rwanda, Australia, Israel, Northern Ireland, and other settings highlight specific reconciliatory gestures such as apologies, reparations, memorials and museums, truth commissions, treaties, musical, sporting, artistic and other performances. Prerequisite: ANT 101, EST 123, or SOC 101. (*Social Science*) McINTOSH

5-364. Advanced Topic: Globalization and Culture Change. Course examines the *economic* dimension of globalization -- the rapid spread of free market systems over the past generation and the resulting industrialization of communities once reliant on rural subsistence practices. Case studies from Latin America, Africa, and Asia are examined with an eye on the impact of globalization on local culture. Prerequisite: ANT 101 or LAS 141. (*Social Science*) DAUGHTERS

ART

4-274. Topic: Race, Identity, and Art History. Course addresses questions of race, gender, and sexual orientation as examined in recent art history with a primary focus on how ethnicity is addressed in the visual arts. (*Humanities*)ROBBINS

7-375. Advanced Topic: Rome Reborn: Imperialism in the Renaissance (in Rome). The Eternal City is revived by the popes throughout the Renaissance and Baroque (1400-1700). This course will use Charles Stinger's *Renaissance in Rome* as a springboard for an examination of how the figures and works of ancient and pagan Rome influenced the religious and political works of the early modern world. The course will involve trips to Pompeii, Tivoli, and Florence as a part of the journey; however, most of our attention will be devoted to the city of Rome and works of Bramante, Michelangelo, and Bernini among others. Prerequisite: a 200-level art history course or permission of the instructor. (*Humanities*) PENN-GOETSCH

BIOLOGY

1-108. Topic: The Global Petri Dish (First Year Seminar)

This course will examine biological, historical, and sociological aspects of several global health issues. We will discuss emerging and re-emerging pathogens that result in disease outbreaks and their global consequences. (*Science*) CHRISTIE-POPE

2-108. Topic: Sex: A Feminist Evolutionary Perspective. The course will explore evolutionary biology from feminist, scientific perspectives. The course will focus on the biology of diverse organisms (including humans), address the implications for contemporary humans, and consider how scientists analyze information. (*Science*) CONDON

3-108. Topic: The Ecology of Home: Living Locally, Thinking Globally. Ecology, quite literally, means the study of home. However, students should be prepared to picture their "homes" from a fresh perspective. We will explore our physical dwellings and local surroundings, and expand into our larger ecological and global environs. Through the lenses of ecology, conservation and ethics, we will investigate important contemporary issues like global warming, food production, and energy consumption. The course will emphasize reading, writing, discussion, research and hands-on experience to understand the meaning of living at home. (*Science*) GANNES

9-382. Advanced Topic: Chemical Ecology. An investigation of how naturally occurring chemicals influence ecological interactions within the context of plant growth, insect and animal behavior, and microbial ecology. Prerequisite: BIO 205. This course satisfies the Cell requirement in the Biology major and satisfies the elective requirement in the BMB major. (*Laboratory Science*) NOWAK-THOMPSON

9-384. Advanced Topic: Animal migration: Ecology, Evolution, and Conservation.

Migration is one of the most impressive biological phenomena: billions of participants, fantastic physiological hardships, and distances exceeding tens of thousands of kilometers. This upper-division course will explore the phenomenon of migration in insects, mammals and birds in the context of ecology, physiology, genetics, evolution and conservation. Students explore aspects of migration biology through discussion of primary literature, experimentation, fieldtrips and individual research projects. Prerequisites: BIO 141 and 142. This course satisfies the Animal requirement in the Biology major. GANNES

CLASSICAL STUDIES

7-277. Topic: Egypt in the Imagination: Ancient Writers, Christian Pilgrims, Modern Travelers. Egypt has been regarded as a land of wonders by both ancient and modern travelers. The spirit of inquiry that no doubt led Herodotus to make his journey to Egypt in search of *thaumata* (marvelous/wondrous sights) continues to bring countless visitors to this ancient land each and every year. Egypt also played host to kings and emperors: Alexander the Great came to visit the oracle of Ammon at the Siwa Oasis, and the Roman Emperor Hadrian's visit to the Colossi of Memnon was commemorated in verses composed by Julia Balbilla and inscribed on the statues themselves. Christianity did not cause interest to wane: the Christians transformed the landscape with shrines, monasteries, and churches and created their own wonders that inspired pilgrims to make the journey. This course will examine the tales these travelers told about their journeys and their experiences, including the works of Herodotus and Christian pilgrims, as well as documentary sources and other inscriptions, like those of Balbilla, travelers left as they toured many of the same sites frequented by modern tour buses. We will conclude with a consideration of modern travel to Egypt and examine the approaches taken by travelers, archaeologists, scholars and authors in their examinations of Egypt and its wonders, and how they presented their findings from Napoleon and the *Description de l'Égypte* to works by Amelia Edwards and early Egyptologists like E.A. Wallis Budge. (*Writing Requirement*) VENTICINQUE

9-279. Topic: Cultural Crossroads in Antiquity: Egypt, Greece and Persia (in Chicago). By the time of Ramses II (1279-12 BCE), Egypt had become an economic and political power in the ancient Mediterranean. An increased international profile also brought Egypt into increased contact with other ancient powers through trade, diplomatic contact and war: the Hittite Kingdom in Asia Minor, Babylon in Mesopotamia, Persia to the west, and Greece across the sea. Focusing on the history of Egypt from the New Kingdom (ca. 1600 BCE) to the conquest of Alexander the Great (330 BCE) this course will examine the interactions between these empires, kingdoms, and city states of Egypt, Greece, and Persia. In addition to a discussion of the society, economy, and religion of Egypt, we will also examine the ways in which foreign rulers such as the Persian king Cambyses, Alexander the Great, and the Ptolemies used and manipulated ideologies and propaganda to solidify their claims to rule in Egypt, and the Egyptian responses to those foreign rulers. Other topics include contact between Greece and Persia, the Persian Wars, and the impact of economic ties with Egypt on Greek society. Readings for the course will include Egyptian, Greek and Persian literary and documentary sources in translation; we will also take advantage of the museum collections of the Oriental Institute at the University of Chicago, the Art Institute of Chicago, and the Field Museum to supplement these texts with material culture and art historical evidence. (*Humanities*) Venticinque

COMPUTER SCIENCE

5-222. Geographic Information Systems. This course introduces students to computer science through a study of one of its important applications. Through work on projects related to their major fields of interest, students will learn how to use the visualization and statistical functions of geographic information systems as aids in making decisions. Students will learn how to represent, analyze, and display geographic data. Case studies will familiarize students with applications of the technology in the natural sciences, public policy, business, and other fields. Readings, discussions, and exercises will acquaint students with current standards, available

tools, significant achievements, and the potential for the future development of geographic information systems. TABAK

ECONOMICS AND BUSINESS

3-208. Health Economics. Examination of the structure and financing of the U.S. health care system, including government programs, employer sponsored programs, and the individual insurance market. Students will apply economic reasoning to contemporary issues involving the organization, cost, and distribution of resources in the health sector. The course will focus primarily on healthcare in the United States but will include coverage of other nations as well. (*Social Science*) CONRAD

5-210. Introduction to Financial Management. Provides an overview of the basic concepts and principles of financial management and insight into the financial decision making process. Topics include: the tradeoff between risk and return valuation techniques, capital budgeting, capital structure, and the role of financial markets. Emphasizes the mathematical tools of financial decision making and the reasoning and concepts in appropriately applying these tools. (*Social Science*) CONRAD

8-251. Introduction to Entrepreneurship. This course provides an introduction to the study of how business enterprises are created and revitalized. Included will be an overview of the financial, marketing, organizational, and managerial tools that entrepreneurs use when shaping an enterprise. In addition, this course will introduce the topic of social entrepreneurship, in which organizations are created that not only generate a return for the entrepreneur, but also address significant social problems such as poverty alleviation or environmental protection. STAFF

9-268. Topic: Applications in Entrepreneurship. This course is the second in the two block Entrepreneurship sequence. This course is project-based and focuses on developing a business plan formulated during the first block course. Prerequisite: ECB 251. BURGESS

ENGLISH & CREATIVE WRITING

2-111-A. Topic: Responses to War. Walt Whitman said of the Civil War that the “real war will never get in the books.” What versions of war, then, do get in books? This course will expose students to different artistic responses to war and the critical skills necessary to analyze them. Course discussions will consider the limitations of representation and documentation, the intersections of public and private life, and the uses of art. We will ask such questions as: how can trauma be documented? how do authors represent the unspeakable? what is the purpose of a personal account versus a documentary about the “whole” war? Students will hone their skills in analyzing both primary and secondary sources. They will engage in several different types of academic writing and will conduct their own research projects. Because this is a writing course, significant course time will be spent on the writing process, with a focus on revision. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) ENTEL

3-111-A. Topic: European Drama at the *Fin-de-Siècle*. Literary study of plays from Great Britain and Europe at the turn of the nineteenth-century. During this time period, playwrights

addressed pressing social questions on the page and stage—questions concerning the roles of men and women, conflicts among social classes, the welfare of children, the purpose of art, and others. In class discussion, papers, and dramatic readings, we will explore both literary elements (themes, structure, characterization, literary devices) and theatrical elements (staging, acting, costume, set design, and adaptation) to propose and defend interpretations. While an introduction to theatre during this time period, the class is also an introduction to college-level writing and research; students will write papers, do daily informal writing, and participate in writing lessons and writing workshops. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) MOUTON

3-111-B. Topic: Responses to War. See Term 2 for description. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) ENTEL

3-111-C. Topic: The Cultural Uses of Censorship and Literature. The list of censored and banned books and films is long and varied, but what causes people to censor literature and film in the first place? Beginning with the banishment of poets from Plato's *Republic*, this course examines discussions and justifications of censorship. Specifically, it asks why people find some fiction so threatening that they ban, burn, edit or in other ways attempt to control the texts, or the writers. In addition to Plato, we will read Marjane Satrapi's *Persepolis*; works by international writers who have been censored, like Salman Rushdie and J. M. Coetzee; as well as works that have been censored, like Vladimir Nabokov's *Lolita*. Emphasis on critical reading, writing and revision. Some attention also given to writing style. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) REED

4-111-A. Topic: From Esther to Elizabeth I: Queens in Sacred Writings, Literature, and Film. Savvy political power brokers and symbols of patriarchal power or male political alliances, sexualized enchantresses and skillful negotiators, she-wolves and saintly wives to the nation, defenders of their honor, their love, their nation, their faith: from the ancient Hebrews to today, queens have captured the imagination of story-tellers, writers, and film-makers. In this introductory writing course, we will study the representations of historical and mythologized women rulers in the Hebrew Bible, Renaissance and Romantic literature, and contemporary film-women such as Esther and Vashti, Mary Stuart of Scotland and Elizabeth I of England, Marguerite (de Valois) of Navarre and Catherine de Medici. Through writing and class discussions of chapters from the Hebrew Bible, Renaissance drama, poetry, narrative fiction, and historical documents, a Romantic novel, and contemporary historical films, you will hone your analytical and critical reading skills. A research assignment will introduce you to the library resources and to research techniques in the field of literary and cultural studies. The course will involve daily writing and will give you multiple opportunities to reflect on the writing process and engage in writing revision. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) STAVREVA

5-111-A. Topic: From Esther to Elizabeth I: Queens in Sacred Writings, Literature, and Film. See Term 4 for description. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) STAVREVA

8-111-A. Topic: Exiles, Immigrants and Nationalists. The colonial expansion of the eighteenth and nineteenth centuries forever altered our world and its effects can still be felt today: in the genocide of Rwanda, in post-Apartheid South Africa and in many other ways. This course focuses on the human toll of colonialism by reading the literature of post-colonial countries. This literature, written sometimes by exiles, sometimes by immigrants, and sometimes by nationalists, raises questions not only about colonialism but also about national identity, personal identity and the new economic colonialism of Globalization. Texts will include literature by Indian, South African and Nigerian writers and critical articles on the socio-economic impact of colonialism and neo-colonialism. Emphasis on critical reading, writing and revision. Some attention paid to writing style as well. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) REED

9-111. Topic: Writing In Sites with Virginia Woolf. Virginia Woolf, the brilliant experimental British writer of the early 20th century, has a lot to teach us about writing; her complex experimental essays and other writings will be our tour guides. With Woolf, we will consider how writing is akin to walking, journeying, trespassing, and traveling as we explore her rich writings and some travel films of her day. And, we'll do solo and group field trips to scenic downtown Mount Vernon and the quarry and create our own thoughtful essays and journals about sites and insights (including a photo = 1000 words project). All of this will be part of our intense attention to writing critically and intelligently. Students will draft and redraft papers, from in class writing to critical essays to research-informed critical projects, with the aid of Peter Elbow's text, *Being a Writer*. Students will learn how to search for literary and cultural scholarship, using library resources such as search engines and data bases. Challenging writing assignments will help develop critical thinking and critical writing skills. *Not open to students who have previously completed ENG 111.* (*Humanities, Writing Requirement*) HANKINS

1-201. Introduction to Literary Studies. Do you love literature? Are you curious about the English major? Learn more by reading about the Brontë sisters with emphasis on *Wuthering Heights*. The course will introduce students to methods of reading, analyzing, and interpreting literature in the field of English. It will focus on understanding aspects of a literary work and on multiple genres. It will show you how to apply critical and literary vocabulary, and to develop writing and academic research skills. (*Humanities, First Year Seminar (FYS)*) MOUTON

2-201. Introduction to Literary Studies. Do you love literature? Are you curious about the English major? Learn more by reading tales of knights and chivalry and other early English literature. The course will introduce students to methods of reading, analyzing, and interpreting literature in the field of English. It will focus on understanding aspects of a literary work and on multiple genres. It will show you how to apply critical and literary vocabulary, and to develop writing and academic research skills. (*Humanities, First Year Seminar (FYS)*) REED

8-201. Introduction to Literary Studies. Introduces students to methods of reading, analyzing, and interpreting literature. Focus on understanding conventions and technical aspects of a literary work and on introduction to multiple genres of literature. Students do close reading and are introduced to additional methods of critical inquiry involving literature. Shows students how to apply critical and literary vocabulary, and to develop writing and research skills. (*Humanities*) MOUTON

4-202. Introduction to Film Studies. An introduction to film as an art form, cultural practice, and institution. The class focuses on questions of film form and style (narrative, editing, sound, framing, mise-en-scène) and introduces students to concepts in film history and theory (national cinemas, periods and movements, institution, authorship, spectatorship, ideology, style, genre). Students develop a basic critical vocabulary and research practices for examining film. They apply their skills in oral and written analysis and interpretation to a wide range of films: old and new, local and global, mainstream and less familiar. (*Humanities*) HANKINS

1-347. Modern American Literature: Encountering the Wilderness, Literature and Photo-Writing at the Boundary Waters (Wilderness Field Station, Minnesota). From Thoreau to Hemingway, from the f/64 group of wilderness photographers to the contemporary wolf/wilderness photographer Jim Brandenburg, from Canadian painter/writer Emily Carr to American women writing the wild, encounters with boundaries on the wilderness have shaped the boundaries of art and culture. What better way to study those encounters than on the boundary of the wilderness that inspired the writers and photographers? Therefore, the class will journey to the Boundary Waters of Minnesota, to the Coe College Wilderness Field Station, where we will immerse ourselves in the glorious September outdoors, study journals, literature and photography and consider the interplay between our own encounters with the wilderness and the artworks about the wilderness that we study. The course will reflect upon art and meditation as ways of relating to the wilderness. To capture our own responses to the wilderness, we will keep journals/portfolios of projects involving writing, literary analysis, meditation, and photography (including a one-photo-a-day project inspired by Brandenburg's works). The class will consider photographers Ansel Adams, John Daido Looi and others who created art from their encounters with the wilderness. We will study Thoreau's foundational essays from Walden and (crossing more boundaries!) the vibrant journals and paintings of Emily Carr, the Canadian wilderness writer and painter of the first half of the 20th century. We'll read fiction and essays by a variety of American writers and discuss them over campfires and dinners, and by the lake. We may canoe around the Field Station on lovely Low Lake and perhaps do day trips. You may be a seasoned camper, a neophyte, or something in between, but the class will all work together to make the course and our trip, memorable. We may learn fundamentals of portaging and canoe basics, learn to recognize trees and wolf scat and flora and fauna of the area as we interact with other courses at the Field Station for the Cornell Wilderness Term. The Field Station is primitive, rustic, and rather raw. Be ready to embrace the absence of electricity, laptops, cellphones, and iPods. But it is a worthwhile trade, because you gain breathtaking beauty, stunning silence, physical challenges of hoisting and canoeing, and moments of sublime revelation—plus camaraderie. (“Wake up! Are those wolves howling?! There must be fifty of them!”) Registration entails additional costs. Prerequisite: writing-designated course (W). (*Humanities*) HANKINS

5-373. Advanced Topic: Reading Bodies: Legibility and Literacy in Nineteenth-Century American Literature. This course explores slaves' literacy in relation to the nineteenth-century interest in defining and deciphering bodies, asking such questions as: what does it mean to read bodies? how do bodies resist being read? what is the relationship between reading bodies and reading texts? Focusing on narratives of inscrutable identities and tales of inscrutable messages, we will interrogate such concepts as interpretation, legibility, accessibility, and authority. We will also explore the relationship between anxieties about reading bodies and anxieties about

which bodies get to read and write. Slave narratives and primers for freed slaves will be a major focus of this examination of the politics of literacy. This course fulfills group III of the English major; it will also be of interest to Education majors. Prerequisites: writing-designated course and sophomore standing. (*Humanities*) ENTEL

9-378. Advanced Topic: Disability Studies in the Humanities. This course studies the concept of disability, particularly as it has been understood historically, philosophically, politically and culturally. The United Nations definition of “disability” spans many categories: physical, intellectual, psychological; congenital and acquired; perceptible and imperceptible. The International Classification of Functioning, Disability, and Health published by the World Health Organization in 2001 holds that “impairment can be temporary or permanent; progressive, regressive, or static; intermittent or continuous. The deviation from the population norm may be slight or severe and may fluctuate over time.” Given the wide variety of forms of human embodiment and human consciousness, as well as the ranges of impairment and disability, we will address some important preliminary questions: what counts as “normal” in human cultures? How have fluctuating assumptions about ability and disability structured the institutions and practices of law, citizenship, education, and culture? How does disability affect and inform key social issues such as identity, community, autonomy, and justice, as well as the problems of civil rights, health care, and discrimination? In addressing these questions, the course will range over literature, history, philosophy, film, and law. Prerequisite: writing-designated course (W). (*Humanities*) Berubé

2-382. Distinguished Visiting Journalist Seminar: Journalism From the Bottom Up. Most news reporting depends upon official sources, who are too often self-serving. Rather than learning about reality from so-called representatives of the citizenry, students will immerse themselves in reporting and writing about the daily lives of unemployed and underemployed people in the local economy. Readings may include: *The Elements of Journalism*, by Kovach and Rosenstiel; *Nickel and Dimed*, by Barbara Ehrenreich; *Levels of the Game*, by John McPhee, and assorted examples of great non-fiction writing. Basics of reporting, writing and ethics will be part of the fabric of the course. Lively participation in class discussions encouraged. Prerequisite: writing-designated course (W). (*Humanities*) STAFF

7-383. Advanced Topic: Distinguished Visiting Poet Seminar: The Language of Beauty: Poetry and the Visual Arts. What is the language of beauty? When you wander through a museum and are struck by a particularly wonderful painting, or when your gaze is captured by a marvelous building, sculpture, or photograph, how do you convey what you see or feel to other people? Since Homer first tried to describe Achilles’ shield in the *Iliad*, poets have sought to capture art via the written word. This process is called “ekphrasis”: the verbal or linguistic expression of visual forms. In ekphrastic poems, one medium of art—language—tries to relate to another; in this way the poem highlights, in a rhetorically vivid way, the object of interest. The ekphrastic poem expresses a new experience of the visual work of art so that the painting or sculpture, the photograph or building, comes to life by means of the poem’s meditation on and presentation of it. Our class will explore this fascinating genre of literary creation.

In “The Language of Beauty,” we will read poems and discuss works of art both ancient and modern—from Keats’s “Ode on a Grecian Urn,” to Auden’s “Musee des Beaux-Arts,” to Rilke’s

“Archaic Torso of Apollo,” to contemporary poems such as Larry Levis’ “Sensationalism” (based on a photograph by Joseph Koudelka) to the “self-portraits” of Jorie Graham’s *The End of Beauty*. Our discussions of the myriad meanings generated by images in both the visual and the verbal arts will be stimulated by rich and provocative essays on subjects ranging from Michelangelo, Velasquez and Delacroix to the history of photography and film. Such readings will help us to explore new ways of thinking about the intriguing relation between verbal and iconic representation. Texts may include readings from W.J.T. Mitchell’s *The Language of Images*, James Heffernan’s *Museum of Words: The Poetics of Ekphrasis from Homer to Ashbery*, John Hollander’s *The Gazer’s Spirit: Poems Speaking to Silent Works of Art*, and John Berger’s *Ways of Seeing*.

Throughout our time together, we will be writing and workshopping poems composed in the midst of, and in conversation with, the ideas generated by these texts and our discussions of them. Our course will be part creative writing workshop and part literature seminar, and our aim will be to produce our own poetry—ekphrastic poems—in response to works of visual art. In so doing, each student will also learn to transform his or her poetry (through collective critique and revision) into poems that are engaging and illuminating works of art in their own right.

Prerequisite: writing-designated course (W). (*Fine Arts*) ESTES

ENVIRONMENTAL STUDIES

3-262. Topic: Ocean Atmosphere Interactions: Why the Oceans Matter. Scientific understanding of Earth climate systems on a global scale viewed through analysis of its component parts: oceans, atmosphere, ice, and biosphere. Discussion of how these systems interact and how they may be expected to evolve. Particular emphasis on climate change and its impact on natural and human systems over the next 100 years. WYROLL

FRENCH

8-266. Topic: Race and Immigration in French Film. Issues surrounding race and immigration are the focus of much attention in the United States right now, and such issues are similarly important topics of discussion in France. However, the French context of race and immigration is quite different from its American counterpart, and this means that related questions are differently defined, constructed, and understood. France’s long colonial history plays no small part in generating and continuing conversations on the matters of race and immigration, and its policy of assimilation vis à vis immigrants and the colonized has frequently created debate, protest, and legislation. We will examine constructions of race and portrayals of immigration in French-language films primarily from the Hexagon, looking at the depiction of life in colonial contexts, films about the banlieues and so-called beurs, the second generation, and road movies. Special attention will be paid to intersections of class and gender with race and immigration. Readings will be provided to buttress understanding of the historical and social contexts as well as contributing to comprehension of some critical race theory. This course will be taught in English (films will have English subtitles and readings will be available in English) with the option for French majors/minors to be able to earn French credit. WINES

HISTORY

1-120. Introductory Seminar in History: Declarations of Independence. A comparison of the origins and nature of three expressions of advancing liberty in American history -- the Declaration of Independence (1776), the Declaration of Sentiments and Resolutions (1848), and the Emancipation Proclamation (1863). (*Humanities, First Year Seminar (FYS)*) LUCAS

3-257. Topic: Reel History: African Americans and Film. This course will examine the ways in which African Americans have historically been represented in American film of the 20th Century. We will explore how Hollywood has depicted African Americans and race relations in the U.S. as well as how independent black filmmakers from Oscar Micheaux to Julie Dash, Spike Lee, and Paul Miller (DJ Spooky) have sought to revise and critique white constructions of blackness. Central to the course will be an investigation of how African American filmmakers, actors, and actresses have dealt with the contradictions of a film industry which has historically marginalized their contributions even as it has contributed to the proliferation of images of blackness, and public perceptions of American race relations. (*Humanities*) STEWART

9-258. Topic: History of Spain 700 1600. This course examines Spanish history from the Arab invasion through its "Golden Age." A central issue will be the dynamic between Muslims and Christians in Iberia, including violence, competition, and coexistence. How those interactions, and the ideology of Reconquest, shaped Spanish society and Spain's early colonial efforts will be key questions in the course. (*Humanities*) HERDER

2-259. Topic: The United States and the Modern Middle East. Introduction to the role the Middle East has played in international relations since 1945. Special attention will be devoted to the Arab Israeli conflict and the emergence of terrorism. Steve Grummon, retired State Department specialist and Cornell class of 1969, will offer a unit on modern Iranian history emphasizing political, economic and social developments in the second half of the 20th century. (*Humanities*) GIVENS

1-331. Topic: The Crusades. This course traces the crusading experience of western Europeans in the Middle Ages: the origins and development of the idea of crusade, the interactions between Muslims and Christians, and the consequences of the crusading phenomenon in Europe. More broadly, the class will consider the relationship between violence and religion, and the legacy of the Crusades. Prerequisite: junior standing. (*Humanities*) HERDER

6-336. Topic: Women in the Renaissance and Reformation. This course examines the experiences of women during the tumultuous Renaissance and Reformation period (c. 1400-1700). How did women participate in these movements, and how were they affected by them? Topics to be explored include work, family life, education, political power, and witchcraft. Prerequisites: HIS 102 and junior standing. (*Humanities*) HERDER

KINESIOLOGY

4-255. Topics: History of Women's Sports. Many people believe that competitive athletic opportunities for women were almost non-existence before Title IX legislation. This course will provide a look into recreational and competitive opportunities prior to that legislation and into the current decade. We will investigate definitions of sports that go beyond those offered

traditionally in educational instructions. Our study will include, but will not be limited to: competition in the ancient world; views of female frailty and the development of exercises; the impact of the bicycle on freeing women, impact of the growth of Industrial sports leagues, involvement of women in the modern Olympics, growth of the college sports from GAA to NCAA, the development of Title IX legislation and its impact for today. WHALE

PHILOSOPHY

1-109. Ethics and Climate Change (First Year Seminar). The nature of climate change raises urgent questions about what we ought to do -- i.e., questions about morality. We will spend some time considering climate science and questions raised by controversy about that science. We will spend more time considering the moral challenges climate change generates: what is the nature of our obligations to prevent harm to people distant in space and in time; what responsibilities do nations of the industrialized world have to respond to threats generated by climate change; what does it make sense for such nations to do given the uncertainty of some outcomes of climate change; what should we, as citizens of such nations, be doing? (*Humanities*) WHITE

4-261. Topic: Applied Ethics. Applied Ethics generally is concerned with the application of ethical theory to particular moral questions. This course will focus on the ethical dimensions of war. (*Humanities*) BIEDERMAN

9-366. Advanced Topic: Ethical Theory. This course will be devoted to an in-depth study of one important topic in moral philosophy. Readings will include both classical and contemporary essays on the topic chosen. Our topic may be one of the following: Moral Nihilism (What is Moral Nihilism? Should we believe it?), Moral Knowledge (Is moral knowledge possible, and if so, how?), The Meaning of Life (Does life have meaning, and if so, what is it?), or Virtue Ethics (What is Virtue Ethics? Is it a plausible theory?). Prerequisites: PHI 111 and sophomore standing. (*Humanities*) BIEDERMAN

PHYSICS

1-355. Advanced Topic: Astrophysics. Building upon a student's previous knowledge of physics, this course covers the astrophysics of stars and stellar systems with an emphasis on the physical principles underlying the observed phenomena. Topics include the techniques of astronomy, structure and evolution of stars, binary stars, star clusters, and end states of stars such as white dwarfs, neutron stars, and black holes. Prerequisite: PHY 303. BEAUCHAMP

POLITICS

5-253. Topic: ~~Tocqueville and Contemporary Civil Society~~ Democracy in America. We will examine Tocqueville's *Democracy in America*, perhaps the single most important text in the American political tradition, as well as his work on the French Revolution, to understand the conflict between the social atomization produced by democracy and the social integration Tocqueville believed was fostered in America by the country's unique values and tradition of voluntary association. We will then follow Tocqueville's concerns from Jacksonian America to today. We will ask whether the countervailing trends Tocqueville noted in America to the perils

of democracy are still active, or whether Tocqueville's fears regarding the pernicious effects of democracy have been realized in America today. ~~We will also look at "civil society" movements abroad in order to ask whether such movements in democratizing countries promise successful social integration and peaceful democratic development.~~ (*Social Science, Writing Requirement (W)*) YAMANISHI

5-352. Advanced Topic: Education Policy in America: Dollars, Sticks, or Carrots? This course will focus on analyzing contemporary education policy in the United States. We will explore the motivations, goals, and outcomes of major educational policies. Have they achieved what they intended to accomplish? Why or why not? We will also consider issues concerning the role of education in society, the presence and impact of inequality in education, and the role of the federal government in guiding education policy. Throughout the course we will return to an underlying question that permeates many of today's education policy debates: What is the proper use of incentives, resources, and/or sanctions in maximizing student achievement, teacher quality, or social benefits from education? Prerequisite: POL 262 or 282. (*Social Science*) HEMELT

PSYCHOLOGY

2-262. Topic: Asian and Asian-American Psychologies. This course will explore Asian philosophical traditions (e.g., Confucianism, Buddhism, and Taoism) and their impact on psychology and everyday life within Asia. It will also focus on ways in which Asian cultural practices have been modified through the immigration process and influenced Asian American perspectives in psychology. Special emphasis will be placed on East Asian regions (e.g., Japan, China, Korea, Taiwan). Topics will include Asian concepts of the self and personality, well-being and maturing, communication and coping styles, approaches to understanding distress and healing as practiced in China, Japan, and other East Asian countries. An optional, final week in Hawaii or another off-campus setting will facilitate students' exploration of the Asian American experience in the United States. (*Social Science*) ENNS

5-263. Topic: Psychology, Social Justice, and Public Policy. This course will apply psychological research findings to social issues and public policy. The course will introduce students to the theories and methods of community psychology and related social science approaches which emphasize prevention, social justice, and advocacy. Two major topic domains will be addressed through the lenses provided by these social science methods: (a) public health and mental health issues, and (b) human rights issues. Specific public and mental health topics may include health care policy (e.g., mental health parity), deinstitutionalization and mental health care (impact on psychiatric care, homelessness, incarceration of psychiatric patients in prison systems), disaster assistance practices (national and international), domestic violence and rape, HIV/AIDS and other sexually transmitted infections, and substance use/abuse. Specific human rights topics will include immigration, work discrimination issues, sexual orientation, gay marriage and parenting, and aging. The course is likely to feature several field trips and/or guest speakers. (*Social Science*) BUSHA/ENNS

7-264. Topic: Cognitive Psychology via Bestselling Books. A number of recent bestselling books are based in psychological research and on topics in cognitive psychology. In *Blink: The*

Power of Thinking Without Thinking, New York Times writer Malcolm Gladwell reports on situations where quickly and automatically acquired information produced judgments that were better than those made with careful deliberation. Jonah Lehrer is a writer for the magazine *Wired*, and in *How We Decide* he describes a neuroscientific approach that indicates that both feeling and reason are the best bases for decision making. And psychologist Thomas Gilovich, in *How We Know What Isn't So*, describes how processes that ordinarily lead us to good choices and solid understanding of the world can sometimes lead us to misunderstanding and mistakes. In this course, we will read the books described above and review some of the research related to the topics they describe. Prerequisite: PSY-161. (*Social Science*) ASTLEY

6-355. Advanced Topic: Social Neuroscience. An examination of recent efforts to integrate psychological and biological explanations of social behavior. Topics are likely to include aggression, loving, prejudice, helping behavior, conformity, emotions, and attraction. The interplay between social learning, neural, and endocrine systems in explanations of the behavior of individuals within their social environment will be given special attentions. Prerequisite: PSY 274. (*Social Science*) DRAGON

RELIGION

3-368. Advanced Topic: Namaste: Mysticism, Meditation, and Servant Leadership in India (in India). This interspirituality course in South India blends academic study with contemplative and service learning. It explores interior awareness of God's presence dwelling in the heart of every person and being as is found in the mystical contemplative theology, spiritual practices, and related virtues of both Christianity and Hindu Advaita Vedanta. Student learning outcomes include: Interfaith competency and bridge building skills for global citizenship; knowledge of ancient spiritual wisdom traditions and their application for contemporary realities; understanding the relationship between the contemplative and active life, including discernment of right action and exploration of the inner life of work, leadership, love, selfless service, and other aspects of daily living; and clarification of one's values and vocation and relationship to self, others, world, and the Sacred. Prerequisites: sophomore standing and instructor permission. (*Humanities*) QUEHL-ENGEL

SOCIOLOGY

5-257. Topic: Gender Diversity. This course will focus on diverse gender identities, bodies, and social presentations. Social practices and pressures of gender will be examined in order to gain insight into the larger contemporary social meanings of gender. We will explore how individuals interpret and present their gender identities, the constraints on such interpretations and presentations, and the larger social implications of gender diversity and gender regulation on cultural ideals. Same course as WST 5-267. (*Social Science*) DAVIS

4-360. Advanced Topic: Reproductive Processes, Reproductive Policies. This course emphasizes the social construction of female reproductive processes and how culture and institutions shape our understandings and expectations of such processes. This course introduces topics pertaining to a variety of reproductive practices, experiences and ideologies, and explores issues from social reproduction and birth control to menstruation and the construction of fetal

personhood in order to shed light on the social and constructed nature of reproductive strategies and practices. We will discuss ideas about womanhood, motherhood, fatherhood, sexuality, eugenics, and reproductive freedom, as well as uncover the historical role and effect of the state, medical institutions, and women themselves as they struggle over, and shape such issues. The focus will be on the U.S., but we will also look at cases from other countries in order to examine our assumptions about reproductive practices and strategies. Prerequisite: SOC 101. (*Social Science*) BARNES-BRUS [Identity]

THEATRE

1-216. Voice and Movement. Development of vocal and physical vocabularies for the stage. Prerequisite: THE 115. (*Fine Arts*) VANVALEN

2-269. Drawing and Rendering for the Theatre. Studio study of rendering techniques and drawing skills useful to theatrical artists. The course combines instruction in traditional hand methods with Adobe Photoshop and other digital platforms. Prerequisite: THE 107 or 108. (*Fine Arts*) OLINGER

7-331. Advanced Acting. Advanced study of the working process of the actor in both monologues and contemporary scenes. The work includes physical and vocal technique, performance study, and audition preparation. Prerequisite: THE 115 or 216. (*Fine Arts*) CLARK

WOMEN'S STUDIES

8-261. Topic: Classics of LGBT Literature and Film. This course will examine themes in and the portrayal of LGBT lives through the twentieth century. CROWDER

5-267. Topic: Gender Diversity. This course will focus on diverse gender identities, bodies, and social presentations. Social practices and pressures of gender will be examined in order to gain insight into the larger contemporary social meanings of gender. We will explore how individuals interpret and present their gender identities, the constraints on such interpretations and presentations, and the larger social implications of gender diversity and gender regulation on cultural ideals. Same course as SOC 5-257. (*Social Science*) DAVIS

1-393. Global Feminisms. The course will examine the meaning of “feminism” in a global context and study the ways in which local movements, national and international agencies have addressed the issue of gender oppression in the world. The course will also examine some of the issues that have become part of the global agenda for women over the last few decades. Particular attention will be given to women’s movements worldwide and the multiple ways in which women have organized to improve their lives. A. THOMAS