Catalog Home

Welcome to the Colgate University Catalog!

Our online catalog is designed to provide a dynamic way to find information about Colgate, whether you are a prospective student, a currently enrolled student, or a faculty, staff, or community member.

Copy for this catalog was prepared as of August 2025 for use in the academic year 2025–2026. This catalog is not to be regarded as a contract between the student and the university. The university reserves the right to change academic requirements, programs of study, activities, operations, fees, or the announced academic calendar without prior notice.

Navigating the Catalog

Use the right-hand navigation menu to view sections of the catalog. Or, search key words/phrases (above, right); results will show you matches broken down by catalog section to further refine the focus of your search.

Catalog Icon Features

Printer-Friendly Version

When this icon appears, you can click on it to open a printer-friendly format of the page.

Help

When this icon appears, you can click on it to open helpful navigation information.

Contact Us

If you have any questions or concerns regarding the catalog, please contact registrar@colgate.edu or 315-228-7408.

About the University

Mission

Colgate's mission is to provide a demanding, expansive educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers in a setting that brings together living and learning. The purpose of the University is to develop

wise, thoughtful, critical thinkers and perceptive leaders by encouraging young men and women to fulfill their potential through residence in a community that values all forms of intellectual rigor and respects the complexity of human understanding.
— *from the Mission Statement*

View the complete Mission Statement on Colgate's website

Goals of a Colgate Education

A Colgate education should enable students to:

1. **See themselves honestly and critically within a global and historical perspective:** recognize that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences.
2. **Understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline:** articulate questions for research and craft a coherent argument so as to produce substantial work in their chosen field.
3. **Conduct interdisciplinary inquiry:** synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective.
4. **Appreciate the myriad modes of human creative expression** across time and place.
5. **Investigate human behavior, social relations, and institutions** in order to understand the complex relationship between self and society.
6. **Examine natural phenomena using the methods of science**, and understand the role of science in contemporary society.
7. **Acquire valuable habits of mind:** listen and read well; think critically and creatively; ask challenging questions; gather relevant information and construct cogent arguments to answer them.
8. **Communicate well:** speak and write correctly and precisely; speak and read a second language; present information effectively.
9. **Set an example of ethical behavior in public and in private:** take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information.
10. **Be engaged citizens and strive for a just society:** embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others.
11. **Respect nature and the diversity of life on earth:** recognize their individual and collective responsibilities for the stewardship of the earth's resources and the natural environment.
12. **Grow in both confidence and humility:** affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others.
13. **Continue learning beyond college:** sustain a lifelong curiosity and grow in knowledge and wisdom.

Origin and History

Colgate University's origin dates to 1817 when 13 men — six clergy and seven laymen — met in the frontier settlement of Hamilton to found the Baptist Education Society of the State of New York. To this day Colgate people consider the number 13 a good omen.

The Baptist Education Society was chartered by the state in 1819 and chose Hamilton as the site for its school, which opened in 1820. The Colgate family connection was established in 1823 when Baptists in New York City — soap maker William Colgate among them — consolidated their seminary with the school in Hamilton to form the Hamilton Literary and Theological Institution.

The oldest building on the current campus, West Hall, was built three years later in 1827. By 1834 the institution included preparatory, collegiate, and theological departments. The first students "not having the ministry in view" were admitted in 1839.

A state charter issued in 1846 changed the name to Madison University and established the right to grant degrees. Madison was changed to Colgate in 1890, recognizing nearly 70 years of continuous involvement and service by the Colgate family.

Colgate Academy, the preparatory department, was discontinued in 1912. The theological division merged with Rochester Theological Seminary in 1928 to become Colgate Rochester Divinity School, and Colgate has been non-sectarian since that time. The University became coeducational in 1970.

Colgate today is a highly selective, independent, coeducational liberal arts college enrolling approximately 2,900 undergraduates in programs that lead to a Bachelor of Arts (AB) degree. A small graduate program offers the Master of Arts (MA) and the Master of Arts in Teaching (MAT) degrees.

The Thirteen Founders of Colgate University

John Bostwick

Joel W. Clark

Thomas Cox

Daniel Hascall

Charles W. Hull

Nathaniel Kendrick

Amos Kingsley

Jonathan Olmstead

Samuel Osgood

Elisha Payne

Samuel Payne

Robert Powell

Peter P. Roots

The Presidents of Colgate University

Nathaniel Kendrick	1836 - 1848
Stephen William Taylor	1851 - 1856
George Washington Eaton	1856 - 1868
Ebenezer Dodge	1868 - 1890
George William Smith	1895 - 1897
George Edmands Merrill	1899 - 1908
Elmer Burritt Bryan	1909 - 1921
George Barton Cutten	1922 - 1942

Everett Needham Case	1942 - 1962
Vincent MacDowell Barnett Jr.	1963 - 1969
Thomas Alva Bartlett	1969 - 1977
George D. Langdon Jr.	1978 - 1988
Neil R. Grabois	1988 - 1999
Charles Karelis	1999 - 2001
Rebecca S. Chopp	2002 - 2009
Jeffrey Herbst	2010 - 2015
Brian W. Casey	2016 -

Academics

Accreditation

Colgate University is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals also may contact:

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, MA 01880
(781) 425 7785
E-Mail: info@neche.org

Colgate University is also accredited by the American Chemical Society (ACS). Colgate University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP). The Teacher Preparation Program at Colgate University is fully accredited by AAQEP.

All Colgate degree programs are registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, New York 12230, 518-474-5851.

Curriculum

Colgate offers a curriculum established around four academic divisions — Arts and Humanities, Natural Sciences and Mathematics, Social Sciences, and University Studies. Colgate offers 56 undergraduate majors including several interdisciplinary programs. See Majors and Minors

The academic program consists of courses in the Liberal Arts Core Curriculum, courses in the field of major, electives, and physical education classes. Competency must be demonstrated in a foreign or classical language and in English composition. First-year students enroll in a first-year seminar during the fall term. (See Undergraduate Program.)

Selection of the major is made before the end of the sophomore year from among the departmental majors or the interdisciplinary majors. Optional minors in all department fields are normally declared during the junior year.

Colgate offers a variety of academic experiences with an international emphasis including nine modern and two classical languages as well as more than 20 off-campus study groups, most of them overseas. As part of the liberal arts and sciences program, there are opportunities for honors, independent study, and research. The diversity within the academic program prepares students for many careers and life choices, including professions that require graduate school training.

Graduate Study

Colgate offers a small graduate program leading to the Master of Arts (MA) in several academic fields and the Master of Arts in Teaching (MAT) degree. (See Graduate Program.)

Academic Institutes, Centers, and Initiatives

Under the auspices of the Office of the Provost and Dean of the Faculty, academic centers and institutes support scholarship and intellectual inquiry, often of an interdisciplinary nature. Each entity is directed by an appointed member or members of the faculty.

Institutes of Advanced Study

Institutes of Advanced Study foster faculty research and creative activity, thereby enhancing the reputation of the University as a center of research activity that makes contributions to major fields of study. Institutes are grounded in faculty expertise and interest in topics that the University endorses as priorities for resources. Institutes are inherently collaborative and, ideally, cross-disciplinary and integrative.

Kraynak Institute for the Study of Freedom and Western Traditions seeks to enliven the intellectual discourse among students and faculty on campus by promoting a set of ideals that have their origins in Western civilization but are universal in scope and appeal.

Lampert Institute for Civic and Global Affairs provides a forum for study and debate in the areas of civic affairs and public leadership, applying insights from the liberal arts to the important challenges facing human beings around the world.

The Picker Interdisciplinary Science Institute fosters the creation of new knowledge that is obtainable only through the development of sustained interdisciplinary research.

The Upstate Institute promotes a better understanding of the cultural, social, economic, and environmental resources of Upstate New York.

Academic Centers

Centers are entities designed to enhance the quality and diversity of on-campus programming in ways that improve the campus intellectual climate, promote student-faculty interaction, and facilitate interaction among faculty members from different disciplines who have shared interests.

The Center for International Programs supports globally focused programming and educational initiatives at the University, preparing students for success in an increasingly global world and economy.

The Center for Language and Brain scientifically explores questions regarding neural mechanisms and functions of native and foreign language use and learning.

The Center for Learning, Teaching and Research is dedicated to enhancing learning and teaching in support of the liberal arts. The center provides support for students in the areas of summer research, tutoring and learning support, accessibility services, and athletic academic support. The center also offers programming, services and resources to faculty.

The Center for Women's Studies is a multipurpose space where students, faculty, and staff can gather to discuss a multitude of topics spanning the feminist spectrum and considering the intersectionality of identities and various forms of oppression.

The Robert H.N. Ho Mind, Brain, and Behavior Center in an expanded and renovated Olin Hall enables new interdisciplinary research and teaching to explore the linkages between mind, brain, and behavior, which is one of the most urgent and exciting challenges of our time. The work of the Center combines existing, cross-disciplinary strengths at Colgate with innovative, new faculty and student collaborations that push the boundaries of our understanding of brain function at multiple levels, from genes and cells through behavior and decision-making.

W.M. Keck Center for Language Study is a high-tech space for the exploration of language and culture, promoting global perspectives in education.

Writing and Speaking Center provides one-on-one peer assistance with writing projects and oral presentations from across the disciplines. Writers and speakers of all levels and abilities are welcome, with no referral necessary, and students may visit at any stage of the composing process, from initial brainstorming of ideas to review of a full draft or presentation. Appointments and walk-in hours are available at several campus locations each semester.

Academic Initiatives

Part of Colgate's Third Century Plan, these academic initiatives spark conversations and foster collaboration across academic disciplines, promise to push pedagogical and research frontiers at Colgate, attract leading students and faculty, and increase the University's reach and reputation.

The Arts, Creativity, and Innovation Initiative in Colgate's Middle Campus is transforming the campus and the academic experience to better integrate the arts into life and learning at Colgate.

Public Affairs and Policy Research Initiative (PAPR) brings Colgate faculty and students from across the social sciences together to address society's most pressing challenges through rigorous engagement with public affairs and policy.

The University Community

As a residential university in the village of Hamilton, Colgate is a community where students share the challenges, joys, and responsibilities of learning with members of the faculty and staff, and respect for individuals is expected and fostered. Students are represented on both the Academic Affairs Board and the Student Affairs Board, the two major policy-making bodies in the governance system. The liaison committees reporting to the faculty and to the Student Senate are also composed of students, professors, and administrators. These committees deal with matters ranging from multicultural affairs to the University budget.

Active and constructive participation is the key to Colgate community life. A look at the schedule of events for any given week will reveal many opportunities beyond the classroom, laboratory, and library — music, theater, art, lectures, films, athletics, community service and more — to suit almost every interest.

Students

Colgate is a community of approximately 3,000 students — a size that supports a richer variety of opportunities than would be possible at a smaller college. The University seeks to admit individuals who are able and motivated to complete the academic program and who represent a diversity of talents and backgrounds that contribute to and enrich the campus community. Special promise in particular areas, such as art, music, theater, and athletics, is sought along with demonstrated academic achievement. Since 1967, academically and economically disadvantaged students with strong potential have been recruited and admitted to Colgate under the auspices of the Office of Undergraduate Studies.

Faculty

The principal purpose of the University is undergraduate education, and all faculty members have teaching as their primary responsibility. Courses are taught by faculty members, not graduate students. Students and professors share in the vigorous pursuit of learning, both inside and outside the classroom.

Colgate faculty members are productive artists, authors, and scholars whose professional work is important not only for the advancement of knowledge but also as a means by which teaching is continually refreshed and revitalized.

Interdisciplinary cooperation, exploration, and programming among members of the faculty, as well as the University's commitment to undergraduate teaching and to the goals of academic freedom and excellence, make Colgate's teaching and learning experience outstanding.

Alumni

Colgate's nearly 35,000 living alumni are particularly notable for their loyalty and have a tradition of strong engagement and philanthropic support. Their achievements as distinguished graduates in almost every field continually enhance Colgate's reputation.

Many alumni maintain an active interest in university affairs through admission recruitment, career advising, mentoring, fundraising, reunions, speaking engagements on campus, Colgate publications, and more than 60 active district clubs around the world.

The Campus

Colgate University is located in the historic village of Hamilton, at the northern end of the Chenango Valley in upstate New York. Picturesque Hamilton, with a population of approximately 4,000, is centered on a village green. Students frequently shop in the village, although many resources are available to them right on the campus. The nearly 600-acre campus rises from the valley floor and village edge to a forested hill

Academic Buildings

Alumni Hall, erected in 1860, is home to the departments of history and sociology and anthropology, the Africana and Latin American studies, Peace and Conflict studies, and Native American studies programs, and the The Longyear Museum of Anthropology.

The Dana Arts Center houses the departments of music and theater, Brehmer Theater, and the Picker Art Gallery. The building was constructed in 1965.

Bernstein Hall, opened in 2024, is the first building in support of the University's Arts, Creativity, and Innovation initiative. Designed to bring together the arts and technology, Bernstein Hall is home to the Computer Science Department, the Film and Media Studies Program, and Entrepreneurship and Innovation. It houses fabrication labs, a robotics lab, a digital recording studio, five computer labs, an experimental exhibition and performance space, a media archaeology lab, and flexible classrooms.

Hascall Hall is the office and classroom building for the Department of Philosophy. Built in 1884, it stands as a distinctive example of the Romanesque Revival style of architecture and is listed in the National Register of Historic Places.

The Robert H.N. Ho Science Center, which opened in fall 2007, houses the environmental studies, geography, earth and environmental geosciences, and physics and astronomy departments and programs, as well as part of the biology department. The building was designed to enhance learning and scholarship in the sciences, encourage multidisciplinary fields of study, promote collaborative learning, and recognize the importance of community outreach. Named in honor of Robert Hung-Ngai Ho, a member of the Class of 1956, the science center features several classrooms and teaching laboratories, the Robert M. Linsley Geology Museum, numerous faculty and student research spaces, a modern greenhouse, the Ho Tung Visualization Lab, and a geographic information systems laboratory.

Lathrop Hall, built in 1906, includes classrooms, lecture halls, and office space for the Division of University Studies, the Department of Writing and Rhetoric, and the Department of English. The Writing and Speaking Center, Upstate Institute, Max A. Shacknai Center for Outreach, Volunteerism, and Education, Colgate Speaking Union, Center for Learning, Teaching, and Research, Office of Equity and Diversity, Office of Sustainability, and the Office of the Registrar are also located in Lathrop Hall.

Lawrence Hall, erected in 1926, houses the departments of the classics, East Asian languages and literatures, German, religion, Romance languages and literatures, and interdisciplinary programs in Jewish studies, Middle Eastern and Islamic studies, and Russian and Eurasian studies, as well as the Division of the Arts and Humanities office. The building is also home to the W.M. Keck Humanities Resource Center as well as Max Kade German Center, W.H. Gifford Classics Center, Japan Studies Center, Russian Center, Robert Ho Center for Chinese Studies, and Robert Ho Lecture Room.

Little Hall, completed in 2001, is home to the Department of Art and Art History, as well as the museum studies program. It contains studio art and art history classrooms and faculty offices, as well as the Stilwill Library, a slide library, Clifford Art Gallery, and Golden Auditorium. The building also includes printmaking, video, drawing, and digital art studios. An outdoor sculpture court connects the facility with the Eric J. Ryan Studio building.

McGregory Hall was erected in 1930. The building houses the educational studies and mathematics departments, the Division of Social Sciences office, the Cooley Science Library, which also hosts an Accommodated Testing Center (ATC), Center for International Programs, and offices for the dean of the faculty, dean of the college, institutional planning and research, and university grants and sponsored research.

Foggy Bottom Observatory contains a 16-inch reflector telescope, used on more than 100 nights each year for course instruction and faculty/student research. This and several smaller telescopes are used by students in introductory classes for observing stars, planets, and nebulae, and by upper-level students for research studies of quasars, galaxies, and supernova explosions.

Olin Hall, which opened in 1971, contains classrooms, teaching and research laboratories, and offices for the departments of biology and psychological and brain sciences. The building houses state-of-the-art facilities and equipment, quarters for both warm- and cold-blooded animals, individual experimental rooms for psychology, a microscopy suite, Love Auditorium, and the George R. Cooley Herbarium. In 2024, following a major renovation and addition, the Robert H.N. Ho Mind, Brain, and Behavior Center was opened. The center houses a brain recording and cognitive science lab, an integrative molecular genetics and genomics hub, and the human interaction lab.

Persson Hall, built in 1994, houses the departments of economics and political science, as well as the Asian studies program.

The Eric J. Ryan Studio, connected to Little Hall, opened in 1974 and provides facilities for teaching studio art and theater. It also contains studios for painting, sculpture, and photography, as well as rehearsal rooms for drama and jazz.

Spear House, built in 1835 by Joel Smith Bacon, professor of mathematics and natural philosophy and intellectual and moral philosophy, houses offices for faculty members in the Division of Social Sciences.

Wynn Hall, the chemical sciences building, opened in 1979. Connected by tunnels to the other science buildings on campus, it houses laboratories, class and seminar rooms, and departmental offices, as well as the health sciences advising office.

The University Libraries

The University Libraries at Colgate include two locations: Case Library and Cooley Science Library. They are a single collection of resources with a variety of spaces and services for all students, faculty, and staff.

Case Library and Geyer Center for Information Technology

Case Library and Geyer Center for Information Technology, a five-story, 151,000-square-foot structure bringing together Colgate's print, media, and digital resources, opened in March 2007. Case Library serves the arts and humanities, social sciences, interdisciplinary areas, and university studies. The Geyer Center for Information Technology serves the computing and technology needs of the entire Colgate community. The interactive, user-friendly facility supports the collaborative learning that is central to study in the liberal

arts. Its atrium provides natural light throughout the building and shows the library's centrality to campus life, while its four reading rooms celebrate Colgate's sense of place with northern-looking vistas on the Chenango Valley. Decades of collection growth will utilize the Library Automated Storage and Retrieval (LASR) system, which can hold 550,000 volumes, all conveniently accessed through the library online catalog.

The George R. Cooley Science Library

The George R. Cooley Science Library in McGregory Hall provides print collections in the subjects of psychology, general science, mathematics, computer science, the natural sciences, medicine, and technology. Its study spaces, collections, and research services are available to all Colgate students and faculty.

Collections

The University Libraries support student and faculty research by providing access to over 809,000 print and 1,494,000 ebooks; 16,900 physical and 88,800 streaming films; and 180,000 periodicals. Rapid access to other research materials is provided through an interlibrary loan network of regional and national libraries and participation in the Center for Research Libraries.

Services

Librarians **-** The Libraries have outreach and engagement librarians for each academic division who develop the Libraries' collection, provide introductory and advanced research assistance for students, and support faculty research. Librarians also work in collaboration with faculty members to lead research instruction sessions specific to individual courses and research projects. Librarians are available for one-on-one research consultations by appointment and accessible via email and phone.

Interlibrary Loans - Colgate University Libraries' interlibrary loan service offers free access to global research materials beyond their own collections. This resource sharing system expands the Libraries' reach worldwide, allowing students, faculty, and staff to access diverse resources.

Facilities

The Case Library and Geyer Center for Information Technology includes state-of-the-art facilities for research and scholarship.

The level-five Learning Commons provides a wide array of user spaces including Chobani at the Hieber café, 24-hour study space, the Batza Meeting Room, Cronin Learning Lab, Grover-Hargrove Digital Learning and Media Center, group study rooms, seminar rooms, and a reading room with a beautiful view of Taylor Lake. Level four provides a variety of study spaces, books, and periodicals.

On the level-three main corridor, staff members provide user assistance at the Circulation Desk and ITS Service Desk. Group study rooms, individual computers stations, scanners, and printers are also available for use.

Level one houses government documents and audio and video recording studios. The Special Collections and University Libraries, located on level two houses major collections on Joseph Conrad and George Bernard Shaw, rare books, the University Archives, a wide range of historical and biographical materials

relating to alumni and the faculty, and significant collections of Hamilton and Madison County history. Level two also includes study space and books.

Administrative and Program Facilities

In addition to buildings that house Colgate's various administrative departments, a variety of centers, institutes, and other entities on campus serve as hubs for outreach, learning, and support of students and other members of the community in specific mission- and function-based aspects of both curricular and co-curricular endeavors. All facilities are located on campus unless otherwise noted.

Administrative Buildings

Athletics Facilities are described in Residential Life.

Benton Hall, which opened in 2018, houses Career Services, the Office of National Fellowships and Scholarships, and the Thought Into Action entrepreneurship program. Funded exclusively through the support of Colgate alumni and parents, this facility provides 18,500 square feet of interactive advising, teaching, event, and program space.

The Bewkes Center, a 140-acre family farm located a few miles west of the campus, was the gift of E. Garrett Bewkes Jr., Class of 1948. The property includes a 19th-century stone house, an 11-acre pond, and a cottage. It is used for student ecological, environmental, meteorological, and geological research, and employee recreation.

The Colgate Bookstore is the largest independent bookstore in central New York. Located one mile from campus in Hamilton, it serves as Colgate's academic course book retailer as well as a general bookseller. The bookstore, which operates under the auspices of the Division of Finance and Administration, also sells Colgate clothing and gifts, computers and computer equipment; and school, art, and dorm supplies. Rounding out the facility are a community event space, comfortable seating, and wireless Internet access.

James B. Colgate Hall, built as the library in 1890, became an office building in 1964. In this building are the Hurwitz Admission Center and financial aid department, as well as other administrative offices including the president's; finance and administration, accounting and control, budget and decision support, and community affairs and auxiliary services; and corporate, foundation, and government relations.

The Colgate Inn on the village green in Hamilton serves the University and the community as a gathering place for meals, events, and meetings and provides hotel accommodations for visitors. The inn is operated by a private hotel management company under the umbrella of the Colgate Inn, LLC.

Colgate Memorial Chapel is used for chapel and University Church services, convocations, concerts and other performances, and lectures. The garden level houses the Office of the Chaplains and other offices, a small ecumenical chapel, a seminar area, a meeting/assembly/warm-up area, and music practice units. The building was erected in 1918 as a memorial to James B. Colgate by his daughter, Mary Colgate.

The James C. Colgate Student Union, located on the lower campus, was built in 1937. It houses meeting rooms and offices for student organizations, student publications, rehearsal and performance space, Donovan's Pub, a game room, and the Hall of Presidents, which is used for concerts, banquets, and events.

Conant House is dedicated to the Counseling Center.

Curtiss E. Frank Dining Hall, built in 1984, is open seven days a week; it serves students who live in residence halls and is open to all in the Colgate community.

88 Hamilton Street houses the Campus Safety Department.

The Hamilton Movie Theater is an historic community resource providing diverse film programming open to the public. It is operated by the Hamilton Initiative, LLC.

Student Health Services is located at 150 Broad St. (Route 12B), between Reid Athletic Center and Community Memorial Hospital. A satellite walk-in clinic is located on the lower level of Curtis Hall on the upper campus.

Merrill House, built in 1899, was a gift of James B. Colgate. It houses the offices of communications and planning, design, and construction, as well as a faculty/staff dining service, with gathering spaces for receptions and small meetings.

O'Connor Campus Center (the "Coop") is the primary hub for out-of-class student activity on campus, providing a comfortable informal dining area. The Coop also houses the Center for Leadership and Student Involvement, Student Government Association, Colgate Activities Board, student travel agency, community lounge and meeting space, campus mail facility, WRCU radio station, university printing, and a public computer center.

1 Madison Street and 14 Utica Street in the village of Hamilton house the Division of Institutional Advancement.

The Palace Theater in the village of Hamilton is an alternative entertainment venue for the Colgate and Hamilton communities. It is leased to an external nonprofit arts organization.

Raab House (formerly Watson House) serves as the residence for the president of Colgate and was originally the gift of Mrs. Thomas Watson. Built in 1962, it was renamed in 2011 following a generous gift from trustee emeritus Kirk '59 P'12'12 and Maryann Raab to renovate the house.

The Paul J. Schupf Studio Art Center, located at 54 Montgomery Street in downtown Hamilton, provides approximately 8,000 square feet of studio space for faculty members and students.

Seven Oaks Golf Course, a Robert Trent Jones–designed course adjacent to campus, is both a public course with a restaurant and catering facility and home to Colgate's varsity men's golf team.

Spear House, built in 1835 by Joel Smith Bacon, professor of mathematics and natural philosophy and intellectual and moral philosophy, houses office for faculty members in the Division of Social Sciences.

Student Residences are described in Residential Life.

Program Facilities

The ALANA Cultural Center fosters understanding and appreciation of Africana, Latin American, Asian American, and Native American cultures, struggles, and accomplishments. Sponsoring extensive programming throughout the year, the center collaborates with both ALANA student organizations and academic programs concerned with multicultural issues and education. The center, whose programming falls under the auspices of the Office of the Dean of the College, offers a computer room, kitchen, lounge/study area, and several seminar/meeting rooms, and serves as a gathering place for students.

The Center for International Programs in McGregory Hall houses the Office of Off-Campus Study, the Lampert Institute for Civic and Global Affairs, and the Office of International Student Services. Activities that prepare students for their study-abroad experience, along with events sponsored by international student organizations, take place in the center. The center is also a vibrant and flexible space for others to host events and programs that extend Colgate's reach around the world. With its conference room, lounge, and

kitchen, the center also serves as a gathering space for students, professors, and staff members. The director is the associate dean of the faculty for global and local initiatives.

The Center for Learning, Teaching, and Research enhances and supports student learning and faculty teaching. It serves as a clearinghouse for information and consultation about the development of academic skills and competencies that support high achievement. The center's staff members coordinate tutoring services and arrange one-on-one tutoring and peer-led group learning programs and undergraduate research. The center also has a variety of resources for faculty development, teaching, and scholarship. The director is an appointed member of the faculty and reports to the Office of the Provost and Dean of the Faculty.

The Center for Women's Studies, located on the ground floor of East Hall, extends education on issues of gender and women's studies to the entire Colgate community. The center, which is affiliated with the Women's Studies Program and LGTBQ+ Initiatives, offers a classroom, offices, and a reading room with books, magazines, journals, and other resources. Dialogue among students, professors, and staff members, as well as discussion groups, films, and other outreach programs sponsored by the center enhance the understanding of gender issues and the intellectual development of Colgate students outside the classroom.

Chapel House, which is administered through the Office of the Provost and Dean of the Faculty, provides a meditative environment for the study of religious books, art, and music. There is a library of several thousand volumes; works of religious art by Buddhist, Christian, Confucian, Hindu, Jewish, and Muslim artists; a collection of recorded religious music; a chapel; six guest rooms; and a dining room where meals are served to resident guests.

Haven, Colgate's sexual violence response center, is located on the garden level of Curtis Hall.

The Max A. Shacknai Center for Outreach, Volunteerism, and Education (the COVE), Colgate's center for service, citizenship, and community building, fosters commitment to social responsibility and civic engagement within the community. Housed in Lathrop Hall and part of Office of the Dean of the College, the COVE supports 36 student-led community-based teams (volunteer groups), offers paid office intern and literacy tutoring positions in local elementary schools, offers alternative break service opportunities, serves as a resource to the faculty for developing and teaching service-learning courses, sponsors an internship program, offers a pre-orientation service program, leads voter education and voter registration efforts on campus, participates in campus life initiatives, offers topical, skill-based learning opportunities, raises awareness for local, national, and global social issues, and provides programming in social change–oriented career choices. The COVE includes a lounge, conference room, and staff offices.

The Michael Saperstein Jewish Center, built in 1993, provides a setting for weekly Shabbat services, Passover seders, and observance of Jewish holidays. It is equipped with a kosher kitchen. The center offers lectures by speakers of international renown and social and educational opportunities for all students interested in Jewish religious and cultural life, and serves as a lounge and meeting space. The center is administered through the Office of the Dean of the College.

The Shaw Wellness Institute, located at 113 Broad St. and reports through the Office of the Dean of the College, promotes the holistic development of students, encouraging them and other members of the Colgate community to lead healthy, balanced, and purposeful lives. The institute's work includes the identification and prioritization of health issues that impact student success; individualized services for alcohol and other drugs and nutrition; resources and support for students managing disordered eating, body image, or eating disorders; skills-based workshops and trainings on a range of health-related behaviors; peer-led health education and alumni mentoring; and collaboration with campus partners on wellness programs and services.

The W.M. Keck Humanities Resource Center in Lawrence Hall features state-of-the-art technology to facilitate the study of language, culture, and humanities.

The Writing and Speaking Center, located in Lathrop Hall and part of Colgate's academic division, provides students with one-on-one peer assistance with writing projects and oral presentations in any discipline. Writers and speakers of all levels and abilities are welcome, with no referral necessary, and students may visit at any stage of the composing process, from initial brainstorming of ideas to review of a full draft or presentation. Appointments and walk-in hours are available at several campus locations each semester.

Specialized Facilities

Several campus facilities used for teaching also open their doors to the public for viewing and special programs and events or benefit the public in other ways.

Colgate University Press, founded in 1964 by seven members of the faculty, publishes at a modest, self-supporting rate.

The Ho Tung Visualization Lab is a digital theater, planetarium, and 3D-visualization classroom for immersive learning and research experiences.

The Robert M. Linsley Geology Museum exhibits geology collections including the Edward Lathrop, J.H. TenEyck Burr, John H. Vosburgh, and William Urban collections of minerals and gems, and the G. Arthur Cooper and Ledyard Lincklaen collection of Devonian fossils.

The Longyear Museum of Anthropology is a teaching museum. The collection of archaeological, ethnological, and artistic materials, primarily relating to the Americas and Africa, includes the Mortimer C. Howe Collection of American Indian artifacts; the Herbert W. Bigford, William Bennett, and Theodore Whitney collections of Oneida Indian and pre-Iroquois archaeology; contemporary paintings, drawings, prints, and mixed media works by Canadian First Nations artists; and the Herman Copen Collection of African art.

The Museum of the Chenango Valley in Olin Hall houses the George R. Cooley Herbarium, much of whose botanical collection was given by Mr. Cooley, a member of the Class of 1921, as well as vertebrate and invertebrate specimens from locations near and far.

Visual and Performing Arts Facilities

Several campus buildings and facilities used for teaching also open their doors to the public for arts programs and events.

The Clifford Gallery in Little Hall is a teaching gallery featuring four to six exhibitions a year. Exhibitions are selected by the art and art history faculty to explore issues originating in the academic curriculum. The primary focus is the display of professional work by contemporary artists. These artists are often featured in the weekly public lecture series described below. The Clifford Gallery is open to the entire community and contributes to the cultural life of the central New York area.

Golden Auditorium in Little Hall offers state-of-the-art projection capabilities

Colgate Memorial Chapel

The Picker Art Gallery, on the second and third floors of Dana Arts Center, offers frequent traveling exhibitions of international scope, as well as exhibitions of antiquity, Asian, African, Old Master, and 20th-century works from its permanent collection.

Brehmer Theater is the setting, each year, for up to 10 theater productions, each staged as many as six or seven times, as well as concerts and lecture events.

Information Technology Services

Colgate Information Technology Services (ITS) provides an array of computing and technology resources for every member of the community. The ITS service portfolio includes the essentials of end user support, desktop and public computing, Internet services, information security, learning technologies, research and high performance computing, management of Colgate's enterprise systems that help run the business of the University, and helping colleagues use and make sense of data.

ITS Service Desk Located on the third floor of Case-Geyer. For more information about services and hours visit the ITS web page, colgate.edu/information-technology. Students and members of the faculty and staff can also call 315-228-7111 or e-mail itshelp@colgate.edu.

Public Computing Resources

O'Connor Lab is located on the ground level of O'Connor Campus Center and offers computers with a variety of productivity software as well as printers and scanners. Student assistants are available when the lab is open to maintain the printers in the lab and assist with general computing questions.

The Case-Geyer Library and Center for Information Technology has 103 computers available for use by members of the Colgate community. The workstations and printers are located mainly on the 3rd and 5th floors and are available whenever the building is open. Student assistants and professional staff at the ITS Service Desk on the 3rd floor are available to assist with printers and general computing questions.

Cooley Science Library has 22 public computers, several printers and scanners, apple chargers, and a charging station available for use by members of the Colgate community.

Departmental Labs Academic departments maintain specialized computer labs that offer students, by permission, access to advanced software and discipline-specific equipment. Departmental lab configurations and access policies vary by department. Check with individual departments for details on using these resources.

Internet Access Most areas of campus, including student residential spaces, academic and administrative buildings, many athletic facilities, and outdoor spaces have wireless Internet access. Members of the Colgate community can join the secure eduroam network using their Colgate e-mail address and password. For devices that do not support highly secure networks, like game systems and media streaming devices, we offer the Colgate Gaming and Media network. Guests of the University are welcome to join the Colgate Guest network for basic Internet access.

Research and High Performance Computing The Research and High Performance Computing team works with faculty and students to provide computing services well beyond what a traditional computer system can offer. These services include parallel computer clusters, big-CPU and big-RAM systems, and storage for large data sets. It is located on the 3rd floor of Case Geyer in room 350.

Special Support for Teaching, Learning and Research The Learning and Applied Innovation team of instructional design and training professionals provides coordinated support to faculty, students, and staff who wish to use current and emerging technologies to develop more creative connections among teaching, learning, and technology. Visitors can check in at the service desk or follow signs to the Learning and Applied Innovation Suite on the 3rd floor of Case Geyer.

Classroom Technology Virtually all of Colgate's classrooms include computer and presentation technology. The vast majority of learning spaces are outfitted with data projectors or large TVs, Mac and/or Windows computers with the latest operating systems, modern control systems, Blu-ray/DVD playback capabilities, and laptop connections (VGA and HDMI). Classroom computers are connected via fast network switches to the Internet and network resources.

The Classroom, Digital Media and Events department, within Information Technology Services, is staffed with classroom and event specialists who respond to classroom emergencies, augment capabilities, and maintain the University's many classroom and event spaces.

Unique and Innovative Resources

- The Anita Grover '74 and Tom Hargrove P'14 Digital Learning and Media Center (DLMC), located in the Learning Commons on level five of Case-Geyer, is a collaborative studio for digital media creation and manipulation. The DLMC houses 16 Macintosh workstations and serves as both a classroom for formal instruction and a lab for individual student work.
- The video and audio studios, located on level one of Case-Geyer, house professional equipment capable of producing high-end audio and video productions.
- The W.M. Keck Humanities Resource Center, located in Lawrence Hall, provides technologies and staff support for language learning and instruction.
- The Hub is a collection of resources (3D printers, scanners, drones, and microcontrollers) that support the Colgate community in the exploration of "maker" technologies that can enhance teaching, learning, research, and creative work. The Learning and Applied Innovation team strives to foster an environment of collaboration, experimentation, creativity, and innovation among students, faculty, and staff members.

Media Collection, Support, and Equipment Checkout Faculty, staff, and students have access to an extensive media collection and can borrow many types of computing and media equipment in the Case-Geyer building. Members of the Colgate community can check out laptops, digital cameras, audio recording devices, and digital video cameras for on- and off-campus curricular work and research (all based on availability).

Web-Based Services

- Maintained in collaboration with the Office of University Communications, the University's main website (www.colgate.edu) offers important information to a variety of constituencies including prospective and current students, alumni, parents, the faculty and staff, and the local and regional community.
- The Colgate Portal (portal.colgate.edu) provides students, faculty, and staff access to a variety of Colgate-related web-based services.
- The Colgate Portal companion mobile app provides quick, on-the-go access to the same tools and services as the desktop version, including the latest University news, campus map, dining menus, Colgate Shuttle bus schedules, and more.

Data Support Located on the 5th floor of Case-Geyer, the Data Analytics and Decision Support team helps faculty, staff, and students work with datasets, reports, dashboards and data visualizations.

Television Service Colgate provides a subscription to SpectrumU, accessible from mobile devices including laptops, phones and tablets.

Undergraduate Program

The Academic Program

Colgate's curriculum includes a wide range of study opportunities in the arts, natural sciences, and social sciences. It is structured to provide a well-rounded liberal arts education and to prepare students for graduate and professional schools. A student's academic program consists of courses in the Liberal Arts Core Curriculum, courses in a major, electives, and physical education classes. There are 56 majors offered, several of which are interdisciplinary in nature and offer honors programs. Qualified students are encouraged to participate in one of Colgate's more than 20 off-campus study groups. Other academic options include independent study courses, guided research, and approved (non-Colgate) off-campus programs.

The Academic Curriculum

The following sections describe important features of the curriculum. For more specific course requirements see Majors and Minors.

Academic Credit

Academic credit toward the Colgate degree is expressed in terms of course credits. Most courses taken at Colgate carry one course credit (1.00) or the equivalent of four credits on the semester-hour basis. Fractional credit (0.25 or 0.50) is awarded for academic opportunities that do not fit easily into the standard one course/one credit structure. Fractional credit of 0.25 or 0.50 may be awarded for two types of courses: (1) *stand-alone fractional credit courses* that have a clear intellectual rationale independent from other courses (e.g., approved half-semester courses, independent study/research); and (2) *add-on fractional credit courses* comprising components that intellectually engage students in ways that extend beyond the content of the full-credit course to which they are attached (e.g., laboratories, service learning, extended study, and performance). Add-on fractional credit may be either required or optional. *A maximum of 2.00 course credits from add-on fractional credit courses may count toward the 32-course credit graduation requirement*. There is no limitation on the number of stand-alone fractional credit courses that may count toward graduation.

All fractional credit courses receive separate grades. One-half credit courses are equivalent to two credits on the semester-hour basis and are indicated as 0.50 on the academic record. One-quarter credit courses are equivalent to one credit on the semester-hour basis and are indicated as 0.25 on the academic record.

As used in the catalog, the term "course" is used to refer to courses that lead to the awarding of 1.00 course credit, as distinguished from fractional credit courses. All laboratories included in course descriptions as bearing academic credit carry 0.25 course credits, unless noted otherwise.

Curricular Requirements for Graduation

Students must complete a minimum of 32.00 course credits (with a minimum cumulative grade point average of 2.00) and requirements of the Liberal Arts Core Curriculum and a major. Additional requirements are described in Academic Regulations.

The Liberal Arts Core Curriculum: Living and Learning in a Diverse Community

Summary

The required Liberal Arts Core Curriculum has the following structure for students who were admitted in fall 2024 and later. Students admitted prior to the fall 2024 semester should refer to the 2024-2025 catalog for a summary of their requirements.

The Components

Core Communities

Core Conversations

Core Sciences

The Liberal Arts Practices

Artistic Practice and Interpretation

Confronting Collective Challenges

Language Study

The Process of Writing

Quantitative and Algorithmic Reasoning

Areas of Inquiry

Human Thought and Expression

Natural Science and Mathematics

Social Relations, Institutions, and Agents

Physical Education and Wellness

Distinction (optional)

Students will fulfill the LACC in no fewer than 10 and no more than 12 courses.

Fulfilling the Core Components:

These three component courses are not sequential. Students may complete the three required component courses in any order but are expected to complete the three courses by the end of their sophomore year. Exceptions may be made for students completing certain programs (for example, pre-medical study) and for students with special individual circumstances. Students who have not completed the three component courses by the end of the second year are required to obtain permission of the course instructor to enroll as juniors or seniors in component courses.

Fulfilling the Liberal Arts Practices and Areas of Inquiry:

To ensure a well-rounded liberal arts education, students must engage with disciplines throughout the curriculum and across the full reach of the academic program at Colgate. Thus, to fulfill the Liberal Arts

Practices and Areas of Inquiries requirements, students must successfully complete at least seven courses, from at least six different subjects.

Although a course may carry multiple tags, a student may not fulfill multiple designations through a single course. The following exceptions apply:

- Students may double-count their Process of Writing Practice course to also fulfill one Liberal Arts Practices or Areas of Inquiry requirement.
- Students may double-count the FSEM to fulfill one Core Component or any Liberal Arts Practice / Area of Inquiry requirement except their Process of Writing course.

Students may complete these requirements in any order, at any point during their progress toward a degree. Only full, 1.0-credit courses and *repeatable* fractional-credit courses may carry Liberal Arts Practices and Areas of Inquiry tags. Courses approved for transfer credit may count toward the requirements, provided they carry at least 0.75 Colgate course credits.

Apart from transfer students, all Colgate undergraduates entering in the Fall of 2023 or later are required to meet these requirements; students may not place out of any of them. None may be fulfilled by Advanced Placement credits or other pre-matriculation credit. Liberal Arts Practices and Areas of Inquiry requirements may be fulfilled on Approved Programs and at other institutions approved by the University for transfer credit. Component courses must be successfully completed at Colgate.

For additional information see the Liberal Arts Core Curriculum.

First-Year Seminars (FSEM) Program

Director Chianese (fall), Klepeis (spring)

All first-year students must enroll in a first-year seminar (FSEM). FSEM courses are drawn from all four academic divisions and, therefore, from many different parts of the academic curriculum. Academic departments and programs frequently offer their introductory-level courses as FSEMs, and some Core component courses (see below) may be taught as FSEMs. Faculty may also develop new FSEM courses around topics which they feel will be of broad interest to new members of the learning community. FSEMs may carry any of the Area of Inquiry tags or Liberal Arts Practices tags except for the Process of Writing (details below).

In all cases, FSEMs are designed to introduce students to a variety of liberal arts topics, skills, and ways of learning. These include academic integrity, effective writing practices, information literacy, and institutional resources available to support intellectual engagement, personal growth, and well-being. The FSEM program emphasizes all aspects of the learning process, both in and out of the traditional classroom setting. Each FSEM cohort connects directly with one of the living and learning communities that constitute the Residential Commons program.

Living and Learning Workshop (LLW)

Director Lutman

First-year students are also required to participate in the Living and Learning Workshop (LLW), which is administered jointly by the faculty and the Dean of the College division. The LLW aims to provide first-year students with an ongoing orientation process and to support students in their development, both inside and outside of the classroom. The Workshop seeks to build an inclusive campus community with well-adjusted and socially aware students who are ready to manage the academic and personal challenges which come with a rigorous liberal arts education. Individual workshop sessions address pressing social and student-life

issues such as diversity, equity, and inclusivity, sexual violence, drug and alcohol abuse, mental and physical well-being, and civic engagement. These workshop sessions, which take place in the first half of the fall semester, also encourage academic and career preparation with a focus on fundamental research skills, effective writing, and career exploration.

Cultures and Languages Across the Curriculum (CLAC)

Colgate University seeks to create an international ethos for the liberal arts by expanding the range of curricular settings in which students and professors pursue knowledge through the study of materials produced in multiple languages. Beyond the language and literature departments, faculty across all academic disciplines regularly include sources originally published in a wide variety of languages in their curricula. Through the CLAC program, faculty may choose to offer a supplemental component to a particular course in which students learn new language skills related to the primary course or read course materials in their original language.

Major Programs

Students investigate a body of knowledge in depth in a major. An official major must be selected and filed in the Office of the Registrar no later than the second term of the sophomore year. Students who fail to declare a major by the announced deadline will not be permitted to register for the upcoming term. A student may subsequently change majors with the approval of the new department chair or program director and the filing of a new major declaration form with the registrar. Most major programs are centered on a single discipline and supervised by one academic department; however, a number of interdisciplinary majors permit students to major in a subject that involves several related departments. A minimum grade of C- in introductory courses is normally needed for admission to a major. For graduation, the minimum grade point average (GPA) required for courses counted toward the major is 2.00 (C).

The major program includes at least eight courses. Most departments or programs also require a senior-level seminar or research course or independent study.

Students may pursue a double major, a major and a minor, or a major and two minors (i.e., students pursuing a double major may not pursue a minor.) No more than two majors or a major and two minors, may be recorded on a student's transcript. Students should see Majors and Minors for an alphabetical list.

Bachelor of Arts Degree (AB) Programs

The major programs are approved by the Dean's Advisory Council and registered officially with the New York State Education Department. Specific major and honors requirements are found in Majors and Minors.

Double Major

Some students elect to fulfill the requirements for two separate majors. This choice helps focus the plan of study but greatly reduces one's freedom in electing courses each semester.

Students wishing to declare a second major must formally file their plan with the registrar by the full-term course withdrawal deadline in the first term of the senior year.

The form filed first will be considered the primary major, unless the registrar is informed that the second form filed is to be the primary major. Students who elect to complete a double major must let each supervising department or program know that a second major is being pursued.

A course may be used to satisfy requirements in both majors. A student will only be considered to have completed a double major when at least seven of the courses completed in fulfillment of *each* major are unique. If the primary major requires cognate courses (which must be taken but which are not actually considered part of the major), these cognate courses may be counted toward the second major that are distinct from the first major. The minimum GPA of 2.00, required for completion of the primary major, also applies to a second major.

Topical Majors

Topical majors allow students, with the advice of an academic adviser, to design an independent, interdisciplinary course of study outside the existing department and program structure. Topical majors are used for student major programs that encompass courses from more than one department or program. The three topical major programs are in Arts and Humanities, Natural Science, and Social Sciences. Although administered at the divisional level, some topical majors may cross divisional lines. Topical major programs are approved by the respective division directors. In all cases, Colgate's general requirements for graduation will apply. Topical majors are described under their respective divisions within the alphabetical order of Majors and Minors.

Minor

Every department and nearly every program at Colgate offers an optional minor consisting of at least five designated courses or types of courses. A major and a minor, or two minors, may have overlap of course requirements, but at least seven courses must be unique to the major and at least four courses must be unique to each minor. Minors should include coursework at the intermediate or advanced level. A minimum GPA of 2.00 (C) is required in all courses counted toward a minor. Minors must be filed with the registrar by the full-term withdrawal deadline in the first term of the senior year. No student may declare a minor in the same field as their major.

Academic Advising

Faculty advising can be essential to a student's success and sense of satisfaction with the academic program. Colgate recognizes that academic advising needs can be diverse, and individual expectations and requirements often change with time. Effective advising develops in a timely fashion when students take the responsibility of reading this catalog and the Colgate Student Handbook, and seek assistance early and often.

Academic advising typically follows this pattern during the four years at Colgate:

Prior to the first semester

Incoming students submit course preferences and their academic experiences to assist the registrar's office in creating a schedule aligned with the student's interests. The first-year web pages and summer pre-

matriculation academic advisers serve as the primary resources for academic planning and course selection.

The First Semester - Course-Based Advising

One of the four courses that each student takes in the first semester is a first-year seminar. The instructor for this course serves as the academic adviser for each student enrolled in the seminar. During the first-year orientation program, students meet with their academic advisers in individual advising sessions and review their fall course schedules.

Throughout the semester, the academic adviser serves as an important source of counsel and guidance, gives information on course withdrawal and registration for spring term, and monitors midterm reports. Each semester, students are required to consult with their academic advisers prior to registration.

The Second and Third Semesters - Transition Advising

The advising relationship with the first-year seminar instructor usually continues until a major is selected. Students may change their official advisers by completing a form available from the Office of the Registrar.

The Fourth Semester - Declaration of the Major

In the spring semester of the sophomore year, each student without a major must declare one by submitting a major declaration form to the Office of the Registrar. The student chooses or is assigned a major adviser during the submission process. The major adviser is a mentor who advises students about requirements in the context of a sound, comprehensive academic program.

The Administration's Role in Academic Advising

The academic advising program is administered by the Office of the Dean of the Faculty and Provost.

Honors and Awards

Colgate University encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance.

Honors in Major

Students who earn honors in their majors have so mastered their disciplines that they are able to complete, with distinction, original work appropriate to their chosen fields of study. Specific requirements for Honors and High Honors are indicated on the Department/Program pages. Most major honors require completion of department or program courses with a designated grade point average (GPA) as well as a project designed and pursued independently under the guidance of a faculty sponsor. Departments and programs will determine whether the oral presentation and/or written reports are of a quality appropriate for honors. For details consult the departmental or program major listed alphabetically in Departments and Programs.

University Honors

Students who maintain a consistently high grade point average (GPA) throughout their academic careers are recognized for their achievements by the awarding of university honors at graduation. University honors (based on all courses attempted while enrolled at Colgate) are summa cum laude (3.80), magna cum laude (3.50), and cum laude (3.30). Beginning with the Class of 2028, students in the top 5% of the graduating class (with the threshold set in May for the following August and December) will receive summa cum laude. The next 10% (or those in the top 15% but not receiving summa) will receive magna cum laude. The next 15% (or those in the top 30% but not receiving summa or magna) will receive cum laude.

GPAs for university honors are established and reviewed by the Dean's Advisory Council. A minimum of 22 Colgate courses taken for a grade will be considered for university honors. Transfer students who have taken between 16 and 22 Colgate courses for a grade will be considered for university honors.

The valedictorian and salutatorian are the students who have the highest and second highest rank in the graduating class based upon the cumulative GPA in all courses taken for a grade. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

The Dean's Award

Students entering Colgate in the Fall of 2025 or later

The following award is presented each term to students who achieve the following:

Dean's Award - Students who receive a term grade point average of 3.7 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

Students entering Colgate prior to the Fall of 2025

The following awards are presented each term to students who achieve the following

Dean's Award with Distinction - Students who receive a term grade point average of 3.6 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

Dean's Award - Students who receive a term grade point average of 3.3 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

See Grading Policies

Other Awards

The Bernard and Sydell Citron Pre-Medical Scholastic Prize — established in 1964. The income from this fund, but not less than $250 annually, is to be paid to the graduating pre-medical senior who has been accepted in a medical school and who has attained the highest scholastic standing among all the pre-medical students graduating that year.

The Class of 1884 Public Speaking Prize — established in 1884 to offer a prize for debate.

The Class of 1997 Endowed Graduate Fellowship — established to provide financial assistance for one or more graduating seniors. Preference is given to a candidate pursuing a graduate level degree.

The George W. Cobb Awards — awarded to recognize outstanding achievement by undergraduates. No fewer than 10 nor more than 20 awards are made annually to those students who, during the college year immediately preceding the award, shall have demonstrated qualities of outstanding leadership and influence among their fellow students and shall have exercised effective influence in bringing to the college students of the highest character and personal qualities. The recipients of these awards are to be known as the George W. Cobb Fellows.

The Colgate Alumni Corporation 1819 Award — given annually to the senior whose character, scholarship, sportsmanship, and service to others best exemplify the spirit that is Colgate. The 1819 Award is the most selective and prestigious award Colgate University bestows upon a graduating senior.

The Colgate Professional Writers' Award — juried prize that recognizes and encourages outstanding nonfiction writing by undergraduates.

The Dean's Community Service Awards — conferred on the individual or student group that conducted outstanding community service during the school year.

The Dodge Prizes — established by Ebenezer Dodge, D.D., LL.D., president of the university 1868–90, and awarded to the first-year students who achieve the highest academic record during the first year of their college career, as determined by their grade point averages.

Lampert Award for Outstanding Scholarship — awarded to the student with the most outstanding project of the annual Lampert Fellowships in Civic and Global Affairs.

The Adam Clayton Powell Jr. '30 Award — recognizes seniors who have made outstanding contributions to Colgate and, in the process, enriched the life of the student community of color.

The Professor Daniel H. Saracino Endowed Fund for Phi Beta Kappa — created in honor of Daniel H. Saracino, Neil R. Grabois Professor of mathematics, to support the work of the Colgate chapter of Phi Beta Kappa. An award will be given annually to the graduating senior with the highest grade point average among those elected to Phi Beta Kappa. In addition, as many as two prizes per year may be awarded at the discretion of the chapter in recognition of specific scholarly or creative projects that are of exceptional merit.

The Edward M. Stimets Memorial Award — conferred on the student who, in the judgment of the dean of the faculty, the dean of the college, the dean of first-year students, and the president of the Student Government Association, contributed the most to Colgate in their first year.

The Dr. Leo H. Speno '26 Endowed Prize Fund — established in memory of Dr. Leo H. Speno '26. This prize will be awarded annually to as many as four seniors who meet at least two of the following criteria: above-average GPA, member of a varsity athletic team, member of a fraternity or sorority, involved in the religious life of the university, involved in service activities in the Colgate and/or Hamilton communities. Special preference will also be given to students who meet the criteria and have demonstrated an interest in pursuing a career in the medical sciences.

The Jewish Student Life Award — awarded by the program for outstanding Jewish student leadership.

The Kingsford Prizes in Public Speaking — established in 1881 for prizes in public speaking.

The Lewis Oratory Prize — established in 1867 in memory of George W.M. Lewis for the orator who excels in the composition and delivery of an original oration.

The George E. Stevenson Prize — established in 1920 for a prize in extemporaneous speaking.

See department/program pages for specific departmental awards.

Off-Campus Study

Acquiring an intercultural perspective is an important goal of Colgate's liberal arts education. The university offers an academically, geographically, and culturally diverse array of off-campus programs that combine rigorous academic study with meaningful cultural engagement. The global campus provides access to lectures by distinguished scholars and readings by well-known writers; it opens the doors of museums, libraries, theaters and temples; and it allows students to experience the day-to-day fascination of a new and stimulating environment.

All students studying abroad on approved programs that are hosted in a non-English speaking country, or in a country in which English is one of many official languages, are required to take at least one language class in that program's native language or one course taught in a local language other than English during the program. Please consult the Off-Campus Study web page for a list of language requirements for each program. Exceptions will not be granted except in extreme circumstances.

The off-campus study program is administered by the Office of Off-Campus Study in McGregory Hall. Options include semester-long Colgate study groups directed by Colgate faculty; semester-long approved programs offered by other universities or education providers; and extended study courses taught by Colgate faculty that includes an off-campus component from 14-21 days.

Students are advised to meet with an off-campus study adviser to learn more about their options and plan in order to take best advantage of this opportunity. Students should consult their academic adviser and department early in the process to discuss degree requirements and any courses to be applied towards the major or minor.

For more information see Off-Campus Study.

Application and Enrollment

Application to off-campus study programs is made through the Office of Off-Campus Study. Applicants must meet the GPA requirements and prerequisites of their desired program, and be in good academic standing with Colgate in the following areas: academic, financial, and disciplinary. Students must demonstrate personal and academic maturity equal to the demands of the off-campus program, which often exceeds the demands of the campus. This maturity should be attested to by the student's academic record, administrative dean, and academic adviser. Admission to an off-campus study program is competitive and not guaranteed.

The application deadline is normally in November for Colgate Study Groups (Faculty led) and may be found online at colgate.edu/OCS. The annual deadline for approved, non-Colgate programs is in early February for all of the following year, fall and spring semesters. Approved programs are reviewed by Colgate's academic departments and listed on the Off-Campus Study Programs website at colgate.edu/OCS.

The number of students permitted to study off campus is managed by the university and student numbers must be balanced across semesters. Study Groups are scheduled to balance between fall and spring semesters. In order to continue to maintain all on-campus activities and support systems (including housing), approved program applicants must also be balanced across semesters. Colgate makes every effort to accommodate requests for off-campus study that will enable students to deepen their liberal arts education with coursework sponsored by other institutions. Nonetheless, the university needs to balance enrollments across both semesters and so reserves the right to regulate the number of students who are granted permission to study off campus each semester. Careful and early planning is vital to successful off-campus study. Students should discuss projected off-campus study plans with OCS and their academic advisers, considering options for both fall and spring terms that will achieve their educational objectives.

Students attending a Colgate study group, approved program, or extended study remain enrolled at Colgate during their time off-campus.

Please refer to the Off-Campus Study section in Academic Regulations, for additional policies concerning the transfer of credit and grades from off-campus study programs.

Off-campus programs during the final semester

Any senior electing to participate in an off-campus study program, including an extended study, in their final semester will not be eligible to have their degree conferred at the end of that semester. The degree will be awarded on the conferral date following documented completion of all degree requirements and off-campus study coursework. Students who wish to participate in the May ceremony should contact the registrar's office no later than January to determine eligibility.

Tuition and Financial Aid

Colgate's off-campus study tuition and financial structure make programs accessible for all students, regardless of financial means, just as it does for on-campus programs. The tuition structure helps to ensure that Colgate programs meet the university's high standards for academic rigor and quality.

All Colgate students who study on a Colgate-directed study group or on an external approved program continue to pay Colgate tuition and are eligible for Colgate need-based financial aid when studying off campus. Students are billed for tuition by Colgate for the semester they will be off campus plus the cost of any room, board, or other expenses charged by the individual study group or approved program. Students are responsible for paying other non-billable expenses, such as airfare, government visas, books, refundable deposits, optional fees, and personal incidentals directly. Off-campus study cost estimates are available under the Costs and Aid section of the OCS web page at colgate.edu/OCS.

Students receiving need-based financial aid will have their financial aid package reviewed by the Office of Financial Aid for the semester they will be abroad. Financial aid is applied to students' accounts at the time of billing. Students are responsible for paying any balance due to Colgate. If there is a credit due, it will be released to the student shortly before the start of the semester.

Financial aid may be increased to meet the additional cost of off-campus study for only one semester and one extended study. Students participating in an additional semester-long or extended study program will have their awards capped at the amount they would have received if they were to remain on campus.

For information regarding withdrawal from off-campus study, see Withdrawal and Refund Policy section in Expenses.

Colgate Study Groups

Colgate study groups provide students the opportunity to study off campus for a semester under the guidance and mentorship of a Colgate faculty member. Each study group has a unique academic focus and immerses students in new cultures, perspectives and experiences. Depending on the program, students will live together with their peers in apartments, with local students in university dorms, or with local host families. Study groups primarily accommodate registered Colgate students, though occasionally a few students from the New York Six group of colleges or Syracuse University may participate on certain study groups with visiting-student status on a space-available basis. Study groups normally enroll 15-18 students and are subject to minimum enrollment numbers to operate.

Colgate regularly offers the following semester-long study groups on an annual or biennial basis and currently all international study groups and the Santa Fe Study Group satisfy the Global Engagements requirement (U.S.-based groups normally do not satisfy the requirement). For specific study group details, consult the OCS web pages at colgate.edu/OCS. It should be noted that changes may occur in the scheduling of study groups and that new groups may be added.

- Australia: University of Wollongong (fall and spring)
- China: Taiwan, Hong Kong, Beijing and Shanghai (fall)
- England: London Economics (fall and/or spring)
- England: London English (fall and/or spring)
- England: London History (spring)
- England: University of Manchester (fall)
- Germany: University of Freiburg (spring)
- Italy: Ca'Foscari University, Venice (fall)
- Jamaica: University of the West Indies, Kingston (spring)
- Japan: Kyoto (fall or spring)
- New Zealand: University of Otago (spring)
- Singapore: National University of Singapore (fall)
- Scotland: St. Andrews University (fall or spring)
- South Africa: University of Cape Town, Cape Town (fall)
- South Korea: Yonsei University, Seoul (fall)
- Spain: Madrid: CEU (fall)
- Switzerland: The Graduate Institute, Geneva (fall or spring)
- Trinidad: University of the West Indies, St. Augustine (spring)
- United States: New York City Film Studies (every other fall)
- United States: Bethesda Biomedical Research, Bethesda, MD (fall)
- United States: Washington, D.C. (spring)
- United States: Santa Fe, New Mexico (fall)
- Wales: Cardiff University (spring)

Approved Programs

Colgate allows students to study off campus on a select list of approved programs offered by third-party educational program providers, New York Six off-campus exchanges, or other U.S. universities, or to enroll directly in certain exchanges with approved partner foreign universities throughout the world and earn transfer credit toward degree requirements. Approved programs have been carefully vetted by the Off-Campus Study Committee and by individual academic departments for compatibility with Colgate's curriculum. In addition to meeting Colgate's expectations for academic rigor, they offer strong on-site support services and emergency support, and provide opportunities for meaningful engagement in the host culture.

Colgate's approved programs list is available on the Off-Campus study web pages at colgate.edu/OCS, and includes over 100 programs in over 50 countries. Approved programs expand the possibilities for students with diverse academic interests and goals by providing options in a wide range of locations as well as a variety of program models.

As a way of ensuring an immersive study abroad experience, students participating on approved programs that are hosted in a non-English speaking country or in a country in which English is one of many official languages, are required to take at least one language class in that program's native language or one course taught in a local language other than English during the program. Often these courses are conversation-based and designed to enhance student ability to converse with local people. Please consult the Off-

Campus Study web page for a list of language requirements for each country. Ordinarily, exceptions will not be granted.

Housing on Approved Programs

Colgate University requires that students on approved programs select housing arranged by the program and does not approve independent housing. Students are required to participate in housing offered by the program provider or outside organization.

Extended Study

A number of Colgate courses offer short-term study components that extend the course for 14 to 21 days beyond the campus and beyond the regular term. These programs offer opportunities for students to gain access to institutions and individuals relevant to their coursework that are not available on campus. Extended study is particularly attractive to students whose schedules do not permit them to participate in semester-long programs. The university has developed many extended study courses, of which up to eight are offered each year. Extended Study groups operate in either January or May immediately following the semester.

Prerequisites may exist for extended study courses. New extended study courses are added on a regular basis. Please see the OCS web page for a complete listing of courses offering extended study components.

Other Programs

Students with a compelling academic rationale whose academic interests cannot be met by a Colgate study group or approved program may petition the Office of Off-Campus Study to attend an alternate program. Students should begin by speaking with the associate director of off-campus study for advice about options and drafting a petition. Students should consult their academic advisers about the possibility of attending a program not already approved by Colgate. Petitions are vetted and determined by the Off-Campus Study Committee and require the support of a student's academic department and academic adviser.

Students who do not submit a petition or whose petitions are denied, will not be eligible for Colgate financial aid or grant assistance, nor will academic credit transfer toward the degree.

Petitions for Travel to Countries under a U.S. State Department Travel Advisory

Colgate students are subject to the Colgate Travel Advisory policy that follows federal guidelines and restricts Colgate students from studying abroad or receiving funding in a country with a U.S. State Department level 4 rating.

Students may only receive sponsorship for activities abroad, including credit for study abroad; funding for internships, research, or volunteer activities; or sponsorship for extracurricular activities, such as music or sport, for countries for which the U.S. State Department has issued a country rating of levels 1 and 2, unless granted special approval through a petition process.

Countries designated a level 4 are those that do not have a US diplomatic presence and include North Korea, Iran, and Afghanistan. This often results in federal aid not being available for use in these countries. Colgate University will not approve undergraduate students to study in locations with a US State Department travel advisory of level 4.

Predeparture Course

Intercultural competence is crucial to the off-campus experience. Engaging in an off-campus study program provides opportunities for personal development, academic growth beyond the scope of your institution, and to engage in new cultures. Alternatively, there are challenges to the off-campus study experience that can be planned for and overcome. In order to proactively prepare students for off-campus study experiences, all students who are participating in an off-campus study program must be enrolled in a predeparture course to be taken in the semester before their off-campus program, followed by an intercultural engagement course in the semester of their off-campus program.

The following predeparture courses will be acceptable:

1. A predeparture course that is part of the requirement of a study group: this would include those for London History, Santa Fe, Freiburg, and Geneva.
2. UNST 200: Intercultural competence and off-campus study preparedness. This course is offered each semester and each student who is not enrolled in one of the courses in 1. above must enroll in this course. Details about this course are below.

UNST 200 provides students with the tools that are needed to be interculturally competent and prepared for the off-campus study experience. This is a year-long commitment. In the semester prior to departure, a student must enroll in UNST 200, which carries zero (0) credit. A student must receive an S in this course in order to be enrolled in UNST 200E.

UNST 200E is taken in the semester of the off-campus program and carries 0.25 credit. A student must earn an S in this course to earn the 0.25 credit.

Course Descriptions

UNST 200: Intercultural competence and off-campus study preparedness - Intercultural competence is crucial to the off-campus experience. Engaging in an off-campus study program provides opportunities for personal development, academic growth beyond the scope of your institution, and to engage in new cultures. Alternatively, there are challenges to the off-campus study experience that can be planned for and overcome. This predeparture course is designed to equip students with the foundational skills and perspectives necessary for successful and meaningful off-campus study. Through interactive discussions, case studies, and reflective exercises, students will explore key concepts of intercultural competence, including cultural awareness, communication styles, power dynamics, and adaptation strategies. The course fosters self-awareness and prepares students to engage ethically, respectfully, and effectively with diverse cultures and communities. By the end of the course, students will be equipped with the tools that are needed to be interculturally competent and prepared for the off-campus study experience.

UNST 200E: Intercultural engagement in practice - This immersive course runs concurrently with your off-campus study program. This course supports students in developing deeper intercultural understanding and engagement during their off-campus study experience. Through structured reflection, ethnographic observation, guided readings, and a cumulative essay, students will critically examine their host culture(s), their own cultural assumptions, and the dynamics of cross-cultural interaction. Students will apply course concepts from UNST 200E to real-world experiences, enhancing their personal growth and global awareness throughout their time abroad.

Additional Academic Programs

Office of Undergraduate Studies (OUS)

Co-Directors Kuan and Stern

The Office of Undergraduate Studies (OUS) is the second oldest scholars program at Colgate University and its mission is to foster an intellectual community of students from first-generation and low-income backgrounds through a liberal arts education. Scholars are selected at the time of admission and have access to a tailored set of academic, scholarly, and social programs that advances Colgate's mission to create leaders in research, scholarship, and civic engagement. Scholars are invited to campus for a five-week intensive summer program where they get to take two credit-bearing courses with Colgate faculty, getting to develop close relationships and getting an intimate opportunity to know campus and all its resources. For information about the program, please contact the Office of Undergraduate Studies at 315-228-7375. For information about admission to Colgate through OUS, please contact the Office of Admission.

Pre-Engineering Studies

Co-Advisers Adhikari and Galvez

Colgate has cooperative agreements with Columbia University, Washington University in St. Louis, and Rensselaer Polytechnic University, under which students have the opportunity to combine an education in the liberal arts at Colgate with a degree in engineering at the partner institution. There are two plans. A student may earn a bachelor's degree from both institutions by spending three years at Colgate as a physics major and two at the engineering school (the 3-2 plan) or by spending four years at Colgate and two at the engineering school (the 4-2 plan). Colgate pre-engineering students are limited to a total of 8 transfer credits, which include pre-matriculation credits, summer credits, credit from Approved Programs, and credit transferred from the engineering program. Pre-engineering students must complete at least 6 semesters enrolled at Colgate. Participation in Colgate Study Groups is counted as a semester in residence, but participation in Approved Programs does not. Students must complete all components of Colgate's Liberal Arts Core Curriculum before starting at the engineering partner school. Up to 2 transfer courses from the engineering partner school can fulfill requirements for the Physics major at Colgate. Students who participate in the 3-2 program are allowed to replace the Physics 410 requirement with another course that receives upper-level physics credit. Because some engineering programs require specific Colgate courses, students should contact the pre-engineering advisers upon arrival at Colgate to determine a plan of courses to take. For further information, students should consult the pre-engineering advisers or the chair of the Department of Physics and Astronomy.

Sophomore Residential Seminars

Director Baptiste

This program is a faculty-led, year-long program that integrates residential, classroom, and academic-travel experiences. Students in the program live together with other members of their chosen seminar. Faculty who teach these seminars act as mentors, encouraging reflection and fostering discussion. In doing so, they help the members of the seminar build a community centered on an intellectual pursuit, but which extends beyond the classroom.

Members of the seminar travel with their professor for one week, normally in January (but can take place in May), deepening and broadening their understanding of the class material. (There is no charge to students for the travel component.) In the spring, all sophomore residential seminar students complete a 0.25-credit course that focuses on the travel experience and involves reflection and discussion around the experience or in preparation for the travel component.

Applications for the SRS program are made available to rising sophomores at the beginning of the spring semester of their first year.

Summer Research

Each year approximately 200 Colgate undergraduates receive research assistantships and fellowships funded directly by Colgate, corporate or foundation grants, individual donors, or individual faculty research grants. This funding provides a weekly stipend to enable students to work full time during the summer on research or scholarly projects in close collaboration with one or more faculty members. Often these activities result in presentation of papers at professional meetings or publication in the scientific and scholarly literature, with undergraduate students as co-authors, performers, and exhibitors.

Student/faculty-initiated research proposals are used as the basis for awarding summer research assistantships or fellowships of eight to ten weeks in duration. Partially subsidized on-campus housing options and special academic and recreational events enhance this scholarly summer community at Colgate.

Colgate understands the educational value of research by undergraduate students and is committed to its support. The college is recognized as a national leader in this activity with students and professors from all academic divisions participating. Details about on-campus summer research opportunities may be obtained from department chairs, division directors, or the Center for Learning, Teaching, and Research.

Teacher Preparation Programs

Director Gardner

Programs are available to prospective elementary and secondary school teachers in the fields of childhood education, English, mathematics, social studies (economics, geography, history, political science, sociology) and natural science (biology, chemistry, earth science, or physics). Students in these programs major in academic areas for which childhood and adolescence teaching certification is sought and take appropriate coursework in the Department of Educational Studies. Students who wish to gain New York State teacher certification have the option of completing their professional semester in the fall term of their undergraduate senior year, directly following graduation as part of the ninth semester program, or as part of graduate-level coursework. To be eligible for the ninth semester program, students must have received their Colgate degree in the academic year prior to the professional semester and completed all other certification requirements prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their junior year. Colgate's undergraduate adolescence and childhood certification programs and the MAT adolescence programs are accredited through the Association for Advancing Quality in Educator Preparation (AAQEP).

Successful completion of all requirements in all teacher preparation programs leads to recommendation for New York State initial teacher certification.

For more information see educational studies department page.

New York Six Liberal Arts Consortium

Established with the support of The Andrew W. Mellon Foundation, the New York Six Liberal Arts Consortium facilitates collaboration among its member institutions in fulfilling their educational missions and serving the public good. Through the sharing of expertise and resources, the Consortium enhances options

for students, faculty, and staff. In addition to Colgate, members of the consortium include Hamilton College, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University, and Union College.

In some semesters, the New York Six Consortium makes certain courses available for cross-registration, allowing students from consortium institutions to participate in courses offered at the other institutions. If available, this information will be included in Colgate's course offerings and is open to students who have completed at least one semester at Colgate. To be eligible to cross-register, students must be enrolled in a minimum of 3.00 course credits at Colgate. Courses taken as part of this cross-registration program will count as institutional (Colgate) credit, and grades earned will be recorded on the Colgate transcript and calculated into the Colgate grade point average. Because cross-registered courses count as part of the student's full-time Colgate course load, no additional tuition is assessed by the host institution. Normally students may only cross-register for one New York Six course per term. A maximum of three New York Six credits will count toward the Colgate degree.

Less-Commonly Taught Language Program

The Less Commonly Taught Languages (LCTL) Program provides opportunities for students to study languages not available through the regular Colgate curriculum. LCTL courses are offered through two methods: shared course initiatives with instructors located on other campuses and self-instructional language courses overseen by the Director of the Keck Center for Language Study and the Language Council. LCTL courses are never offered for languages being taught on campus at Colgate. The Language Council regularly reviews the effectiveness of LCTL courses to determine whether they are suitable for the Colgate curriculum.

Upon approval from the Language Council, the Curriculum Committee, the Registrar, and any other relevant program of study, shared courses will be listed among the course offerings. Students will receive credit for courses taught by the New York Six Liberal Arts Consortium members according to the guidelines of that agreement. Courses taught at any other institution will be treated as transfer credit.

Students with a compelling academic rationale to study a language not offered through any other means may apply for a self-instructional language course. The application procedure includes writing a detailed explanation of how the language study fits within the student's broader academic studies and an interview by members of the Language Council. Students may earn a maximum of 0.5 credits per semester for self-instructional language study. All self-instructional language courses must be taken with the S/U grade option. The final grade in the course will be determined by the director of the Keck Center, and will be based upon completion of self-instructional materials, regular meetings with a native-speaking language partner, and an assessment by an outside reviewer. All courses will have the 'LCTL' course designation. Students interested in LCTL should contact the director of the Keck Center for Language Study.

Cooperative Arrangement with Hamilton College

With approval of the academic adviser and the Dean of Academic and Curricular Affairs, a Colgate student may take courses at Hamilton College, to be counted toward the bachelor's degree at Colgate. These arrangements must be made prior to the end of the Colgate drop/add period each term. Credit and final course grades for courses taken at Hamilton College are recorded on the Colgate transcript. Grades earned at Hamilton College are calculated into the cumulative grade point average at Colgate.

Office of National Fellowships and Scholarships

The Office of National Fellowships and Scholarships (ONFS) advises and prepares students and alumni in their pursuit of nationally and internationally competitive external fellowships, scholarships, and grants.

Through the process of applying for any award, students and alumni engage in deep reflection about their intellectual, personal, and professional goals, along with developing their critical thinking, writing, and presentation skills. The Associate Dean of Fellowship Advising closely advises and supports students and alumni who are seeking Colgate's nomination for fellowships that require it. For these nomination-based awards, the Dean and faculty committees are involved in the review and evaluation of applicants for nomination and the further mentoring of nominees.

Students and alumni pursuing fellowships which do not require nomination also stand to benefit from the Dean's advice and support and are welcome and encouraged to work with ONFS on these applications. All interested students and alumni should contact ONFS well in advance of the deadline to begin the advisement and application process.

The most prominent fellowships, scholarships, and grants for which Colgate prepares students and alumni can be found on the Office of National Fellowships and Scholarships web page.

Honorary Societies

Phi Beta Kappa

The Society of Phi Beta Kappa was founded in 1776; Colgate's chapter was organized in 1878. Seniors whose records of outstanding academic achievement are combined with the society's traditional regard for moral character and a broad liberal education may be invited to join Phi Beta Kappa after one of the chapter's three election cycles in September, February and May.

Minimum academic requirements include:

1. A course in mathematics, statistics, or logic (or AP equivalent)
2. Fluency in a second language, as demonstrated by a year of coursework at the intermediate college level (or AP equivalent) or graduation from a non-English language secondary school.

Transfer students should take note that election requires a minimum of 16 courses taken at Colgate for a grade, not under the S/U option.

For questions, contact Professor Jason Meyers, Associate Professor of Biology, President, Eta Chapter, Phi Beta Kappa.

Other national honorary societies

Colgate also has a chapter of the national honor society of Phi Eta Sigma for first-year students.

Honor societies in specific disciplines include

- Lambda Alpha (Anthropology)
- Eta Sigma Phi (The Classics)

- Omicron Delta Epsilon (Economics)
- Gamma Theta Upsilon (Geography)
- Delta Phi Alpha (German)
- Pi Delta Phi (French)
- Pi Sigma Alpha (Political Science)
- Psi Chi (Psychology)
- Alpha Kappa Delta (Sociology)

Career Services and Career Development Planning

Colgate Career Services, located in Benton Hall, is a comprehensive center of support that empowers students to engage in strategic exploration, discovery, preparation, and action, translating the liberal arts into a lifetime of meaningful work. The four-year plan -- starting in students' first semester -- provides students with a helpful structure to navigate this process while ensuring an individualized approach to meeting students' unique needs.

Students engage with Career Services staff in a working partnership to help outline their first and next steps. Ultimately, Career Services staff aim to assist students to understand how to connect their personal identities, academics, and career interests to envision a fulfilling career direction, and then to successfully launch from Colgate in that pursuit. Students' early engagement with the four-year plan is heavily structured by the Career Services staff. As students grow towards their junior and senior year goals, the professional staff supports them as they learn to direct their own career development and more independently utilize Colgate's resources with the team's support.

Core Programs and Services

Peer advising: Thirty-minute résumé and cover-letter critiques or basic networking strategy sessions, led by trained student staff.

Career advising: Individual 30-minute sessions with professional staff to identify the traits, interests, strengths, identities, and values unique to each student — and how they connect to career options.

Industry-specific advising: Individual coaching sessions held with professional advisers in which students learn how to activate a targeted search toward a specific career, graduate school, or professional school path. Students focus their efforts on creating strong application materials and on networking.

Pre-law advising: Individual advising sessions with Colgate's pre-law adviser to assist students to clarify their interest in a career in law, pursue opportunities to gain experience, and eventually, strategize on law school admission processes and decisions. Programming that includes law school deans helps students learn about admission requirements and strategies for applying.

Graduate and professional school preparation: Career Services works closely with faculty and academic departments to support students' efforts to gain acceptance into graduate programs in the arts, sciences, and humanities, as well as into the full range of professional schools.

Career search skills workshops: Interactive sessions that develop students' ability to perform essential career-search skills, such as résumé, cover letter or personal statement writing, interviewing, networking, and salary negotiation.

Handshake: Colgate's online job and internship platform that hosts both Colgate *Premier* and other internships and jobs.

Colgate *Premier* recruiting program: Employer partners from a diverse set of industries work with Career Services to specifically recruit Colgate students for internships and jobs. *Premier* employers engage through on-campus and virtual coffee chats and information sessions, résumé deadlines in Handshake, and interviews organized by Career Services.

Alumni- and employer-led sessions: Career exploration, networking, and industry-specific training sessions that introduce students to career options, networking contacts, and core skills sought across industries.

Signature Programs:

Class-specific career development plans: Career Services has developed a four-year intentional framework designed to empower students' strategic career development. Through deepening one's knowledge, skills, and experience within essential Career Development Areas (CDAs), students will develop a strong sense of self, purpose, and informed direction. Students will utilize this foundation to leverage their Colgate liberal arts experience into excellent post-graduate plans.

Career Exploration Week: First-years and sophomores are encouraged to engage in broad industry panels designed to help students learn about connecting academic and co-curricular interests with potential career paths.

Alumni Career Conversations: First-years and sophomores attend training to learn basic etiquette and skills related to exploratory networking. Students are then matched with alumni and parents for 1:1 virtual career conversations over winter break.

Sopho*MORE* Connections: Sopho*MORE* Connections is a two-day event that provides second-year students with an opportunity to explore their academic and career interests through conversations with alumni. Students also attend skill-building seminars and practice sessions that will prepare them for sophomore summer internship searches.

Michael J. Wolk '60 Conference on Medical Education: Biannual conference featuring panels and networking opportunities between students and alumni representing various health professions.

Microcredential Initiative: With support from the Robert A. Fox '59 Management and Leadership Skills Program, Investment Studies Program, and Walters Family, these skill-based microcredentials courses and topical workshops engage students to build their industry knowledge, professional skills, and the leadership qualities that employers seek.

Summer Internship Funding: Through Colgate's generous alumni and parent donors, Career Services offers grants to subsidize students' living costs to pursue unpaid and underpaid summer experiences.

John A. Golden '66 Endowed Fellowship: This selective program provides advising, programmatic, and financial support for sophomores, juniors, and seniors intent on pursuing law school or medical school. Golden Fellows are chosen through a competitive process evaluating focus on their professional field, demonstrated leadership potential, and GPA of 3.4 or higher.

Graduate School Access Fund: This fund provides financial support for students who seek admission to graduate or professional schools and who self-identify in at least one of the following populations: low-income, first generation, or other historically excluded backgrounds. This fund is designed to support those who have overcome unique personal or structural challenges in their journey to pursue post-secondary education. Students are selected as recipients in their junior year.

Colgate Professional Networks (CPNs): Eleven interdisciplinary networks designed to connect alumni-to-alumni and alumni-to-students for professional development. The CPNs host regional and online topical programs and networking events. Current CPNs include: Arts, Creativity, and Innovation; Common Good; Consulting; Digital Business and Technology; Entrepreneur; Finance and Banking; Health and Wellness; Colgate Lawyers Association; Marketing, Media, and Communication; Real Estate; and STEM.

Internship Programs

Career advisers work closely with students to identify and apply for summer experiences, including internships, research, and long-term service projects. In many cases, students leverage Colgate's resources, such as Handshake and the Colgate *Premier* program, connections with alumni, and program panelists, or faculty, to pursue experiences.

Colgate Internship Programs

The *Jim P. Manzi Fellowship*, provides stipends to Colgate students to perform summer-long community service internships at partnering Boston-based nonprofits.

Summer on the Cuyahoga, sponsored by the Colgate Club of Cleveland, is a unique initiative designed to bring Colgate students to Cleveland each summer for challenging paid internships, civic engagement, alumni connections, and social events. Students are introduced to the professional, civic, and personal offerings in northeast Ohio.

The *Internship Credit Program* allows matriculated students who have completed at least one semester at Colgate, but have not yet completed their degree requirements, to earn academic credit for internships under the following circumstances: Students must apply to Career Services prior to beginning the internship for approval to earn credit; the internship must entail a minimum of 120 work hours and the employer must require academic credit as a condition of hiring. Approved internships carry 0.05 course credit and are graded on a Pass/Fail (P/F) basis only. Students may complete a maximum of four unique internships, for a total of 0.20 credits. Internship credit appears on the transcript with a subject code of INTR and a course number corresponding to the student's class level. Students may not apply internship credit toward the requirements for a Colgate degree.

Internship Funds

Through the generous support of alumni and parents, Career Services facilitates a competitive Summer Funding process in which students are awarded grants to pursue unpaid or underpaying summer experiences through the following funds:

The *Career Services Internship Fund* and *Career Services Endowed Internship Fund* offers grants in support of unpaid or low-paid internships, research, and community service.

The *Brill-Milmoe '69 Internship Endowment* provides financial support to students to pursue unpaid or underpaid internships in government, NGOs, and private organizations engaged in governance, public policy or policy implementation, or communication.

The *Browning Family Endowed Internship Fellowship* provides financial assistance to one or more students pursuing internships.

The *Colgate Family Endowed Internship Fund*, established by John K. Colgate Jr. '57, provides financial assistance to one or more students pursuing internships.

The *Caroline E. Conroy '10 Endowed Fellowship* provides financial assistance to one or more Colgate students who are participating in unpaid/underpaid internships relating to psychology.

The *Class of 1966 Endowed Internship* provides financial assistance for one or more Colgate student interns who qualify for need-based financial aid.

The *Class of 1968 Endowed Internship* provides financial assistance for one or more Colgate student interns who qualify for need-based financial aid.

The *Class of 2015 Endowed Internship* provides financial assistance for one or more Colgate student interns.

The *Class of 2016 Endowed Internship* provides financial assistance for one or more Colgate student interns.

The DeLuca Family Endowed Internship Fund provides internship funding for one or more Colgate student interns.

The Furstein Family Endowed Fund provides financial assistance for one or more Colgate students to participate in an internship, research, and/or service experience.

The *Galvin Family Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *Aaron Jacobs '96 Memorial Fund* provides support for Colgate students who wish to intern in the financial or business fields. Preference will be given to students who would not otherwise be able to complete an internship due to financial constraints.

The *David M. Jacobstein '68 and Cara Jacobstein Zimmerman '97 Endowed Fellowship* provides financial support for Colgate students who wish to undertake a public interest summer internship in fields such as law or politics and qualify for need-based financial aid.

The *Bernt '82 and Maria Killingstad Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *Lecky Family Endowment* provides financial support for one or more Colgate students.

The *Milhomme International Internships* are designed for students who want to enhance their cultural competency and gain career experience by means of an internship.

The *Dr. Merrill Miller Endowed Fellowship* supports students who want to gain experience through an internship or research experience in health or other science-related fields.

The *Kara M. Roell '97 Memorial Endowed Internship Fund* provides financial support for one or more Colgate students to pursue experiential learning opportunities that support their career exploration and development.

The *Gregory St. Pierre '95 Endowed Internship Fund* provides financial support for one or more Colgate students.

The *Arthur Watson Jr. '76 Endowed Fund for Career Planning* provides financial assistance to Colgate first-years or sophomores who wish to pursue an unexplored passion or interest that may lead to a fulfilling career.

Entrepreneurship and Innovation at Colgate

Colgate's entrepreneurship and innovation programs challenge participants to solve complex problems, think creatively, communicate powerfully, build resilience by overcoming failure, and most importantly take action. Students are supported by robust programs, access to seed funding, dedicated spaces, and a highly-engaged group of alumni and parent mentors with deep domain expertise. The entrepreneurial leaders who develop at Colgate are able to tackle today's most pressing challenges by building, testing, and launching solutions that make an impact on Colgate, society, and the world.

Programs include the year-long Thought Into Action incubator in which students create a business, nonprofit, or campus venture; a summer accelerator that supports later-stage teams; on-campus venture support for student-run businesses; and an annual celebration of entrepreneurship featuring guest speakers and student pitches. Offices are based in Bernstein Hall, and student participants can work out of our downtown coworking space at 20 Utica Street.

Preparation for the Health Sciences

Colgate's Health Sciences Advisory Committee (HSAC) is composed of faculty members and professional staff who counsel students planning for careers in the health professions. The committee believes it is important that students receive complete and accurate information related to planning careers in the health professions. Admission into professional schools in the health sciences is highly competitive. The HSAC provides support for students beginning at first-year orientation and continuing through the application and interview process. Committee members also prepare letters of recommendation for students applying to health science professional school. For more information, contact the Health Sciences Advising Office, 115 Wynn Hall, 315-228-7340 or visit the Health Sciences web pages or email healthsciences@colgate.edu.

Opportunities for High School Students

Community Scholars Program

The Community Scholars Program provides opportunities for high achieving junior and senior high school students in the area to enroll in Colgate courses for college credit. For additional information, including eligibility criteria and registration procedures, please contact your school guidance counselor or the Upstate Institute (315-228-6623).

High School Seminar Program

The High School Seminar Program provides opportunities for high school students from surrounding school districts to participate in late-afternoon non-credit bearing mini-seminars taught by Colgate faculty and administrators. For additional information, please contact the High School Seminar Coordinator at 315-228-6623.

Academic Regulations

Requirements for Graduation

Colgate confers one undergraduate degree, the Bachelor of Arts (AB). A minimum of 32 academic course credits is required for graduation. A maximum of 2 credits from add-on fractional credit courses may count toward this requirement.

All students must meet the following requirements: a minimum cumulative grade point average (GPA) of 2.00 for all Colgate courses and a GPA of 2.00 in the major. Both full and fractional credit courses are included in the GPA. Colgate grades range from a high of A+ (4.00) to F (0.00).

It is the student's responsibility to know where he or she stands in terms of completing graduation requirements. Students may track academic progress and plan for future semesters using Colgate's degree audit program, which is available in the Colgate portal. Unofficial transcripts are also available in the portal, or students may request an official copy online from the Office of the Registrar's web page. Students should consult with their department chair or program director and with the registrar's office if there are questions regarding major, minor, or graduation requirements.

Students must meet all requirements of the academic program in order to be eligible for graduation, including the Liberal Arts Core Curriculum, a major, and the residency requirement (see below). Additionally, all financial obligations to the university must be satisfied.

Degree requirements must be completed within 12 years of initial matriculation. Petitions for exemptions to this rule will be considered only in exceptional circumstances, and approved petitions for degree completion may require additional coursework to reflect changes in the university's academic program.

Residency Requirement

Matriculated students entering as first-year students are required to complete seven terms in academic residence at Colgate. Transfer students are required to complete a minimum of four terms in academic residence at Colgate. A student participating in a Colgate study group is considered to be "in academic residence" for the purposes of this requirement. One semester of participation in an approved program will also count toward this requirement.

Registration

Students are expected to participate in official course registration on the announced dates for each term of attendance. Later registration will jeopardize admission to courses.

A student's registration will be canceled if the student is not confirmed in residence on campus by the sixth day of classes in a semester. Similarly, a student will be unable to initiate on-campus course registration after that deadline.

Students failing to meet announced deadlines for financial obligations in any term will be placed on a "financial hold" status and normally will not be permitted to register or make schedule adjustments until the hold has been resolved.

Registration changes made during the drop/add period must be processed via the Colgate portal by the announced deadline of the drop/add period for a term. The drop/add period for a course that meets less than or outside of the regular academic term is through the eighth day of the session. Please see Withdrawal from a Course, below.

Students are not permitted to add or drop courses after the end of the drop/add period, except with special permission granted by the Committee on Standards and Academic Standing (CSAS).

Normal Course Loads

A normal full-time course load is 4.00–4.50 course credits per semester. During early registration, students may register for no more than 4.75 course credits. Students not on academic warning who wish to take 5.00 course credits in any term may add additional courses to their schedules during the drop/add period. Because of the demanding academic load, students who wish to register for 5.00 course credits are urged to discuss this matter with their faculty advisers. Students may register for 5.50 course credits only with the written permission of their faculty adviser. Students may not take or receive credit for more than 5.50 course credits in any term except with the approval of their faculty adviser and the Dean of Academic and Curricular Affairs, which must be secured by the end of the drop/add period.

First-year students are expected to take 4.00–4.50 course credits per term and may deviate from this plan only with permission from their academic adviser. Juniors, Seniors, or special students who plan to take fewer than 3.00 course credits in any term should refer to the section on Per Course Billing.

Independent Study

Although academic work consists primarily of courses taught in the classroom, laboratory, and field, there are a number of opportunities for independent study. Students may register for independent study during each term of the regular academic year. The essential features of the independent study program are as follows:

1. Students may apply for independent study through a specific department/program, for which they receive course credit (0.50 or 1.00) and a grade. The credit weight must be decided at the time of application and may not be changed without administrative approval.
2. Not more than one half of a student's course load in any one term may be courses of independent study, except with the permission of the Dean of Academic and Curricular Affairs. Permission must be secured before the beginning of the term.
3. Independent study courses must be approved by the faculty supervisor and the appropriate department chair or program director no later than the last day of the drop/add period in any term.
4. Independent study courses are not offered to students free of charge. Tuition is charged for independent studies according to the established rates whether taken as part of a full-time or part-time course load.
5. A student who wishes to take an independent study course during a fall or spring semester when not in residence at Colgate must secure the approval of the faculty supervisor, the appropriate department chair, and the Dean of Academic and Curricular Affairs *before the beginning of the term*. Students must also make appropriate arrangements with the registrar's office for independent study courses *well in advance of the beginning of the term*. Work equivalent to the course credits earned must be completed during the semester in which the credit is received and must include an in-person component.
6. Independent study courses are registered according to the level of the course, which usually corresponds to the student's class level. Sophomores who enroll for independent study courses will normally be registered at the 291 level, juniors at the 391 level, and seniors at the 491 level. First-year students normally do not enroll in independent study courses.
7. In rare cases, students may take a conventional course independently. This should be done only for compelling reasons, and explicit permission must be received in advance from the faculty supervisor and the appropriate department chair. Students enrolling in such a course will be registered according to the normal course number, to which the suffix Z is appended to indicate that the course is taken independently.

8. All work for independent study courses must be submitted by the *last day of classes* in the term to give the faculty supervisor sufficient time to evaluate the student's performance and submit the final course grade to the university registrar.

For additional information regarding independent study policies and procedures, please refer to the registrar's office web page at colgate.edu/registrar.

Registration Restrictions

A student may not register for a course that is a prerequisite for a course for which he or she has already received credit, unless permission is granted by the department chair/program director and the Dean of Academic and Curricular Affairs. A student may not take crosslisted courses and receive credit for both courses. Students may not register for any courses that overlap in any of their scheduled times.

Repeating a Course

With permission from the instructor, a student may repeat a course in which a grade of C–, C, or C+ is earned. Any course in which a grade of D+, D, D–, F, or U was received may be repeated in subsequent terms by contacting the registrar's office prior to registering; permission of instructor is not required. A student may not repeat a course in which a grade of B– or higher was earned, unless the course is a required co-requisite for a course the student has previously received a failing grade and the student has permission of the course instructor and department chair.

A prerequisite course may not be repeated after the successful completion of a subsequent higher level course. Courses, including discontinued courses, may not be repeated by substituting a similar or comparable course currently in the curriculum. A repeated course must be taken in the same grading mode (i.e., conventional letter grade or S/U) as the original course. Additionally, the course must be taken in the same method (e.g., a conventional course cannot be repeated on an independent basis). Courses taken on a Colgate study group may not be repeated on campus, and courses taken on campus may not be repeated on a Colgate study group, without the permission of the department chair/program director and the Dean for Academic and Curricular Affairs. A Colgate course may not be repeated by means of transfer credit from another institution, although credit for a course, with no GPA adjustment, may be earned if a student earned a grade of F or U in the equivalent Colgate course.

Only the highest grade of a repeated course will be calculated into the term and cumulative GPAs. Should a student earn the same grade on a second or subsequent attempt, only the first grade earned will be reflected in the student's term and cumulative GPAs. Credit from the repeated course will not be counted toward overall graduation credits. Students who complete a Colgate course that is a repeat of (or equivalent to) a transfer course or Advanced Placement will not receive duplicate credit. All grades earned in courses, including transfer or Advanced Placement, remain on the student's transcript, but will be noted as repeated. When a course is repeated after a grade of F has been assigned as a result of University Student Conduct Board action, both the original grade of F and the subsequent grade will be calculated into the cumulative GPA.

Grading Policies

The grades used to indicate the quality of the student's performance in a completed course are as follows: **A** means excellent, **B** means good, **C** means satisfactory, **D** means poor but passing, **F** means failing. The Grade Point Average (GPA) is obtained by dividing the number of quality points by the number of course credits attempted for grades. Colgate grades are assigned the following quality points to full (1.00) credit courses:

A+	**4.00**
A	**4.00**
A-	**3.67**
B+	**3.33**
B	**3.00**
B-	**2.67**
C+	**2.33**
C	**2.00**
C-	**1.67**
D+	**1.33**
D	**1.00**
D-	**0.67**
F	**0.00**

The following grades are not calculated into the GPA and carry no quality points.

EX	Credit for Advanced Placement, International Baccalaureate or other international examinations
TR	Credit for course work transferred from another institution
S	Satisfactory for one-course-per-term grade option (Juniors or Seniors only, effective September 1985) or January project
U	Unsatisfactory for one-course-per-term grade option (Juniors or Seniors only, effective September 1985) or January project
O	Credit for Physical Education unit
N	No credit/No course value for Physical Education unit
T	Satisfactory progress in two-term course (converted to standard letter grade at end of second semester)
CR	Credit Grade Recording Option (effective Spring 1981-1986)
H	Honors for January term project
P	Pass in Pass/Fail Option
X	Failure in Pass/Fail Option
*****	Grades in courses taken on approved or affiliated off-campus program

W's (withdrawal), I's (incomplete) and NG's (no grade submitted by instructor) are not included in the calculation of the GPA, as these are administrative notations rather than grades.

Grades appearing on a student's academic record may normally not be changed after one semester from the end of the term in which the grade was awarded. Grade changes initiated by the course instructor(s) must follow the "Changes of Grade" policy laid out in the *Colgate University Faculty Handbook*. Under extraordinary circumstances, grade changes beyond one semester but before graduation may be approved by the Dean of Academic and Curricular Affairs.

Satisfactory/Unsatisfactory (S/U) Option

The Satisfactory/Unsatisfactory grade option is designed to encourage students to explore new areas outside their majors in the spirit of a liberal education. The following conditions apply to this option:

1. Students with junior and senior standing may elect to take one 1.00-credit course (plus any required fractional credit add-on components) or two .5-credit courses per semester, for a maximum of 4 semesters, which are evaluated "satisfactory" (S) or "unsatisfactory" (U) instead of by the conventional letter grades.
2. It is expected that students will take a course and any required fractional add-on component with the same grade option (conventional grade or S/U). In these cases, the total credit value of S/U courses may exceed the usual 1.00 credit limit per semester.
3. In certain instances, faculty members may require that a stand-alone course or add-on fractional credit course be offered only on a graded or S/U basis. These courses will not count against the 1.00-credit-per-semester limit.
4. Except in item #3 above, the decision to choose the S/U option rests solely with the student.
5. A student on academic warning may not take a course S/U.
6. Courses taken to fulfill the Common Core, Global Engagements, areas of inquiry, language, writing, and major or minor requirements may not be taken S/U.
7. The choice to take a particular course with the S/U option must be made prior to the end of the withdrawal period as published on the academic calendar.
8. No course will be officially recorded as using the S/U grading option unless the student has submitted the completed Satisfactory/Unsatisfactory Option form to the registrar's office by the deadline.
9. After the end of the withdrawal period, no changes in the grading mode (conventional grade to S/U, or S/U to conventional grade) may be made.
10. In the event of a course's limited enrollment, a student's desire to take the course on the S/U basis shall not be a criterion in determining his or her eligibility for the course or course section.
11. To achieve the grade of S, the student must perform at a level that would warrant a grade of C– or better.
12. Satisfactory completion of a course is entered on the student's permanent transcript as S, but does not enter into the computation of the GPA. The unsatisfactory completion of a course is entered on the student's transcript as U, but does not enter into the computation of the GPA. No course credit is awarded for a grade of U.
13. Seniors, during their final semester, are discouraged from taking a course using the S/U option unless they will have a total of 32 course credits without the S/U course.

For additional information regarding the S/U grade option, please refer to the registrar's office web page at colgate.edu/registrar.

Withdrawal from a Course

Students are permitted to withdraw from a course without academic penalty until the mid-term date listed in the academic calendar. For fractional credit courses that meet for the first- or second-half of term students are permitted to withdraw without academic penalty prior to the appropriate date listed in the academic calendar. A course withdrawal will result in a "W" on the transcript. Students are cautioned to avoid a pattern

of regularly accumulating W's on their academic record. Withdrawals after the deadline are not permitted unless there are extraordinary circumstances that merit an exception. In those cases, a petition must be submitted to the administrative dean and approved by the Committee on Standards and Academic Standing (CSAS).

First-year students should be particularly cautious when considering withdrawing from a course as doing so will have implications for future course planning and academic load. First-year students must consult with the course instructor and their faculty adviser before initiating the withdrawal process.

- In the fall semester, first-year students must also receive approval from their administrative dean.
- Students may not withdraw from their FSEM. In rare and extreme circumstances, the Dean for Academic and Curricular Affairs may grant an exception to this policy.

Sophomores, Juniors and Seniors may withdraw from courses only after consultation with the course instructor and faculty adviser. Sophomores, Juniors or Seniors are also encouraged to discuss the withdrawal with their administrative dean to ensure appropriate mentorship and support but are not required to obtain their permission.

International students, in addition to consulting with the instructor and their faculty adviser(s), must receive approval from their administrative dean to withdraw from a course regardless of their class year because such decisions may affect visa eligibility.

Student athletes must consult with the Director of Student-Athlete Academic Enhancement, in addition to their faculty advisor and course instructor, when considering whether to withdraw from a class, as this decision may impact their NCAA athletic eligibility.

Students receiving financial aid are limited to a total of 8 semesters of aid and should carefully consider how a withdrawal will impact their ability to complete their coursework within 8 semesters.

Students on academic warning may withdraw from a course only for well-documented reasons and only with approval from their administrative dean, in addition to consulting with their academic adviser and course instructor. (See Academic Warning and Suspension below.)

Incompletes

The temporary status of "incomplete" in a course is given only when, for compelling reasons, a student is not able to complete the work in the course by the end of the term. It is used rarely and only as a consequence of extenuating circumstances beyond the ability of the student to predict or control. *A student's request for an incomplete must be made before the end of the term (the last day of final exams) and must be directed to their administrative dean, who will consult with the instructor in the course (or study group director) before making a decision*. Faculty do not grant incompletes. If an incomplete is granted by the administrative dean, the dean then informs the university registrar, the student, and the faculty member. It is the student's responsibility to make arrangements with the instructor to complete the work in the course by the established deadline.

An administrative dean will grant an incomplete for a specific period of time, but in most cases the incomplete work must be completed and submitted to the faculty member not later than 20 days from the last day of the term's final examination period. Extensions beyond the 20-day period will be granted by the administrative dean only as a result of highly unusual circumstances. The instructor will submit the appropriate grade to the registrar's office within 10 days after the conclusion of the deadline for completion of work, whether or not the make-up work has been completed. If no grade is submitted, the registrar, after consultation with the instructor and administrative dean, will assign a grade of F.

Class Attendance

Attendance at all classes is expected and is an important part of one's academic development. Because most faculty at Colgate put a premium on student participation in class, absence is likely to be detrimental to the student's learning in any course.

Attendance practices for each course will be announced by the faculty member at the beginning of each term. Conflicts between curricular and co-curricular activities should be avoided by careful planning and scheduling of activities. *The rare but unavoidable conflict should be worked out well in advance by the student with the faculty member's permission*.

Students may request that an administrative dean notify faculty members about prolonged absences due to serious health problems. Students should consult an administrative dean immediately if non-health-related obligations will force them to miss several classes. Single or brief absences should be discussed by the student and faculty member without necessarily contacting the student's administrative dean.

Class Standing

Progress toward degree typically requires the successful completion of a minimum of 4.00 course credits per semester. Class standing is determined by the number of credits earned. A student's initial class year and expected graduation date may be changed if progression toward degree is interrupted by leaves of absence, course failures, course withdrawals or reduced course loads.

In order to achieve junior class standing, a student must successfully complete 4 semesters and a minimum of 14 course credits. To qualify for senior standing, a student must successfully complete 6 semesters and a minimum of 22 course credits. Class year and expected graduation date is assessed once each term, using the schedule and criteria listed in the table below.

Students who receive financial aid should refer to Financial Aid for eligibility for federal programs.

Minimum Academic Progress

Students must earn a minimum GPA of 2.00 each term as well as cumulatively in order to be considered in good academic standing. Students who fail to meet these minimum GPA requirements are subject to academic warning, suspension, or dismissal (see below) and may lose eligibility for federal and/or state aid. See Financial Aid.

Academic Warning and Suspension

The Committee on Standards and Academic Standing (CSAS), chaired by a designated member of the dean of the college staff, reviews the academic performance of all students at the end of each term. Students are expected to meet minimum GPA requirements, not only for each single term but also on a cumulative basis.

1. A student who fails to meet minimum GPA requirements (see "Minimum Academic Progress," above), either cumulatively or for any term, will be placed on academic warning during the next term of enrollment at Colgate, or will be suspended.
2. Any student on academic warning who fails to earn at least a 2.00 GPA for a term will be subject to academic suspension.

3. Any student who fails three or more courses during a term and/or who has a term or cumulative GPA of less than 1.33 will be subject to suspension even if the student is not on academic warning.
4. A student readmitted after academic suspension will be placed on warning for the term in which he or she returns.
5. A student who does not return from an academic suspension within four semesters will be withdrawn from the University and must apply for readmission through the Office of Admissions
6. A second academic suspension results in permanent academic dismissal.

Off-Campus Study

Colgate Study Groups and Extended Study

Academic regulations, registration changes, and drop/add deadlines for a term apply to students participating on Colgate-sponsored off-campus programs (study groups and extended study). Colgate study group students who enroll in a host university will also need to comply with the host university's academic regulations and registration requirements. Students making changes to their curriculum must seek Colgate approval (as outlined below) before making final course selections.

A normal course load on a Colgate study group is four courses, unless a fifth course is a required part of the program. Any deviation from this norm requires pre–approval first from the director of the study group and the director of Off-Campus Study, and subsequently from the Associate Dean of the Faculty for Global and Local Initiatives. Additionally, if the student's credit total for the term will be 5.50 or above, permission from the Dean of Academic and Curricular Affairs is also required.

Use of the satisfactory/unsatisfactory (S/U) grading option for study group courses is highly discouraged. Requests for the S/U grading option for study group courses must be approved by the director of the study group, the director of the Office of Off-Campus Study/International Programs, and the Associate Dean of the Faculty for Global and Local Initiatives.

Any senior participating in an extended study or Colgate study group in their final semester will graduate at the first degree conferral date after the registrar's office has received the official transcript and confirmed graduation eligibility. Please refer to the student handbook for details on commencement participation.

Approved Programs

Approved programs have been selected by individual departments to allow students to transfer credit toward the Colgate degree and a complete list of available programs may be found on the Colgate off-campus study application site (colgate.edu/OCS). Students are bound by the academic regulations and registration requirements of their approved program sponsor and host institution in addition to those of Colgate University. Students are expected to enroll in pre-approved courses equivalent to 4 Colgate credits. Any deviation from this norm requires pre-approval from the approved program sponsor, director of off-campus study, and subsequently from the Dean of Academic and Curricular Affairs. Students who plan to participate in an approved program must have all intended courses pre-approved through the Office of the Registrar, following all transfer credit policies and procedures as outlined on the Transfer Credit web page, prior to departure.

Students may participate in one semester-long approved program. Students with a compelling academic reason who wish to study on a single approved program for two consecutive semesters must successfully petition the Office of Off-Campus Study. Students may participate in a full year program at the London School of Economics (through Arcadia University) or Oxford University (through Butler University) with permission from the Office of Off-Campus Study. Students who successfully petition to participate in and

complete one of these two full-year programs may transfer eight (8.00) credits toward the Colgate degree. This is the maximum transfer credit: students who earn eight credits may not receive other transfer credit, such as Advanced Placement or summer credit. This policy does not alter existing policies set by departments and programs for transferring major or minor credit.

Credit from approved programs counts toward the six-course limit for transfer credit. Credit and grades for approved programs appear on the Colgate transcript but are not counted toward the GPA. Satisfactory/Unsatisfactory (S/U) or other ungraded options are not permitted. Courses taken on an approved program do not count toward the Global Engagement requirement.

A student is considered enrolled at Colgate while on an approved program, with the proviso that only one such semester may count toward the seven-semester residency requirement for graduation. Note that Colgate students participating in an approved program where study is conducted at a foreign host university may not elect to study at the host university independently of the approved program provider. Similarly, Colgate students may not opt to withdraw from an approved provider program when a program is canceled due to a global or host country emergency in order to continue to study at the host university.

Any senior participating in an approved program in their final semester will graduate at the first degree conferral date after the registrar's office has received the official transcript and confirmed graduation eligibility. Please refer to the student handbook for details on commencement participation.

Off-campus study pre-departure courses

Intercultural competence is crucial to the off-campus experience. Engaging in an off campus study program provides opportunities for personal development, academic growth beyond the scope of your institution and to engage in new cultures. Alternatively, there are challenges to the off-campus study experience that could be planned for and overcome. In order to proactively prepare students for off-campus study experiences, all students who are participating in an off-campus study program (study groups and approved programs) must be enrolled in a pre-departure course to be taken in the semester before their off-campus program, followed by an intercultural engagement course in the semester of their off campus program.

Study Group pre-departure courses:

- Students who are participating on a study group that does not have its own pre-departure course will take UNST 200 in the semester prior to their program.
    - Study Groups with program-specifc pre-departure courses are: Japan, London English, London History, Santa Fe, Freiburg, and Geneva
- All study group students, regardless of pre-departure course, are expected to successfully complete UNST 200E during the semester of their program.

Approved program pre-departure courses:

- All students participating on an approved program will:
    - successfully complete UNST 200 in the semester prior to their program.
    - successfully complete UNST 200E during the semester of their program.

UNST 200 provides students with the tools that are needed to be interculturally competent and prepared for the off-campus study experience. This is a year-long commitment. In the semester prior to departure a student must enroll in UNST 200, which carries zero (0) credit. A student must receive an S in this course in order to be enrolled in UNST 200E.

UNST 200E is taken in the semester of the off campus program and carries 0.25 credit. A student must earn an S in this course to earn the 0.25 credit.

Leaves of Absence

Many Colgate students complete the bachelor's degree by attending Colgate, including participation in a study group or approved program, for eight consecutive semesters, but there are often compelling reasons for students to break this normal attendance pattern. For detailed information regarding leave options, including policies and deadlines, please consult the *Colgate Student Handbook*.

A student who does not return from a leave within four semesters will be withdrawn from the University and must apply for readmission through the Office of Admission. If unapproved leaves are taken, students are withdrawn from Colgate and must apply for readmission through the Office of Admission. In addition, students taking an unauthorized leave of absence must be aware that their eligibility for student aid is jeopardized, and that academic work taken elsewhere is not considered for transfer credit. *Any student who is uncertain about attending a future term at Colgate is urged to discuss the matter with their administrative dean prior to the deadline to submit a formal request to the Office of the Registrar for transfer credit*; April 15 for the fall term and November 15 for the spring term. (See Residency Requirement and Transfer Credit Policy and Procedures in this section.)

Transfer Credit Policy and Procedures

Matriculated students may receive transfer credit for a maximum of six Colgate course credits. (Maximum credits for transfer students are outlined in "Transfer Student Program," in this section.) This limit includes all courses taken on an approved program, at other institutions during the summer or intersession, during a leave of absence from Colgate, Advanced Placement, International Baccalaureate or other international exam credits, and college credits earned prior to entering Colgate as a first-year student. (See "Advanced Placement and Pre-matriculation Transfer Credit" in the following section.)

Students who plan to take courses at another institution and receive transfer credit from Colgate must submit a Transfer Credit Application, which is available on the registrar's office web page. All courses taken off campus must be approved in advance by the Office of the Registrar to be eligible to transfer, and in some cases by the appropriate department or program. Courses consistent with the Liberal Arts curriculum at Colgate may be eligible for transfer; internships, fieldwork, and clinical courses are not eligible for transfer. To be eligible to transfer, a grade of C or better is required. Courses taken on a pass/fail, satisfactory/unsatisfactory, or other un-graded basis are not eligible to transfer. All Approved Program grades will be reflected on a student's transcript, but a grade of C must be obtained to earn credit. Please refer to the registrar's office web page (colgate.edu/registrar) for detailed information regarding the types of courses that may be considered for transfer and the process for transferring credits toward the Colgate degree.

Colgate University operates on a course credit system for graduation. Faculty, students, and administrators should be aware that semester- and quarter-hour values are assigned to courses at the majority of institutions in this country and abroad. The semester hour/quarter hour transfer conversion chart is below and also available on the Transfer Credit Application on the registrar's web page (colgate.edu/registrar). Colgate will award one-quarter course credit per semester hour, and one-sixth of a course credit per quarter hour (rounded to the nearest quarter credit), up to the course credit offered by Colgate for the equivalent course. A course transferred as 0.75 or more Colgate credits is eligible to fulfill required courses in a major or minor or other University requirements. The awarding of more than 1 course credit for a course without an exact equivalence in the Colgate curriculum requires approval by the Dean of Academic and Curricular Affairs, and is approved only in exceptional situations. The registrar's office will determine the amount of Colgate credit to be granted and refer students to department chairs and program directors for specific course approvals as appropriate.

Semester Hours	Quarter Hours	Colgate course credits
4	5-6	1.00
3	4	0.75
2	3	0.50
1	1-2	0.25

Colgate students may not be simultaneously enrolled in courses that will lead to more than 2 course credits during summer terms, or more than 5.25 course credits, while enrolled at another institution during a fall or spring term following matriculation at Colgate, except with the prior approval of the Dean of Academic and Curricular Affairs. Colgate students may not be enrolled in courses at another institution while also enrolled in courses at Colgate, except when doing so under an official Colgate program (such as a Colgate Study Group).

An official transcript, as well as any supporting documentation (such as department approval), should be submitted to the registrar's office within one academic year following the term in which the coursework was completed. After a transfer course has been recorded on a student's Colgate transcript, it may not be removed. If a student repeats the course at Colgate, the credit weight will be removed from the transfer course, but the transfer course will remain on the transcript.

Advanced Placement and Pre-matriculation Transfer Credit

Upon receipt of an official college transcript, students may be eligible to earn credit for courses taken at a regionally accredited college/university while a student is in secondary school. The courses may be considered for Colgate credit if satisfactorily completed (letter grade of C or better) and bear a minimum of three semester or five quarter hours. Courses taken on a satisfactory/unsatisfactory, pass/fail, or other ungraded basis are not eligible for transfer. Courses taught in the high school are not eligible for transfer. The course must be taken at the college/university (e.g., with degree seeking candidates and taught by a regular member of faculty). Students may be requested to submit course syllabi or laboratory materials for evaluation purposes. College courses completed prior to matriculation may not be used to fulfill the university areas of inquiry requirement. For required forms and additional information, refer to the registrar's office web page (colgate.edu/registrar). Colgate credit is normally granted to first-year students who achieve a 4 or 5 on the Advanced Placement (AP) tests or a 6 or 7 on the International Baccalaureate (IB) examinations (higher level only), and when a department certifies that the exam score indicates a level of competence equivalent to the completion of a specific Colgate course. Individual students may petition for credit from A-Levels or other international examinations. The amount of credit, the conditions under which credit is granted, and/or placement appropriate to the academic development of the student are all determined by the appropriate Colgate academic department. Detailed descriptions of the petition process and credit policies applicable to an entering class may be found on the registrar's office web page. Credit from standardized examinations may not be used to fulfill the university areas of inquiry requirement.

All requests for credit for academic work completed prior to entering Colgate must be filed with the registrar's office prior to registration during the fourth semester. Supporting documentation, such as the official transcript(s), official test scores, and/or course syllabi, must be submitted with the pre-matriculation credit application. Students who fail to meet this deadline must submit a written request to the university registrar.

Advanced course placement without academic credit may be granted by departments to first-year students whose performance on the College Level Examination Program (CLEP subject examinations only), CEEB

Achievement Tests, or the New York State Education Department's College Proficiency Examinations gives clear evidence of competence in the courses tested.

Transfer Student Program

The maximum number of non-Colgate course credits for which a transfer student receives credit depends upon the number of acceptable liberal arts courses, grades, and credits from all transcripts submitted during the application process, as well as the number of acceptable Advanced Placement (AP) course credits.

After enrolling at Colgate, transfer students may subsequently transfer additional coursework from other institutions, with prior approval, up to the maximum indicated below:

Total course credits accepted upon enrollment at Colgate	Maximum (not additional) transfer course credits allowed
1.00 – 4.75	6.00
5.00 – 8.75	8.00*
9.00 – 12.75	12.00*
13.00 – 16.00	16.00

*Students who are eligible for a fractional credit value above the limit at the time of Admission may retain the additional fractional credit above the stated maximum.

No student may transfer more than 16.00 course credits toward a Colgate Bachelor's degree.

Any questions relating to the issuance of transfer credit should be referred to the registrar's office.

Students who transfer to Colgate from other institutions will be subject to the requirements of the educational programs that are appropriate to their level of entrance (first-year, sophomore, or junior), which will be indicated on the Transfer Student Evaluation from the Office of the Registrar during the admission process. The specific requirements as they apply to transfer students can be found in the transfer, visiting, and special student fact sheet, available from the Office of Admission.

In order to satisfy Colgate's residency requirement, transfer students are required to complete a minimum of four terms in academic residence at Colgate or on a Colgate study group. One term of an approved program may count toward the four semester requirement if the student does not exceed the maximum transfer credit limit indicated at the time of admission.

To count for major credit, a course taken elsewhere must be accepted by the appropriate Colgate department chair or program director. After enrolling at Colgate, transfer students are subject to the rules for transfer of credit under the section "Transfer Credit Policy and Procedures," above. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

Requests for exceptions to these policies, for academic reasons only, must be supported in writing by the student's faculty adviser and administrative dean and submitted in writing to the Petitions Committee.

Petitions for Exemptions

Exemptions from graduation requirements are granted only by the Petitions Committee. Exemptions are approved for compelling academic reasons, or when a true hardship exists for the student through no fault of his or her own *and* when no other solution can be found. A petition for exemption should be developed with written support from the student's faculty adviser and administrative dean.

The Petitions Committee exists to hear petitions concerning all graduation requirements, including residency, the Liberal Arts Core Curriculum, and the transfer credit limit. The committee does not review routine administrative requests from students, nor does it hear appeals concerning routine administrative decisions.

Changes to Academic Records

Academic records are sealed upon graduation, withdrawal, or permanent dismissal from Colgate University. No changes or additions to a student's undergraduate transcript will be permitted after this date. This includes, but is not limited to, grade changes, majors and minors, crosslisted courses, additional transfer credits, or additional courses taken at Colgate following graduation.

Degree Conferral

Colgate University confers degrees three times each year: at the May Commencement ceremony, on August 31 and on December 31. Degrees are conferred only upon students who have been certified by the university registrar to have met all requirements as described in this catalog and have met all financial obligations to the university. Students should refer to the "Policy for Participating in the Commencement Ceremony" in the Colgate Student Handbook.

Admission

Applying to Colgate

The Applicant

Colgate students are selected from applicants throughout the United States and around the world for the talent and intellect they can contribute to this university community. Academic achievement, reflecting a student's passion for, and engagement with, the learning process is important to the admission decision. Well-developed special interests, talents, and skills of all kinds can be a significant part of an admission application. In addition, Colgate is committed to attracting people who represent a wide range of intellectual perspectives as well as diverse economic, racial, religious, and geographic backgrounds. In the interest of bringing the best possible applicants to the university, Colgate sets no limits on the number of students admitted from a given secondary school. Colgate does not accept transfer, visiting, or special student applications for the undergraduate degree program from individuals who already possess a bachelor's degree.

All admission credentials, from the traditional secondary school record to letters of reference that cite intellectual and creative promise, are important. Personal character and qualities that both reflect and determine the productive use of a student's talent are also important to the admission decision.

The Academic Record

While other considerations are important, the academic record stands at the heart of any admission decision. An academic record is evaluated strictly in terms of course selection and achievement — that is, what a student did with what was available in the school attended.

Academic preparation is usually measured in Carnegie units, with one unit representing a full year's work in a major academic subject. Applicants with fewer than sixteen units are seldom admitted. The number and difficulty of courses chosen each year is an important measure of academic motivation and achievement. While each student's record is evaluated individually, the strongest applicants will have completed five major academic courses per year whenever possible. The senior year program is most important as it is the final preparation for college-level work. It should include at least four to five courses, including honors or advanced-level courses such as AP and IB courses if available. Colgate encourages students to pursue cumulative subjects, such as foreign languages and mathematics, through senior year.

The typical distribution of courses across disciplines for most accepted students is four years of English (especially composition and literature); four years of mathematics; four years of natural and physical sciences, with a lab; four years of social sciences; and at least three years of a foreign language. Colgate encourages elective coursework in the arts and strongly advises students to pursue honors and advanced-level courses in major areas of interest.

All applicants should follow these recommendations to the best of their ability. Scheduling problems or other circumstances that limit course selection should be conveyed in the additional information section of the application. Colgate evaluates applications based on the material available, but further information may be requested. Students are required to submit official documentation of high school degree completion from an accredited institution or an acceptable equivalency certificate prior to enrolling at Colgate.

Recommendations

Faculty and counselor recommendations are vital to the admission evaluation. Faculty recommendations must be written by teachers from core academic subjects in an applicant's 10th, 11th, or 12th grade year. Additional recommendations may also be useful if they are written by those who know an applicant well and have been in a position to evaluate the student's performance. Good judgment should be used in asking for additional recommendations; too many testimonials can make an application more difficult to interpret and process.

Standardized Testing

Colgate is test optional for all applicants, including transfer applicants.

When students choose to submit standardized test scores, this information provides additional data to demonstrate their overall achievement. When students choose not to submit standardized test scores, the Office of Admission evaluates achievement through all other elements of the application. Students will be at no disadvantage if they choose not to submit test scores.

Colgate will accept self-reported SAT or ACT scores for the purposes of application assessment. These scores must be verified by an official report prior to enrollment.

In alignment with Colgate's test-optional policy, the ACT (including the writing and science sections) is optional. Should a student choose to submit ACT scores, the science and writing scores, if taken, will be reported separately from the composite scores.

Financial Aid

A domestic candidate requesting institutional need-based financial aid should complete the CSS PROFILE and the Free Application for Federal Student Aid (FAFSA). International students and those who do not qualify for federal financial aid must submit only the CSS PROFILE. These forms are due by November 1 for Early Decision I candidates and by January 15 for Early Decision II and regular decision candidates. Transfer applicants should submit the CSS PROFILE and the FAFSA by the admission deadline of the term for which they are applying. Additional information may be obtained by contacting the Office of Financial Aid and at colgate.edu/financialaid.

First-Year Admission

Application Procedures

A candidate must complete and submit an application electronically. Applicants must submit the following required documents: the first-year application and an Early Decision Agreement form for students applying under the Early Decision program. An optional Colgate supplemental writing prompt is available for students to expand upon their application materials electronically, in their applicant portal. The first-year application includes a School Report, official high school transcript, the Mid Year School report, and Teacher Evaluation forms for the guidance counselor and two high school teachers to complete and submit. Applications for first-year admission must be submitted by January 15. Applications should be submitted online and require an electronic signature. More information about the application process can be found at colgate.edu/apply.

Application Fee

Colgate requires a non-refundable fee of $60 from all candidates for admission. This fee may be waived upon certification of extreme financial hardship by the guidance counselor or by a school-certified College Board Fee Waiver, or for students who qualify for a fee waiver through the Common Application or Coalition Application. The application fee is also waived for non-US citizens.

Admission Notification

Admission is granted only through notification by the Office of Admission. Early decision option I notifications are released in mid-December. Early decision option II notifications are released in mid-February. Regular admission decisions are announced in late March. Financial aid candidates receive notice of any aid award with their acceptance letters. All accepted candidates wishing to enroll, other than Early Decision candidates (see below), must pay a non-refundable tuition deposit of $500 by May 1.

Postponed Enrollment

While most students apply for admission with the intention of entering college the following fall, some accepted applicants may wish to postpone entrance to Colgate for a period of time.

To request deferred enrollment, students must first confirm their intent to enroll at Colgate by the applicable enrollment deadline and submit a $500 enrollment deposit to be eligible.

Students interested in requesting deferred admission must contact the Office of Admission. A request to defer admission form will then be added to the student's applicant portal, and this form must be submitted by June 1. The form includes space for a 500 word explanation for the purpose of the deferred enrollment request. Requests submitted after June 1 will not be accepted. Upon approval, the student will be required to pay an additional, non-refundable $500 deposit (total $1000 non-refundable deposit) to confirm and finalize their plans to defer their enrollment for one year.

Students admitted from Colgate's waiting list are not eligible to defer their enrollment.

Students applying for financial assistance must file the CSS PROFILE and FAFSA by January 15 of the year of intended enrollment. Candidates may expect notification of financial aid awards by early April of the spring before entrance.

Advanced Placement and Pre-matriculation Credit

Information regarding advanced placement and pre-matriculation credit can be found in Academic Regulations.

Visiting Colgate

Colgate welcomes prospective applicants to arrange a visit to campus, if possible. Morning and afternoon visit experiences include a brief session by an admission staff member and a student-led tour. To ensure that records of campus visitors are as accurate as possible, pre-registration is required and visitors are encouraged to check in at the Hurwitz Admission Center in the James B. Colgate Administration Building upon arrival. If the office is closed, campus maps (digital version at colgate.edu/campusmap) and forms to request admission materials may be found in the visitor box outside the administration building. Prospective applicants can also sign up for Colgate Admission Conversations which are non-evaluative, informational opportunities to speak with a current student or alumni volunteer about their Colgate experience. Prospective students can also connect with current Colgate students listed on the contact a current student web page at colgate.edu/admission-aid/contact-us/contact-current-student.

There are additional opportunities to explore Colgate virtually, through virtual tours, information sessions, and virtual webinars.

Special Admission Programs

Early Decision

An Early Decision application indicates that Colgate is a student's first choice and that the student will withdraw all other applications and attend Colgate if admitted. Not to be confused with early action, Early Decision at Colgate is binding; a signed Early Decision Agreement is required to complete an Early Decision application. The form must be signed by the student, a guidance counselor, and a parent or legal guardian. Students may not apply to more than one college as an Early Decision applicant. As Early Decision programs may vary slightly from college to college, please note the following options and requirements specific to Colgate's Early Decision program.

Colgate offers two options for Early Decision:

Early Decision Option I Candidates who apply by November 1, including completion of the Early Decision Agreement form, will receive decisions in mid-December. All required application documents should be postmarked no later than November 1.

Early Decision Option II Candidates who apply by January 15, including completion of the Early Decision Agreement form, will receive decisions in mid-February. All required application documents should be postmarked no later than January 15

For both Early Decision options

1. Applicants may be accepted, deferred for reconsideration under regular decision (with notification by late March), waitlisted, or denied admission. Students who are deferred under Option I will not be reconsidered under the Option II timetable.
2. Multiple or concurrent Early Decision applications to Colgate and any other colleges are not permitted. Early Decision candidates may file regular decision applications to other colleges, but once admitted to Colgate through Early Decision, all other applications must be withdrawn. Failure to do so may result in withdrawal of Colgate's offer of admission.
3. Accepted Early Decision candidates must pay a non-refundable enrollment deposit of $500 within two weeks of acceptance.

Standardized testing (SAT Reasoning Test or ACT Assessment) should be completed by early November for Option I candidates wishing to include these scores with their application. Option II candidates should complete testing by early December. Results of early November testing normally will be available from the testing services in time for Option I review if the scores are sent directly to Colgate, or a student may self report their testing upon receiving the results.

An Early Decision candidate applying for financial aid should file the CSS PROFILE and FAFSA, if applicable, by the Early Decision application deadline.

Early Admission

Candidates with strong academic records, who receive the support of their secondary schools, may apply for admission and entrance prior to the final year of secondary school. Members of the admission staff are available to discuss this option with those who are interested.

Alumni Memorial Scholars

The Alumni Memorial Scholars (AMS) program promotes academic and personal achievement through service, leadership, and wide-ranging intellectual inquiry. The program was established in 1945 in tribute to Colgate students and alumni who gave their lives during the First and Second World Wars. Today, it attracts students from across the country and around the world, young men and women whose academic credentials, character, creative talent, and community involvement indicate the potential for high-level engagement both inside and outside the classroom. All Colgate applicants are automatically considered for admission to AMS, so there is no program-specific application. Eligible students will be notified of their acceptance into the AMS program alongside an offer of admission to the university.

Each AMS student in good standing will have access to grant funds. These funds are intended to support independent research projects, internships, academic conference attendance, and other eligible academic programs. In recent years, they have enabled AMS students to visit dozens of countries across six continents. Grant funds may be used all at once or through several smaller requests, as long as the cumulative total does not exceed the maximum. Faculty and staff reviewers must approve all requests.

AMS students benefit from extraordinary access to Colgate's faculty, staff, and campus resources. Curricular requirements include a special AMS orientation prior to first-year orientation and research design preparation. First-years will ordinarily be housed in the same Residential Commons, and students in all class years are encouraged to attend group excursions, dinners, lectures, and presentations. Questions about AMS admissions should be sent directly to the admission office. For more information about the AMS program, please visit colgate.edu/ams.

Office of Undergraduate Studies (OUS)

The Office of Undergraduate Studies (OUS) Scholars Program is the second oldest scholars program at Colgate, established in 1967 as the "University Scholars Program." Candidates chosen to be part of the program are a highly select group of students who have demonstrated creativity and determination in the face of personal, economic, and social challenges; they have systematically sought the most demanding academic paths open to them and dedicated themselves to achieving success. The OUS Scholars Program is made up of a vibrant community who have a history of making significant and meaningful impacts on campus and beyond.

The OUS curricular program begins with the Summer Institute, a rigorous five-week, prematriculation experience. With courses taught by a select group of Colgate's excellent faculty, the Summer Institute fosters close and lasting student-faculty relationships and fosters an academic living and learning community.

Eligibility for admission to Colgate through OUS is determined at the time of admission, and no separate application is necessary. Questions about OUS admissions should be sent directly to the admission office. For more information about the OUS program, visit colgate.edu/ous. See Office of Undergraduate Studies (OUS) for additional information.

QuestBridge

Colgate is proud to partner with QuestBridge, a national nonprofit organization dedicated to connecting the most exceptional, low-income youth with leading institutions of higher education.

Colgate accepts the QuestBridge application from all QuestBridge finalists and non-finalists during all phases of the first-year application process. Students applying using the QuestBridge application will need to submit a QuestBridge Application Supplement through the Colgate applicant portal.

International Student Admission

International students whose first language is not English should sit for a standardized English proficiency examination. Acceptable exams include: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test. Students studying at an English-medium secondary school can request a TOEFL waiver.

All admission documents should be written in English or accompanied by certified translations from a local consulate, embassy, or school official.

While Colgate welcomes international applicants, there is limited financial assistance for students who are not U.S. citizens or permanent residents. Canadian nationals are eligible for certain loan and work-study programs.

Admission by Transfer Application Procedures

Colgate considers well-qualified candidates from other colleges who seek to enter with advanced standing for transfer admission. Admission may be granted in the fall or spring. The application deadline for fall admission is March 15; for spring, November 1. (Candidates are notified of the admission decision by early May and early December, respectively.) A non-refundable application fee of $60 must accompany each application. This fee may be waived upon certification of extreme financial hardship or if the student has received a waiver from the Common Application or Coalition on Scoir. The application fee is also waived for students whose permanent mailing address is outside the United States. Colgate does not accept transfer, visiting, or special exemption student applications for the undergraduate program from individuals who already possess a bachelor's degree.

Competition for admission with advanced standing is rigorous. Most successful transfer applicants will have achieved at or above the 3.00 (B) grade level during their previous college experience. Participants in the Visiting Student Program (see below) are eligible to apply for transfer to Colgate but should not expect to receive preferential treatment.

Application requirements: In addition to an application for transfer admission, Colgate reviews a full report of the candidate's secondary school record. Official transcripts of all completed college studies should be forwarded immediately. The College Official's Report should be completed and submitted by the dean of each college attended, and the Faculty Recommendation should be completed by a faculty member who has taught the student in a college setting and who can comment on the student's academic potential. Additional information about applications can be found at colgate.edu/apply.

Transfer credit is generally allowed for courses taken through a strong liberal arts curriculum in which a grade of C or better has been earned. Credit toward graduation may be granted for no more than the equivalent of 16 Colgate course credits. After enrolling at Colgate, transfer students are subject to the rules for transferring of credit which apply to matriculated Colgate students. See Transfer Student Program.

Financial aid: Colgate is able to offer need-based institutional financial aid to transfer students. Institutional aid for transfer students is limited to the number of semesters needed to complete the degree requirements, as determined by the registrar, at the time of admission.

Transfer applicants anticipating a need for help with financing their education must submit the CSS PROFILE and the FAFSA by March 15 for the fall term and November 1 for the spring term. Additional information can be found at colgate.edu/financialaid.

First-Year versus Transfer Admission for Students with Advanced Standing

Colgate University defines a transfer applicant as someone who has enrolled in a degree-seeking program at a college or university. A student who possesses an associate's degree must normally apply to Colgate as a transfer student.

Students who have supplemented their high school curriculum with college-level classes in a non-degree-seeking program and students who have enrolled in a high school enrichment program associated with a college may have the option of applying to Colgate as either a first-year student or a transfer student. The benefits and limitations for these options are available at colgate.edu/admission-aid/apply/transfer-other-applicants.

Visiting Student Program

A student who wishes to attend Colgate for a term as a visiting student should complete an application form. Members of the Visiting Student Program are eligible to apply at a later date as transfer applicants, but it must be understood that no preference is given over other transfer applications; visiting students must meet the same standards as candidates not in attendance. Visiting students are not eligible to receive Colgate financial aid.

For students wishing to enroll, a non-refundable tuition deposit of $500 is required within two weeks of receipt of the official acceptance letter.

Students applying for admission as visiting students should visit the admission web pages: https://www.colgate.edu/admission-aid/apply/transfer-other-applicants

Special Exemption Students

The special exemption student option is almost invariably limited to a few area residents who, for personal reasons, wish to enroll for one term and for less than a full course load. Special exemption student status is an exception; the Colgate campus does not readily lend itself to part-time, non-residential students. Special exemption students must plan to commute, as there is no provision in the residential facilities for those taking less than a full academic program. Students must complete the application and pay a non-refundable application fee of $60. Special exemption students receive no extraordinary consideration or priority at registration.

For students wishing to enroll, a non-refundable tuition deposit of $500 is required within two weeks of receipt of the official acceptance letter.

Students applying for admission as special exemption students should visit the admission web pages: https://www.colgate.edu/admission-aid/apply/transfer-other-applicants

Readmission

Students who withdrew from or were withdrawn from Colgate may need to apply for readmission; however, readmission to Colgate is not guaranteed. Please be aware that to earn a Colgate degree, readmitted students will be subject to certain academic requirements in place at the time of readmission. Admission and financial aid application materials must be submitted by the application deadline. For spring admission the deadline is November 1, for fall it is March 15. Application requirements can be found at colgate.edu/admission-aid/apply/transfer-other-applicants.

Expenses

Application Fee

Colgate requires a nonrefundable fee of $60 from all candidates for admission. For information regarding fee waivers, see Application Fee.

Charges

A matriculated student is defined as a student who is working toward a Colgate degree. Matriculated students are assessed tuition and fees each semester at one-half of the annual rate. There is no additional tuition charged for course overloads (see Normal Course Loads), nor is there a reduction for an underload.

A basic annual cost for 2025–2026 is

Tuition	$73,206
Student Activity Fee	440
Room (residence hall rate*)	8,908
Meals (premier unlimited)	9,538
	$ 92,092

At least $3,518 should be allowed for books, supplies, normal travel, clothing, and incidentals. In addition, a one-time transcript fee of $50 is assessed for students attending Colgate for the first time.

*Please note Colgate's Residency Requirement.

Per Course Billing Matriculated students may request per course billing if:

a. they have completed eight semesters of coursework but must return for a ninth semester to complete degree requirements or,
b. they have completed all degree requirements (see Academic Regulations) but wish to enroll for an additional semester to complete additional coursework.

A student must seek approval for per course billing through the Office of the Registrar prior to registration for their final semester. The Office of the Registrar will notify pertinent campus offices of approved per course billing status.

Students granted per course billing will be billed at a rate of one-eighth of the annual tuition per course. Such students will also be charged on a pro rata basis for optional add-on fractional credit components as well as stand-alone fractional credit components. No tuition will be charged for required add-on fractional credit components, such as labs. (See Academic Credit)

Visiting Students

Visiting students are students who are not working toward a Colgate degree (non-matriculated). Charges vary depending on the type of Visiting Student but may include tuition, student activity fee, housing, meal plan, health insurance, transcript fee and/or shipping and visa fees. Please contact the Office of Student Accounts with questions.

Insurance

Health and Accident Insurance Colgate requires that all students have health and accident insurance coverage. Domestic* students are asked to enroll in or waive out (by providing timely proof of sufficient private coverage) of the Colgate health insurance plan each academic year. If a waiver is not submitted (at all, or on a timely basis) or not approved, students are enrolled automatically in the Colgate plan. All students enrolled in the Colgate plan are billed the annual premium for the Colgate Student Group Health Insurance on the fall semester invoice.

*Students who do not reside in the United States will automatically be enrolled in and billed for the Colgate University insurance plan. There is no option to waive out utilizing international health insurance plans.

Tuition and Fee Insurance A commercial insurance plan is available to safeguard tuition, student activity fee, and on-campus traditional residence hall room charges at 70 percent. Information regarding this plan is provided by the Office of Student Accounts.

Off-Campus Study - International Medical Insurance Coverage Students participating in an international Colgate, faculty-led Study Group or an Extended Study Group will be enrolled in an international travel health policy for their time outside the United States. This coverage is expressly for routine and emergency healthcare (including hospitalization and mental health) outside the United States and includes other emergency-related benefits as well, with no deductible or co-pay and to cover most pre-existing conditions. The cost of this insurance is billed to students and that cost can be reviewed on the Colgate cost estimate sheets available on the Off-Campus Study web page (colgate.edu/OCS). Students will be instructed on the use of the insurance abroad prior to departure. Full details on the international travel medical insurance are available on the off-campus study website in the health and safety section.

Students studying internationally on a non-Colgate, approved program should receive insurance coverage through that approved program. In the event that the approved program does not offer insurance, or it does not meet Colgate University standards, students will be enrolled in the Colgate international health insurance and billed for that amount.

Colgate recommends that students continue their U.S.-based health insurance coverage (such as the Colgate Student Health Insurance Plan) while abroad so that when you return from your program, whether as scheduled or early, you can access U.S.-based treatment without interruption. If you waive your Colgate Student Health Insurance Plan, **which we do not recommend,** it is your responsibility to petition for re-enrollment in the plan by posted deadlines to ensure you do not have a gap in coverage.

Students Studying Off Campus

Students who study in any semester-length, Colgate-sponsored study group or an approved program sponsored by an outside organization will pay Colgate tuition when studying off campus. Additional fees for housing or other student cost estimates for individual off-campus study programs, along with complete information, are available on the Office of Off-Campus Study web page: http://colgate.edu/off-campusstudy.

Graduate Students

Information regarding tuition and fees for the graduate program can be found in Graduate Program.

Billing Schedule

Semester	*Billing Date*	*Payment Date*
Fall	Early July	August 1
Spring	Early December	January 10

Payment of e-Bills

Semester e-bills are issued to the student in early July for the fall term and early December for the spring term and are presented electronically via TouchNet, the student account system. This e-bill for tuition, fees, fines, and applicable charges for room and meals (including fraternity/sorority charges) must be paid by the payment date each semester. A student will not be permitted to continue in classes until the semester bill has been satisfied. For more information about billing/payment, please contact the Office of Student Accounts 315-228-4817, or see colgate.edu/studentaccounts.

The university offers two options for payment of tuition, fees, room, and meals: regular semester payments or payment plan installments. Payments may be made by cash, check, or bank wire transfer. Payments can also be made through TouchNet by e-check (no fee to payer) or credit card (fees apply). For information on loan programs, please contact the Office of Financial Aid, 315-228-7431, or see colgate.edu/financialaid.

Semester Payments Payment for tuition, fees, room and board is due in advance of each semester (see Billing Schedule above). Balances not paid by the deadline may be assessed a late fee of 1% of the outstanding balance or a minimum of $1.00 per month, and result in a financial hold (see nonpayment penalties below).

Payment Plan After bills are posted each semester, a TouchNet payment plan is available to divide semester fees into multiple payment installments for a small set-up fee. Monthly payments not received by installment deadlines may be subject to late charges and a financial hold. For more information, please contact the Office of Student Accounts, 315-228-4817, or see colgate.edu/studentaccounts.

Multiyear Prepayment The Tuition Prepayment Plan protects students from probable future tuition increases by offering the opportunity to prepay tuition for two or three years at the current rate of annual tuition set for the first year of participation in the plan. For more information, please contact the Office of Student Accounts, 315-228-4817, or see colgate.edu/studentaccounts.

Financial Aid Credits Colgate University must receive notification of expected grants and loans that students or parents wish to use as a payment resource. Anticipated earnings from campus employment may not be claimed as credit on the bill. Students or parents who anticipate difficulty in making payment should consult with the Office of Financial Aid well in advance of the scheduled date of payment. For more information, please contact the Office of Financial Aid, 315-228-7431 or finaid@colgate.edu.

Veterans Benefits In accordance with Title 38 US Code 3679 subsection (e), Colgate University adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill (Chp. 33) or Vocational Rehabilitation and Employment (Chp. 31) benefits, while payment to the institution is pending from the VA, Colgate University <u>will not</u>:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

To determine what is required, students must contact the Financial Aid Office at finaid@colgate.edu.

Nonpayment Penalties *In any semester, students who fail to make satisfactory financial arrangements and enter courses without paying their semester bill will be required to leave the university and forfeit all deposits and any academic credit for that semester.*

Through a student account financial hold, the university reserves the right to deny a student with an unpaid balance the opportunity to change current term course registrations or register for subsequent terms. Unpaid balances will result in late fee assessment and, in due course, be turned over to an external collection agency.

Collections costs may be based on a percentage at a maximum of 33 percent of the debt. All costs and expenses, including attorney's fees Colgate University incurs in such collection efforts, are added to the debt, and Colgate must be reimbursed for these costs by the debtor.

Withdrawal and Refund Policy

On Campus

Students must notify and receive permission from an administrative dean to withdraw officially or to take a leave of absence from Colgate. The official date of withdrawal is determined by the student's administrative dean. A student who officially withdraws or is granted a leave of absence from Colgate before 60 percent of the enrollment period has expired will receive adjusted charges for tuition, fees, room, and meals based on the percentage of time enrolled. Federal aid is refunded according to the Federal Title IV refund formula. State grants are refunded based on individual state regulations. After 60 percent of the enrollment period has passed, no adjustments will be made. This policy applies only to tuition, fees, room, and meal charges set by Colgate University. External scholarships will be adjusted based on the host program's regulations. A sample of this refund policy is available by contacting the Office of Financial Aid, 315-228-7431 or finaid@colgate.edu.

Off-Campus Study

Off-campus study programs (Colgate study groups; Extended Study Groups; or non-Colgate, Approved Programs) participants must pay a non-refundable $450 deposit at the time of commitment to their program. This deposit is applied to the overall program costs for the semester of participation or forfeited upon withdrawal from a program. Failure to pay the enrollment deposit will result in withdrawal from the program. If this payment presents a significant and demonstrable financial burden, a student accepted to a program may contact the Office of Off-Campus Study to submit a request to reduce the deposit, which will be considered on a case-by-case basis with input from the Office of Financial Aid.

Refunds of Colgate tuition for off-campus study are governed by the university's refund policy. Written notification of withdrawal must be dated and sent to the off-campus study email (off-campusstudy@colgate.edu). Email notification from a Colgate email address is acceptable. The postmark or date of email serves as the effective date of withdrawal and the first day of class or the official program start date, whichever comes first, serves as the official start date for the purposes of the tuition refund calculation.

Additionally, students who withdraw following their commitment to the program will be charged for any non-recoverable expenses including, but not limited to, non-refundable deposits, tuition from a partner university or organization, approved program charges, housing, transportation, visas, and/or shared group expenses. The extent of non-recoverable expenses vary by program and the date of withdrawal.

Leave of Absence Fees and Deposits

Normally students attend Colgate for four consecutive years, fall and spring semesters. If it is necessary to interrupt this pattern, a student may request an academic or personal *leave of absence*.

Students must request an academic leave of absence from their administrative dean. Students approved for *academic leaves* will be charged a $500 administrative fee. This fee defrays costs incurred by Colgate for maintaining records and providing advising and other services to students while studying away from the university.

Students approved for *personal leaves* will be required to pay a $300 nonrefundable leave deposit. Provided that a student either returns for the scheduled semester or arranges an extension of the leave through his or her administrative dean, the deposit will be applied to the student's account in the semester of return to Colgate.

For a student who plans to be away on academic or personal leave, the fee or deposit is due within one month of the effective date of separation. Failure to pay leave charges or deposits may result in a financial hold (see Nonpayment Penalties above for more information).

Approved medical leaves do not require a deposit or an administrative fee. For additional information on academic leaves, see Leaves of Absence. For additional information regarding personal and medical leaves, see the *Colgate Student Handbook*.

Financial Aid

Colgate provides financial aid to students who are accepted for admission, submit all financial aid application requirements on-time, and have demonstrated the need for financial assistance. Prospective students will be considered for Colgate's need-based aid only when they identify as an aid applicant on their admission application and submit their aid application requirements before an admission decision is made. Colgate is committed to meeting the demonstrated financial need of all admitted students, but the admission process is not need-blind. A limited number of Colgate grant awards are reserved each year for international students.

Eligibility

The composition of a student's financial aid offer depends on several factors, including the extent of a student's financial need, eligibility for other aid resources, the availability of funds, and the date of application. Students who have applied for aid are automatically considered for all sources of financial aid, including federal, state, and institutional grants, loans, and employment.

The amount of aid varies with need, as demonstrated by the Free Application for Federal Student Aid (FAFSA) and the CSS Profile™. If a student's biological or adoptive parents are not married/partnered or living together, their information (and that of their spouse/partner/significant other) must be provided in separate CSS Profile™ applications. The parent who provides the most financial support to the student must also complete the FAFSA, along with their spouse if married. Additional documentation may be required after initial review.

Limitations

1. Colgate grant assistance is limited to a maximum of eight terms of enrollment for students who matriculate as first-year dependent students.
2. Students who first matriculate as dependent students will remain dependent for institutional financial aid purposes through completion of their degree requirements. Increased grant assistance from Colgate is not available to students who marry or who voluntarily declare

themselves independent of their parents. Colgate is not able to offer assistance if parents are unwilling to support the student at Colgate.

3. Colgate grant assistance is applicable only to resident student programs and Colgate-directed off-campus programs and approved programs.
4. Colgate grant recipients can receive additional assistance for one Colgate-directed off-campus study group or approved program and one Colgate-directed extended study program. The additional cost of the program compared to an on-campus semester (based on the program cost estimate) is first met with a $1,500 loan. The remaining additional cost is met with an increase in Colgate Grant. For additional information, inquire at the Office of Financial Aid.
5. Students attending another institution on an academic leave of absence are not eligible for state, federal, or institutional aid.
6. Visiting students are not eligible for Colgate financial assistance.
7. Financial aid is not available to international students who do not receive Colgate grant assistance as an entering student.
8. Financial aid is not available in the summer.
9. Colgate University does not enter into financial aid consortium agreements with other schools.
10. Students receiving Federal student aid and/or New York State financial aid must maintain satisfactory academic progress and pursuit of program standards for continuance of such aid. Those standards appear below in the New York State Programs section and Federal Programs sections of this catalog.
11. Colgate reserves the right to modify the financial aid listed in an award offer upon receipt of information affecting eligibility for financial aid. This can include, but is not limited to, changes in government funding, receipt of awards from other sources, verification of the number of siblings enrolled in undergraduate programs, or any new information received after the initial calculation of financial aid eligibility.

Continuation of Aid

Domestic students (U.S. citizens and U.S. permanent residents) must apply for financial aid each year to be considered for assistance. International students receiving financial aid in their first year do not need to apply for aid annually; eligibility will automatically be determined based upon the initial application filed prior to admission, as long as a normal enrollment pattern (8 consecutive terms) is followed.

Veterans Benefits and the Yellow Ribbon Program

Classes are held in residence on the Colgate University campus located at: 13 Oak Drive, Hamilton, New York 13346. Students receiving veterans benefits that include a housing allowance will have their housing allowance determined by the campus zip code.

Colgate participates in the Yellow Ribbon Program, a component of the Post-9/11 GI Bill®. Eligible military veterans can learn more at benefits.va.gov/gibill. Please note that veterans must be entitled to the maximum benefit rate in order to be — or to have their dependents be — considered for this program.

The Yellow Ribbon benefit is a non-need-based award. The Yellow Ribbon benefit, alongside Chapter 33 - Post-9/11 GI Bill® benefits, will cover on-campus expenses for tuition and fees. Students utilizing their Chapter 33 Benefits will also receive a housing allowance and book stipend.

Contact the Financial Aid Office to confirm if VA Benefits can be used towards the cost of an for an Off-campus Study Program. The Yellow Ribbon benefit does not cover the additional expense of a Colgate

directed off-campus study or extended study group, or a Colgate approved program. Federal loans may be available to help cover these additional costs.

Veterans Administration (VA) Educational Benefits *

1. Post-Vietnam Era Veterans Educational Assistance (Chapter 32)
2. Dependent and Survivors Educational Assistance (Chapter 35)
3. Montgomery GI Bill® (Chapter 30)
4. Vocational Rehabilitation for Service-Disabled Veterans
5. Montgomery GI Bill® Selected Reserves Educational Assistance Program (Chapter 1606)
6. Post 9/11 GI Bill® (Chapter 33)

VA and Department of Defense education benefits do not factor into federal student aid (Title IV aid) eligibility; they are excluded from estimated financial assistance so they do not impact Federal Pell Grant, Federal Direct Loans, or Federal Supplemental Education Opportunity Grant eligibility. However, VA and DOD education benefits reduce institutional Colgate Grant dollar-for-dollar.

* Application Procedures: Application forms, information, and assistance in applying for benefits are available at gibill.va.gov.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at benefits.va.gov/gibill.

Athletic Scholarships

Colgate offers non-need-based athletic scholarships in selected sports through the Department of Athletics. Athletic scholarships cover partial or all on-campus expenses for tuition, fees, housing, meals, and books. In some cases, athletic scholarships may also cover standard travel and personal expenses as defined by Colgate. Athletic scholarships do not cover the additional expenses of a Colgate directed off-campus study or extended study group, or a Colgate approved program. Federal Direct loans may be available to help cover these additional costs.

MAT Financial Assistance

Financial aid is available for matriculated students accepted into the Master of Arts in Teaching MAT program. Institutional grant aid will be awarded for 80 percent of tuition charges for all MAT students. Employee tuition benefits reduce institutional grant eligibility dollar for dollar.

Federal loans may be available for matriculated US citizen (or permanent resident) graduate students to pay for the remaining tuition, student activity fee, living costs, and miscellaneous expenses. To determine eligibility for these federal loans, the applicant must complete the Free Application for Federal Student Aid (FAFSA). In order to receive these federal loans a student must be enrolled at least half time. Financial aid is offered one semester at a time and is dependent on the number of courses for which a student is registered each semester. Additional information about financial aid can be obtained by contacting the Office of Financial Aid, colgate.edu/financialaid.

Standard, Current Descriptions of Financial Aid Programs

New York State Programs

Tuition Assistance Program (TAP)

Application Procedures: Applicants must apply annually to the New York State Higher Education Services Corporation (HESC), Albany, New York 12255. The annual application deadline for the current academic year is June 30 (approximately one month after the end of the academic year). However, students are encouraged to apply before the beginning of each academic year. The application deadline for the current academic year is June 30. Students can begin the TAP application process by completing the Free Application for Federal Student Aid (FAFSA), available at fafsa.gov, or by completing the TAP application directly at hesc.ny.gov.

The Higher Education Services Corporation determines the applicant's eligibility and notifies the applicant indicating the amount of the grant. The postsecondary institution may defer payment on the basis of receipt of the award certificate. Actual payment is received after the school certifies student eligibility.

Selection of Recipients and Allocation of Awards: Tuition Assistance Program is an entitlement program for legal residents of New York State who are U.S. citizens or eligible noncitizens. Other eligibility requirements are listed on the hesc.ny.gov website. The amount of the grant is dependent on state legislation and can vary from year to year.

Students must be in good academic standing and enrolled full-time in courses that apply to their degree program to be eligible for their NYS award. Enrollment in three course credits constitutes full-time enrollment. Students may not be enrolled in repeat courses unless one of the following conditions apply: the student is repeating a failed course; the student is repeating a course in which the grade earned would ordinarily be passing but is a failure in a particular curriculum; the student is repeating a course where credit will be earned each time.

Recipients must not be in default of a loan guaranteed by the Higher Education Services Corporation (HESC). Under certain circumstances, defaulted borrowers can be reinstated for TAP eligibility by HESC.

Undergraduate students may generally receive TAP grants for eight semesters of study. For semester limits on other awards, please visit the HESC website.

Continuation of Awards: Eligibility for renewal of New York State awards is dependent upon remaining in good academic standing. To maintain good academic standing, a student must be making satisfactory academic progress toward a degree and pursuing the program of study. Note that satisfactory academic progress for New York State awards differ from federal satisfactory academic progress. Good academic standing is evaluated each semester in which a New York State award is received.

For pursuit of the program of study, students must enroll in a certain number of credit hours each semester and earn a specific number of credit hours for that semester. For the first year an award is received, a student must earn 50% of the minimum full-time course load for each term. For the second year an award is received, this is increased to 75%, and it increases to 100% in each term of the third year and subsequent semesters an award is received thereafter. Courses assigned grades of W, I, and NG are not considered to have been completed and do not count towards the pursuit of program requirement.

For satisfactory academic progress, students must maintain a specified grade point average and a pace leading to completion of his or her degree within a specified time period. The table below illustrates the specific requirements needed to receive TAP for satisfactory academic progress. The number of course credits that must be accrued depends on the number of TAP payments the student has received, not on the year of enrollment. Visit the NYS HESC website for full information.

The minimum standards of eligibility for undergraduate students are listed in the chart below:

Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid								
Before being certified for this payment	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
A student must have accrued at least this many course credits	0	2	4	7	10	13	17	21
With at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0

Students who have received the equivalent of two or more full years of state-funded student financial aid must have and maintain a cumulative GPA of C (2.0 on a 4.0 grading scale) or better to be eligible for continued state-funded assistance. If a student is not in good academic standing, they may be able to appeal and request a waiver. Students not in good academic standing will be contacted by the Office of Financial Aid with further guidance and instructions.

Memorial Scholarships for Children and Spouses of Deceased Police Officers, Firefighters, Volunteer Firefighters, Peace Officers, and Emergency Medical Service Workers
Regents Awards for Child of Deceased or Disabled Veteran (CV)
Nursing Faculty Scholarship
Veterans Tuition Awards
New York State Scholarships for Academic Excellence
World Trade Center Memorial Scholarship
Military Service Recognition Scholarship
State Aid to Native Americans
New York State Math and Science Teaching Incentive Scholarship

Source and contact for programs described above: New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255, 888-697-4372, hesc.com

Vocational Rehabilitation

Application Procedures: Persons with disabilities may obtain a list of local Office of Vocational Rehabilitation (OVR) offices from: Office of Vocational Rehabilitation, New York State Education Department, 1 Commerce Plaza, 19th Floor, Albany, New York 12234.

Selection of Recipients and Allocation of Awards: Any person with a substantial employment disability, who can become employable within a reasonable period of time, may be eligible. OVR serves those having any physical, emotional, or intellectual disability except blindness.

Persons legally blind are served by the Commission for the Blind and Visually Handicapped, State Department of Social Services, 40 North Pearl Street, Albany, New York 12243.

Eligible applicants may receive counseling, medical examinations and other evaluation services, physical and mental restoration services, and instruction and training including that given at institutions of postsecondary education.

Clients are asked to share the expenses, based upon state standards, of some of the services provided, such as college or university expenses to enable that client to attain his/her vocational objective. The client is required to maintain an average of C or better.

Federal Programs

Standard of Satisfactory Academic Progress for continued Federal Student Aid Eligibility: Students must meet Satisfactory Academic Progress (SAP) requirements in order to remain eligible for federal (Title IV) aid. Federal aid at Colgate includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study Program, and the Federal Direct Loan Program.

In order to meet the minimum SAP standards, undergraduate students must successfully complete 67% of the cumulative course credits that they attempt and maintain a cumulative grade point average of at least 2.0. Graduate students must successfully complete 67% of the cumulative course credits that they attempt and maintain a cumulative grade point average of at least 3.0. The percentage of completed credits versus attempted is rounded to the nearest hundredth decimal point. GPA is not rounded.

Total completed credits are calculated by dividing a student's total number of earned credits by a student's total number of attempted credits. Withdrawals, repetitions, and transfer credits (not including AP credits) are considered part of a student's attempted credit total. For attempted credit(s) a student was unable to successfully complete as a result of the COVID-19 qualifying emergency, from the Spring 2020 to Spring 2023 semesters at Colgate, these credits may be excluded from the SAP calculation, after it has been reasonably determined that the student's failure to complete those credits was the result of a COVID-19 related circumstance. Beginning in Fall 2023, this flexibility no longer applies per the Department of Education, as the COVID-19 national emergency ended effective May 11, 2023. Attempted credits not successfully completed as a result of the COVID-19 qualifying emergency from Spring 2020 to Spring 2023 are taken into consideration at the point a student is not meeting SAP standards for a 2nd consecutive semester.

Students must also complete their programs within 150% of the normal program length. The maximum time frame is reached when the undergraduate student has attempted more than one-and-one-half the number of course credit hours required to earn the degree; for graduate students it is reached when the student has attempted more than one-and-one-half the number of course credit hours required for their program of study. The maximum time-frame standard for transfer students will consider only those course credit hours attempted at Colgate University, as well as those accepted for transfer credit by the university.

The Office of Financial Aid reviews the academic records of all students at the end of each semester. In addition, the Committee on Standards and Academic Standing (CSAS) reviews the academic performance of all students each semester. SAP standards and CSAS standards are separate with each having their own requirements.

The first time a student does not meet SAP standards, the student will be placed in a Financial Aid Warning Status. This means the student is one term away from losing federal financial aid eligibility. The student is still eligible for financial aid and no appeal is necessary at this stage. The student is considered to have used their Warning Status for the term even if they did not receive federal (Title IV) aid for that term.

The second consecutive semester in which the student does not meet the SAP standards, the student will be required to take action in order to be eligible for federal aid. Federal financial aid eligibility may be regained by submitting a financial aid appeal with supporting documentation to the Office of Financial Aid and, if approved, federal financial aid will be reinstated and the student will be placed on a Financial Aid Probation Status for one semester. Students must achieve the minimum SAP standards by the end of their probationary period to remain eligible for federal aid, unless their appeal was approved with an academic plan. If they are not meeting the SAP standards but are meeting the terms of their academic plan, they will be eligible for federal aid.

Eligibility Requirements for Federal Student Aid: To apply for federal student aid, a student must complete a FAFSA (Free Application for Federal Student Aid) at studentaid.gov. Students meeting the federal definition of a "dependent student" must report parent information on the FAFSA. Basic eligibility for federal student aid requires a student to be: a US citizen or an eligible non-citizen, enrolled at least half-time as a matriculated student in an eligible degree program (students can be enrolled less than half time for Pell Grants), students must not be in default or owe a refund for any Federal Title IV aid at any institution. The Office of Financial Aid confirms federal student aid eligibility. The amount of federal student aid is based on federal regulations in effect for each federal program.

Federal Pell Grants

The Federal Pell Grant is an entitlement program. A student's eligibility for the Federal Pell Grant is determined after the Financial Aid Office receives the results from a valid, processed FAFSA. The amount of Pell Grant depends on your enrollment and Student Aid Index (SAI).

Federal Supplemental Educational Opportunity Grants (FSEOG)

Eligible students are selected by the Office of Financial Aid. Awards are made to eligible students with the lowest SAI.

Federal Direct Loans

Federal Direct Loans may be available to eligible undergraduate students who submit a valid processed FAFSA, regardless of family income. Annual and aggregate (lifetime) borrowing limits are established by the U.S. Department of Education. The annual limit for undergraduate students is $5,500 for first year students, $6,500 for second year students, and $7,500 for third and fourth year students. Undergraduate students may be eligible to borrow through the subsidized portion of the Federal Direct Loan program, in which no interest accrues while the student is enrolled at least half time. However, at least $2,000 of each of the annual amounts can be offered only through the unsubsidized portion of the program. Federal Direct Unsubsidized Loans accrue interest during all periods (enrollment, deferment, forbearance, and repayment). Colgate will process as much subsidized loan as possible before offering unsubsidized loan; however, in some cases the student is eligible for an unsubsidized loan only.

For federal student aid purposes, year in school is defined in the table below:

First Year	0-5.99 course credits
Second Year	6 - 13.99 course credits
Third Year	14 - 21.99 course credits
Fourth Year	22+ course credits

The interest rate is established annually on July 1 and is a fixed rate for the life of the loan. Interest rates can be found at studentaid.gov. Borrowers may choose to make payments even when they are not required. Unsubsidized loan borrowers are not required to make payments while in school, but unpaid interest may capitalize. Both the subsidized and unsubsidized loans have a loan origination fee of roughly 1% of the amount borrowed, which is deducted from the loan disbursement.

Repayment is deferred as long as the student remains enrolled at least half-time and for a six month grace period after he/she ceases to be enrolled at least a half-time. Payment of principal may also be deferred for certain categories of borrowers: (1) rehabilitation training; (2) unemployment; (3) economic hardship including the Peace Corps, and (4) during a period of active military service. After ceasing to be at least a

half-time student, the borrower must make formal arrangements with the Department of Education's servicer to begin repayment. Under unusual and extenuating circumstances the servicer, on request, may permit reduced payments. Repayment in whole or part may be made at any time without penalty.

Graduate students may borrow up to $20,500 in a Federal Direct Unsubsidized loan in an academic year.

Federal Direct PLUS Loan

Eligible parents may borrow a Federal Direct PLUS Loan to help pay for their dependent student's college costs not covered by other financial aid. To qualify, parent borrowers must not have an adverse credit history. Federal Student Aid will conduct a credit check on all Direct PLUS Loan applicants. The maximum loan that can be borrowed is the cost of attendance, minus other aid. Interest rates can be found at studentaid.gov. An origination fee is deducted upon disbursement by the Department of Education. Repayment begins 60 days after the full amount of the loan is disbursed. Borrowers can also elect to defer payment while the student is enrolled at least half-time, and for an additional six months after the student leaves school. For additional information, and to initiate the PLUS loan application, go to Direct PLUS Loans for Parents on studentaid.gov

Federal Work-Study Program

Work-study offered in a financial aid package may be earned by working in a part-time job on campus. Students typically work up to 8-10 hours per week, and cannot exceed 20 hours per week. Like any part-time job, students apply for available jobs and, once hired, submit timesheets to be paid for hours worked. To find a position, students must search the Student Employment section of the Colgate Portal. Available job openings are typically advertised on the Portal shortly before the start of each semester, along with instructions on how to apply. Assistance in finding a job is available from the Office of Student Employment, in the Division of Human Resources.

The amount of work-study offered in the financial aid package is only an approximation of what a student might earn during the academic year. Students are not obligated to earn the full amount, and Colgate will not penalize students or make adjustments if they earn less or more than the amount indicated in the financial aid package.

United States Bureau of Indian Affairs Aid to Native Americans

Higher Education Grants: The grant application is available from the education office of the tribe in which you are affiliated or possess membership. As the majority of federally recognized tribes are administering the grant program for their tribal members, call your tribe first. A tribal directory is located on the Department of the Interior's website. If your tribe is not administering the grant program, they can direct you to the nearest Office of Indian Education Programs Education Line Officer for the application (OMB No. 1076-0101), with instructions for completing and returning the application. More information can be found online at olep.bia.edu.

Withdrawals and Refunds

Students who withdraw before 60% of the semester has passed will have charges adjusted by the Office of Student Accounts according to University policy. Financial Aid will be adjusted according to policies established by the University, the U.S Department of Education, and New York State (NYS) Higher Education Services Corporation (HESC), and outside scholarship agencies.

Charges will not be adjusted for students who withdraw after 60% of the semester has passed. State and outside awards may be adjusted.

Students may owe a balance to Colgate after adjustments are made to charges and/or financial aid.

Additional Information

Additional information may be obtained from the Office of Financial Aid, 315-228-7431 or colgate.edu/financialaid.

Student Life

Student Affairs

Office of the Dean of the College

The Vice President and Dean of the College, the chief student affairs officer, focuses on the overall personal and educational development of students as well as the integration of Colgate's academic and campus life programs.

The departments within the Office of the Dean of the College provide holistic opportunities for students to develop ways of learning and living that are characteristic of a residential liberal arts education, guided by intellectualism, citizenship, accountability, diversity and inclusion, personal growth, and wellness, and a lifelong connection to Colgate.

Each student has access to an administrative dean who assists with personal and/or academic matters and provides information about the many support resources available at Colgate. These services include support for students admitted to Colgate through the Office of Undergraduate Scholars Programs and the First@Colgate program. In addition, the Office of International Student Services provides immigration and cultural adjustment support. The Office of Student Conduct is responsible for educating students about the expectations of living within a scholar community and for holding members of the community accountable and responsible for the choices they make.

Health, wellness, and safety services support students with a variety of psychological and physical health concerns and with maintaining their overall health and well-being through Counseling and Psychological Services, Haven, Student Health Services, and the Shaw Wellness Institute. The Office of Campus Safety supports safety on campus. More specialized campus safety and preparedness is the responsibility of the Emergency Management and Environmental Health and Safety departments. The Department of Transportation plays a crucial role in ensuring the safe and efficient movement of students and staff across campus.

The Office of Residential Life supports students' personal growth by providing residential and living-learning experiences that fosters a welcoming, enriching, and supportive community throughout their college years. Students' residential experiences begin with orientation programs and membership in a Residential Commons, which establishes a strong foundation for scholarship and community through their first and second year.

Opportunities for student engagement and leadership are available through the ALANA Cultural Center, Office of the Chaplains, the Office of Student Involvement (OSI), Office of Fraternity and Sorority Advising, LGBTQ+ Initiatives, the Max A. Shacknai Center for Outreach, Volunteerism, and Education

(COVE), and the Shaw Wellness Institute. These departments benefit from working closely together and with the guidance and leadership of the Dean of Students.

Career Services is a comprehensive center of career development support that empowers students to engage in strategic exploration and preparation in order to pursue a breadth of professional interests. The University's four-year plan -- starting in students' first semester -- provides students with a helpful structure to navigate this process while ensuring an individualized approach to meeting students' unique needs.

Administrative Deans

Colgate has a wide range of educational opportunities and the University assigns an administrative dean and a faculty academic adviser to provide guidance.

Working collaboratively with faculty to address needs holistically, administrative deans assist students with interpretation of the University's policies and procedures, as well as with questions pertaining to graduation requirements, leaves of absence, disciplinary matters, or emergencies or problems that may affect the quality of their academic work. Administrative deans are also available to assist with personal issues and may, at the request of the student, contact others in the Colgate community or elsewhere who may be better positioned to assist depending on the situation.

First@Colgate

Each year Colgate has the privilege of engaging with over 400 first-generation students that have chosen to pursue the opportunity for higher education at Colgate University. First@Colgate recognizes there may be unique challenges of being the first in one's family to graduate from a four-year institution, the first to earn an undergraduate degree from an American institution of higher education or perhaps the first to navigate a more traditional path toward a bachelor's degree. Committed to ensuring that students have the necessary resources, experiences and support to help them thrive at Colgate and beyond, First@Colgate provides a range of support for first-generation students. QuestBridge Scholars are also closely connected with the program and benefit from the support provided. First@Colgate works in collaboration with campus partners to provide a variety of workshops and activities to ease the transition to college, to promote holistic wellbeing and to help students navigate college life. Through participation in First@Colgate, students are able to build community with peers, faculty and staff to form a network of support for the duration of their undergraduate careers.

International Student Services

The Office of International Student Services (OISS) understands that studying at Colgate as an international student may present unique opportunities and challenges, from immigration concerns to adjusting to life in a new culture and everything in between. OISS is committed to thoughtfully supporting the international student community from the time of admission to graduation and, working closely with campus partners to ensure a smooth and successful transition to student life in the United States. Some of the regulatory services provided are F-1 student immigration advising and support, SEVIS (Student and Exchange Visitor Information System) administration, and compliance with Federal Immigration Regulations. Additionally, students are supported through an international student orientation, cultural adjustment support, campus programs and events, international student storage and library and coordination of meals and activities during breaks. OISS is located in the Center for International Programs in McGregory Hall.

Office of Student Involvement

The Office of Student Involvement (OSI) supports Colgate's commitment to extending liberal arts learning beyond the classroom. Its mission is to foster student-centered programming that creates a healthy and vibrant campus culture for all students. OSI advises student organizations in planning educational and social events, facilitates collaboration between campus stakeholders, and promotes student leadership education and skill development. OSI provides resources and training for student leaders and organization advisers.

OSI partners with students to enrich the social, cultural, physical, and intellectual experience of life at Colgate. Emphasis is placed on understanding, appreciating, and engaging the rich diversity of interests and experiences in the Colgate community. OSI facilitates programs that challenge and support Colgate students in the development of important competencies. The function of the office is not only to produce high quality, inclusive programming, but also to provide the resources and support that enable students to pursue their interests and accomplish their goals. OSI also supports the student transition into the University and coordinates New Student Orientation.

Student Organizations

Colgate students have the opportunity to join more than 150 recognized student organizations. Some are purely co-curricular; others are related to specific aspects of the academic program or professional development. With the exception of fraternities and sororities, which have selective memberships, all student organizations are open to any student, although some are honoraries where membership is by invitation and voluntary. If students have interests that are not represented among the existing recognized student organizations, there is an opportunity to create a new organization. The ALANA Cultural Center, Office of the Chaplains, Center for Outreach, Volunteerism, and Education (COVE), the Office of Fraternity and Sorority Advising, the Office of Student Involvement (OSI), and LGBTQ+ Initiatives are the coordinating departments for the majority of student organizations.

Opportunities for engagement include the following:

- Colgate Speaking Union – public oratory skills through debate teams, mock trials, Model UN
- Creative and Performing Arts – dance, student theater, and a cappella groups
- Cultural Engagement – celebrating diverse heritages, creating change
- Entrepreneurship – launching ventures
- Entertainment – spread joy and laughter
- Faith-based and Spiritual – practice faith, or explore new beliefs
- Fraternities and Sororities – lifelong community, service
- LGBTQ+ – building community, connections, and opportunities for outreach
- Outdoor Recreation – embrace adventure, recreational winter sports
- Peer Education – opportunities to educate one's peers through wellness, Haven, or other departments
- Professional Development – exploring options and preparing for success, pre-career engagement
- Politics – political debate and civic engagement
- Publications and Media – including the nation's oldest weekly newspaper, WRCU radio, and Portfolio
- Student Government Association – represent your campus community
- Sustainability – help steward the earth's resources
- Volunteerism – making a difference locally and globally
- Wellness – promote a holistic lifestyle

Club sports and Outdoor Recreation are listed under "Athletics and Recreation."

Student Government Association

The Student Government Association (SGA) is comprised of elected student representatives from each class representing their interests to the larger Colgate community and administration. Among other rights listed in the SGA constitution, every Colgate student has the right to vote, run for a position, and join recognized organizations. The elected officials of SGA are charged with improving campus life by promoting student concerns.

The SGA executive group is composed of the President, Vice President, Speaker of the Senate, VP of Communications, VP of Student Engagement, VP of Internal Affairs, VP of Treasury, and senate-approved ad hoc positions. The president and vice president are the primary figures representing the SGA and its members to the administration, the faculty, trustees, alumni, and outside parties. Additionally, the president chairs SGA executive meetings that provide the forum for collaboration between the branches of student government and set the agenda for Senate meetings.

The SGA legislature is composed of the senate, Speaker of the Senate, VP of Communications, VP of Student Engagement, VP of Internal Affairs, and VP of Treasury. The senate consists of 32 senators, 8 elected by each class. The senate holds weekly meetings to consider matters concerning the entire Colgate community. All meetings are open to the student body and all students are encouraged to attend. The Budget Allocations Committee (BAC) distributes the revenue from the student activities fee and meets weekly to hear funding requests from student organizations.

ALANA Cultural Center

The ALANA Cultural Center is an inclusive and supportive space that fosters cultural understanding, community-building, and student empowerment across diverse backgrounds. The ALANA (Africana, Latin American, Asian American, and Native American) Cultural Center works closely with multicultural student organizations, academic departments, and the Alumni of Color (AOC) to offer educational and cultural programming that promotes identity exploration, cultural resilience, and advocacy. Signature initiatives include heritage month celebrations such as Latinx/Hispanic Heritage Month, Native American Heritage Month, Black History Month, Caribbean Heritage Month, Women's History Month, and Asian Pacific Islander Heritage Month. These events are designed to celebrate cultural richness and create space for critical reflection, dialogue, and shared learning across communities, including allies and those seeking connection through inclusive engagement.

In addition to public programs, the ALANA Cultural Center provides tailored workshops, leadership development, and social justice education to support students' personal, social, and academic growth. Leadership opportunities, including Social Justice Peer Educators, Intergroup Dialogue Interns, and Ambassadors, offer pathways for collaborative learning and inclusive leadership. Events such as ALANA-Palooza, Multicultural Fashion Show, Jamboree, MLK Week, Cooking Around the World, and a Social Justice Summit are examples of the center's commitment to purposeful engagement and community empowerment. Through its strategic programming and partnerships, the center plays a vital role in advancing cultural awareness, equity, and a sense of belonging within the campus community.

LGBTQ+ Initiatives

The Office of LGBTQ+ Initiatives enhances campus inclusion and provides support for lesbian, gay, bisexual, transgender, nonbinary, queer, and ally students, staff, and faculty through intellectual and leadership development, community building, outreach, and visibility. The office is located in the Center for Women's Studies in East Hall. Regardless of identity, all students are welcome in the space. Annual programs include LGBTQ+ History Month, QueerFest, Pride Walk, Colgate Trans Day of Awareness, a

series of events for non-binary individuals and allies, Aromantic Awareness Week, Sex Museum, Safe Zone Trainings, and Lavender Celebration.

The COVE

The Max A. Shacknai Center for Outreach, Volunteerism, and Education (the COVE) is Colgate's center for service, citizenship, and community building, fostering commitment to social responsibility and civic engagement within the Colgate community. The COVE supports 37 student-led community-based teams (volunteer groups); offers paid office student interns and literacy tutoring positions in local elementary schools; offers alternative break service opportunities; serves as a resource to the faculty for developing and teaching service-learning courses; sponsors internship and civic leadership certificate programs; offers a pre-orientation service program; leads voter education and voter registration efforts on campus; participates in campus life initiatives; offers topical, skill-based learning opportunities; raises awareness for local, national, and global social issues; and provides programming in social change–oriented career choices. The COVE includes a lounge, conference room, and staff offices.

Fraternity and Sorority Advising

With a history dating back to 1856, Colgate currently recognizes five national fraternities and three national sororities. Fraternities and sororities emphasize shared values and responsibilities, provide leadership opportunities, create life-long friendships, and allow members to live together in chapter houses owned by the University. Fraternities and sororities at Colgate are advised by professional staff members and receive guidance and support from their national headquarters as well as from their organizations' alumni advisers. Affiliation with these organizations may occur during the sophomore year.

Nearly all students who join a fraternity or sorority blend their involvement with other extracurricular and athletic activities, undergraduate research, and/or employment.

University policies regarding the recognition of fraternities and sororities conduct and membership can be found in the Colgate University Recognized Student and Group Manual.

The Office of the Chaplains

The college years are often when people begin shaping and refining their fundamental life commitments. The Office of the Chaplains serves the Colgate community by cultivating strong, active faith communities and providing a dynamic, friendly, and supportive place in which students can seek answers to life's biggest questions. Students are encouraged to become the best versions of themselves, growing as people of integrity and commitment. It is the hope that, through participation in Colgate's religious communities, students will be brought to a greater understanding of and fidelity toward their own traditions.

Interfaith partnership is a strongly held value at Colgate. The interfaith dynamic recognizes substantive differences while also promoting respect and friendship across religious lines. Since college provides significant opportunities to explore the ways in which others make sense of the world, the chaplaincy program promotes interfaith understanding and cooperation.

In embracing Colgate's motto, "For God and Truth," the Office of the Chaplains works collaboratively with members of Colgate's faculty and staff to provide students with intellectually robust ways to integrate their religious and ethical commitments with their academic pursuits.

Colgate Christian Fellowship, the student-led chapter of InterVarsity Christian Fellowship, maintains close relationships with churches in the area as well as the Colgate chaplains. The CCF sponsors weekly large-group meetings, regular small-group bible study, speakers, social events, and service projects.

The Colgate Newman Community is centered in the celebration of the Eucharist and seeks to create a faithful Catholic community on campus. It has four primary concerns: the worship of Jesus Christ, service and hospitality to the needy, education and spiritual formation, and building community through social activities.

The Hindu Student Association gives Hindu students an opportunity to observe their religion and provides the community a chance to learn more about Hinduism. In addition to regular prayer meetings, the HSA celebrates Hindu holidays, including organizing an annual Diwali festival with prayers and festivities.

The Colgate Jewish Union promotes Jewish religious, intellectual, and cultural life. The Saperstein Jewish Center houses kosher kitchens, a library of Judaica, and a lounge space. It is also home to a sanctuary where students help lead services and prepare Shabbat dinner weekly.

The Muslim Student Association provides an opportunity for Muslim students to worship, to socialize, and to educate themselves and others about Islam. The group holds regular Friday Jummah prayers, Quranic study, Eid celebrations and iftar meals, halal dinners, film screenings, discussions, and excursions. The Muslim Prayer Room with male and female wudu stations, located at 110 Broad/Interfaith House, is available to all Muslim students, staff, and faculty. To request GateCard access please email the chaplains office at chaplainsoffice@colgate.edu.

University Church, Colgate's Protestant community, is committed to embodying the diversity of the Body of Christ by celebrating a range of worship styles and ministry emphases. Worship is followed by dinner together. Music is rich and varied, preaching is biblically centered, and the Lord's Supper is celebrated regularly. Led by the Protestant Campus Minister, University Church life includes Bible study lunches, speakers, social events, and service projects.

The Secular Association of Skeptical Students seeks to alleviate the stigma against non-theists by promoting education, cooperation, community service, and active involvement in the interfaith movement at Colgate. Through philosophical discussion and guest speaker events, students have an opportunity to add their non-religious views to the interfaith discussion.

Colgate Christian Athletes supports students as they strive to live a Christian life at Colgate and for those who simply wish to inquire about the Christian faith. The group meets weekly, led by the Protestant Campus Minister.

Heretics Club is a lunchtime discussion series meant to elevate the conversation on campus about life's "big questions." Through lectures and discussions among a diverse group of faculty, staff, and students, the series demonstrates that people of different religious convictions and worldviews can have meaningful and productive conversations about ultimate ideas.

Weekly Reflections is a morning program featuring faculty, staff, and student speakers providing their thoughts on matters of personal significance.

Area congregations Students are also welcome to worship with area congregations. Please consult the Chaplains' Office for a complete list.

Student Services

Integrated Health and Wellness

Student Health Services, Counseling and Psychological Services, Haven, and the Shaw Wellness Institute work closely together to deliver high-quality health and wellness services to students. The collaboration between these departments offers holistic treatment and proactive measures to support students' success at Colgate.

Student Health Services

Student Health Services' mission is to support all students in succeeding by providing high-quality, confidential, and equitable healthcare through a holistic approach. Services include general medical treatment and consultation for minor injuries; acute and chronic medical conditions; sexual and reproductive health education, exams, testing, and treatment; affirming care for all genders; mental health care; immunizations; allergy injections; and travel counseling. Mental health care services are provided in collaboration with Counseling and Psychological Services and Mantra Health, a telepsychiatry provider.

Student Health Services is staffed by a full-time physician/director, physician assistants, nurse practitioners, and a team of nurses and administrative staff during business hours, held each weekday and during limited hours on Saturdays (except during University holidays and recesses). Urgent care and emergency room services are available locally through Community Memorial Hospital.

Visits or consultations at Student Health Services are free. There may be some charges related to on-site testing and medication dispensing.

Student Health Services adheres to New York State Health, FERPA, and HIPAA regulations as well as NY State Public Health laws and regulations. Medical information is strictly confidential and may be released only with the written or verbal permission of the student, unless required by law. In case of a serious medical emergency, a student's emergency contacts and the student's administrative dean will be notified.

Medical Coverage Students with pre-existing health problems, injuries, or disabilities are encouraged to contact Student Health Services to discuss their health needs and the availability of local or out-of-town services. Students are responsible for providing transportation to healthcare facilities outside of Colgate.

The University requires students to carry health insurance that provides adequate coverage in the Hamilton, NY area. All students must go through the insurance waiver process annually with Colgate's health insurance broker, Haylor, Freyor, & Coon, to enroll in the University's student health insurance plan or waive out of that plan.

Counseling and Psychological Services

Counseling and Psychological Services, located in Conant House, is staffed by psychologists, social workers, and mental health counselors representing a wide range of backgrounds, training, and professional interests. Students are offered counsel on a variety of psychological, interpersonal, and academic problems that may interfere with educational and/or personal development.

Information shared by students during counseling is held in the strictest confidence and will not be communicated by staff members to anyone unless requested by the student, required by law, or in order to avoid what appears to be a clear and imminent danger to the student or others. Information would be released only after careful deliberation and then only to appropriate persons.

Individual and group psychotherapy and counseling are provided free of charge. In addition, outreach programs (addressing a variety of issues including eating disorders, stress management, and relationship concerns), emergency services, crisis intervention, and consultation are offered to individuals and student groups.

Services are available during business hours while Colgate is in session. Emergency services are available for after hours and weekends throughout the year.

Students with pre-existing conditions are invited to contact counseling and psychological services staff to discuss their needs and the availability of local or nearby services.

Haven

Haven**,** located in the garden level of Curtis Hall, is Colgate's sexual violence resource center. Professional staff at Haven provide confidential trauma-informed clinical care for student survivors of sexual assault and other forms of interpersonal violence such as intimate partner/domestic violence, child/family abuse, stalking and/or harassment, including online harassment. Services include individual counseling, group therapy, consultation, and crisis intervention. Survivors can also access support from Haven Ambassadors, students trained in providing confidential support and guidance to resources on and off campus. Haven provides educational opportunities to the campus community promoting awareness and prevention, through educational outreach and programming in collaboration with on- and off-campus partners.

Shaw Wellness Institute

The Shaw Wellness Institute (SWI) promotes the holistic development of students and encourages them and other members of the Colgate community to lead healthy, balanced, and purposeful lives. The institute identifies and prioritizes health issues that impact student success and provides support on a continuum from prevention and education, through treatment and recovery. Services offered through Shaw Wellness Institute include individualized appointments for concerns related to alcohol and other drugs and nutrition, and supportive resources for students managing disordered eating and body image concerns. Additionally, SWI provides an array of skills-based workshops and training that revolve around the dimensions of wellness, peer-led health education, pet therapy in the Shaw Lounge, peer support, bystander intervention workshops, and collaboration with campus partners on wellness programs and services.

Residential Life

A four-year residential liberal arts education furthers civic engagement, respect for all aspects of diversity and inclusion, belonging in community, intellectual engagement, and living with integrity.

Colgate's residential environment supports students' formal education through experiential and co-curricular experiences, centering the student as an author and co-constructor of learning. The space provided for residential students to grow and learn are rooted in the ideas of critical thought and civic discourse steeped in academic tradition. The Office of Residential Life strives to create experiences that will foster student personal development and cognitive growth as a result of living in our residential community.

The communities within student living areas offer a variety of experiences. These experiences include:

- Residential Commons - Each of the four Commons is a community within which students live for their first two years, and with which they continue to affiliate throughout their four years on campus.
- Sophomore residential seminars — academic courses with a housing and international travel component

- Theme Housing - communities with a specified scholarly or personal interests. Engagement and experiential learning in the community is centered on the theme of the community.

- Interest Groups - students can form groups around a topic in order to further learn skills, center academic thought, or engage in civic discourse around a common topic.
- Opportunities to live in community as part of a fraternity or sorority
- Residences offering junior and senior students more independence

Community Leaders live in residence and assist the Office of Residential Life with the fulfillment of the departmental mission. Community Leaders foster an inclusive and welcoming environment for all of our residential students. They develop one-on-one relationships with their residents and help them make connections with fellow peers, faculty, and staff on Colgate's campus. Community Leaders create a supportive, engaging environment for all residents with attentiveness to safety and security. They serve as role models, are effective listeners and excellent resources, demonstrate pride in their communities, and care for their residents.

Colgate provides vibrant and diverse options for campus living, including traditional residence halls, thematic communities, townhouses, and apartment complexes. The university housing agreement is for a period of one academic year. Students are expected to live on-campus for all four years of their undergraduate experience. A very limited number of seniors are granted approval to live in private off-campus housing.

The Office of Residential Life is committed to student learning and growth and to promoting a purposeful and inclusive environment through shared expectations. This is accomplished by promoting healthy, safe communities where individual members are valued and respected; fostering personal growth and success; and challenging and supporting students in making meaningful and responsible contributions to society. The department is managed by the Director of Residential Life and is staffed by residential life professionals who provide guidance and support to all students.

Each living community on campus is overseen by an Area Director for Residential Life who is responsible for its overall operation, including staff and resource management, community development, and administrative functions. The Community Leaders (student staff members) serve as mentors and sources of information to assist students in making their Colgate experience as fulfilling as possible.

Residential Commons

The Residential Commons program at Colgate supports students' intellectual engagement and fosters a community committed to living and learning together within the residential experience. All first and second-year students live in one of four Residential Commons, each led by a pair of faculty and staff co-Directors, an Area Director, and a Residential Fellow. The instructors of the FSEMs affiliated with the Commons and the Commons' administration deans, as well as other affiliated faculty and staff members, also contribute to each Commons' community. Upper-level students maintain an affiliation with their respective Commons for life and are welcome to participate in Commons events and programs.

Each of the Residential Commons has its own unique identity, characteristics, and traditions. Through the Residential Commons program, Residential Life and the Dean of the College Division collaborate with faculty and the Dean of the Faculty Division to support students' holistic learning with a residential experience that is rich with opportunities for intellectual and social engagement that reflect the academic rigor of the classroom and build the sense of belonging students feel across the University.

The residential facilities that comprise each Residential Commons are as follows: Brown Commons: Andrews, Burke, East, Gate House, and 100 Hamilton Street; Ciccone Commons: Curtis and Drake; Hancock Commons: Bryan Complex and 113 Broad Street; Dart Colegrove Commons: Pinchin, Stillman, and West.

Sophomore Residential Seminars

Sophomore Residential Seminars (SRS) are a unique and immersive living-learning experience during the sophomore year. SRS students have opportunities to build deep academic communities based on common interests and sustained interactions with SRS faculty members and guest speakers in their living communities. Students selected for the SRS program live among members of their class and reside together in a larger Residential Commons, enriching the intellectual engagement within that community. The capstone experience is a 7-10 day trip in January or May that extends the academic experience out of the classroom and into the real world.

Theme Housing

One of the attractive features of Residential Life at Colgate is the opportunity to live in small, self-governed communities in which students have specified scholarly or personal interests. Engagement and experiential learning in the community is centered on the theme of the community. Some of these communities have strong links to academic departments and faculty mentors. Colgate also offers opportunities for small groups of students interested in living together. All provide students with opportunities for growth, leadership, and community.

Theme housing offers diverse housing options such as La Casa, Afrikan Diaspora, The Loj, Creative Arts Society, Interfaith, Pink Haus, and Asia Interest House.

Fraternities and Sororities

The residence halls that house the eight recognized fraternity and sorority chapters are owned by the University, and their residents are held to the same high standards as students residing in other living units. Each chapter house is managed by the Office of Residential Life and the Office of Fraternity and Sorority Advising. Seven of the chapters employ chefs who provide meals to all chapter members. Each chapter has a chapter meal plan that is a requirement of organizational membership. Juniors and seniors of each organization are eligible to live in the chapter facility.

University Apartments and Townhouses

Colgate manages and maintains three apartment complexes (Newell, Parker, and University Court) and a townhouse complex that accommodate juniors and seniors. The units are furnished and have complete kitchens. While first-year and sophomore students are required to be on a Colgate meal plan, junior and senior residents, who reside in these apartments, typically do their own cooking, although they are also welcome to purchase dining hall meal plans.

Meal Plans

First-year and sophomore students are required to be on the most comprehensive meal plan offered. Juniors and seniors may choose from a variety of meal plan options, or can forego a meal plan altogether. All meal plans provide flexibility for use in any of the dining facilities, at a wide variety of times.

Off-Campus Housing

Consistent with its four-year approach to residential education, Colgate students are required to live on-campus for all four years. Colgate does allow a small number, approximately 30% of the senior class, to live in private off-campus apartments and other housing units. The option to live independently off campus provides students with the opportunity to develop the skills needed to manage a household, live as part of a broader community, and to accept the responsibilities attendant to this privilege. The experiences that students gather through negotiating a lease, paying rent, managing routine expenses, cooking for themselves, and living among neighbors of varied ages and backgrounds can be invaluable in preparing them for life after college.

Because the residential campus experience is a core component of Colgate's educational model, the University limits the number of students allowed to live off campus. Seniors who wish to live off campus must apply to the Office of Residential Life, which after a conduct eligibility review, will facilitate a lottery process to determine the recipients of the small number of off-campus spaces available.

University Governance

The University Governance System

An Academic Affairs Board and a Student Affairs Board, both of which are composed of faculty members, students, and administrators, participate in the development of policies concerning academic and extracurricular life. In addition, several liaison committees that report to the faculty and Student Senate act in an advisory capacity to members of the president's cabinet.

The faculty and the Student Senate may review decisions of the Academic and Student Affairs Boards, hear regular reports from the liaison committees that affect their principal areas of interest, and also recommend that the boards and committees act in any area under their jurisdiction.

University Code of Student Conduct

Students at Colgate University accept membership in an academic community dedicated to the pursuit of intellectual and personal growth. As a liberal arts institution, Colgate seeks to provide opportunities for students, both inside and outside the classroom, to develop critical thinking, integrity, judgment, a common experience of learning, and appreciation of cultural and ethnic diversity, as well as the social and ethical values necessary for community life.

Colgate expects that its students will not lie, steal, cheat, or engage in dishonest or unlawful behavior, including behavior that damages University property, the personal property of another individual, public property, or any other behavior that inflicts physical or emotional harm on oneself, another person, or the community. In addition, students will not engage in behaviors that impede other students' opportunity to learn, or a faculty member's ability to teach, or that interferes with the academic objectives of the University. Colgate students must abide by all University policies and procedures and comply with directions of University officials acting in performance of their duties.

The System of University Standards and Student Conduct resolves possible violations of the University Code of Student Conduct by matriculated or enrolled Colgate students on or off campus. It is not a substitute for any civil or criminal court proceedings. Students on campus, as well as off campus, are subject to federal, state, and local laws.

As part of its disciplinary structure, Colgate maintains a University Student Conduct Board composed of students, faculty members, and administrators. It hears cases involving violations of the University Code of Student Conduct.

The procedures and rules for student discipline are published in the *Colgate Student Handbook*.

Academic Honor Code

The *Colgate Student Handbook* outlines Colgate's standards of academic integrity and the Academic Honor Code. The handbook defines academic dishonesty and outlines how cases of suspected academic dishonesty are reported, investigated, and resolved.

Campus Safety

Colgate's Campus Safety department is committed to maintaining the safety and security of the campus community in a caring, respectful, and professional manner. The team actively builds community with students on campus while taking seriously its mission to keep students and the campus community safe.

Campus Safety is always operational, 24 hours a day, 7 days a week, year round, including evenings, weekends, holidays, and occasions when the University is closed, conducting patrols of campus buildings and grounds, by vehicle, foot and bicycle. Campus Safety personnel are licensed New York State security guards; they are not police officers and do not carry weapons. For police, fire and emergency medical response on and near the campus, Campus Safety works in close partnership with local and regional first responders, including the Hamilton Village Police, Madison County Sheriff's Office, New York State Police, Hamilton Fire Department and Madison County Emergency Medical Services (EMS).

Visit the Campus Safety website for detailed information concerning safety and security services, resources and programming, including information on Gate cards, ID card access, parking, permitting and vehicle registration, and personal safety and emergency readiness resources such as: Colgate's Safety Preparedness Guide (important guidance for a wide range of emergency situations); Colgate ALERT (the University's mass emergency notification system); and, the Colgate Guardian app (a direct connection to campus safety, Colgate services, support and resources, anonymous reporting, a safety walk timer, and more).

Annual Security & Fire Safety Report (Your Right to Know)

The Higher Education Act (HEA), as amended in July 2010 by the Higher Education Opportunity Act (HEOA), specifies campus safety reporting and disclosure requirements. Colgate meets these requirements by way of the Annual Security and Fire Safety Report. In compliance with federal requirements mandated by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act [20 USC 1092(f)], the Campus Safety department is responsible for preparing, publishing, and distributing the report by October 1 of each year for the purpose of disclosing and disseminating certain information regarding campus safety and security; crime reporting, disclosure, and statistics; fire protection systems and fire statistics; emergency management; and campus safety and security policies and procedures. Find the publication at colgate.edu/clery-compliance or request a hard copy from Campus Safety at -315-228-7333. Colgate submits crime statistics to the U.S. Department of Education through a web-based data collection system that can be viewed at ope.ed.gov/security.

Emergency Management

Colgate's Emergency Management program is designed to maximize emergency preparedness, fortify community safety, preserve University property, restore normal operations in the event of an emergency, and provide responsive communications to all appropriate parties. This program is also intended to ensure full compliance with applicable local, state, and federal life safety regulations and cooperation with relevant public agencies charged with disaster control.

Emergency Management plays a key role in Colgate University's Weather Decision Group, providing risk assessments and guidance during severe weather events. We monitor forecasts, consult with regional and national partners, and help determine when to modify campus operations to ensure community safety. Our team ensures timely communication and coordinates response actions when conditions pose potential hazards.

The program oversees the Emergency Operations Center (EOC), which brings together key campus leaders and response partners during critical incidents. Our team serves as a liaison with local, state, and federal agencies to ensure coordinated planning and response. We also provide office-specific safety training and emergency preparedness education tailored to departments across campus. The (EOC) supports the incident commander under the direction of an executive group to respond to emergencies. Staffed by experienced professionals in emergency management and safety compliance, our office is committed to proactive planning, continuous improvement, and building a culture of readiness at Colgate.

Environmental Health and Safety

Environmental Health and Safety (EHS) provides safety and advisory services to the entire campus community. EHS supports a safe learning, living, and working environment at Colgate University by promoting health, safety, and environmental protection through the development of comprehensive programs for training and consultation, risk evaluation and mitigation, emergency response, hazardous materials management, and regulatory compliance. EHS provides a wide range of services to the campus community, including assistance with regulations and permits, indoor air quality testing, motor vehicle use policies, and ergonomic assessments.

EHS is committed to supporting a community where safety is valued and is seamlessly integrated into the work in our offices, shops, laboratories, and classrooms.

Fire Safety

The Fire Safety Department is responsible for ensuring the safety and well-being of the campus community by preventing and responding to fire emergencies. This department conducts regular inspections of campus buildings, ensuring that fire alarms, extinguishers, and sprinkler systems are functioning correctly. They also collaborate with local fire departments to coordinate emergency response plans and conduct fire drills to prepare students and staff for potential fire situations. Services include the management of the automated external defibrillators and aid stations, fire alarm inspection and testing, and management of the fire alarm supervising station.

In addition to their preventative measures, the Fire Safety Department offers educational programs to raise awareness about fire safety practices. These programs include training sessions on properly using fire extinguishers, evacuation procedures, and fire hazard recognition. By fostering a culture of safety and preparedness, the department plays a crucial role in maintaining a secure and resilient campus environment.

Transportation

The Transportation Department ensures the safe and efficient movement of students, faculty, and staff across the campus. This includes managing a fleet of shuttle buses that provide regular routes to various campus locations and essential off-campus destinations, such as local shopping centers and transportation hubs.

Athletics and Recreation

The Division of Physical Education, Recreation, and Athletics offers a stimulating and carefully planned variety of individual and team activities for the experienced, as well as inexperienced, participant. While Colgate's varsity teams compete against some of the strongest teams in the nation, the intramural and club sports programs offer both competitive and noncompetitive recreational and instructional opportunities in extremely broad-based programs.

The campus governance system, through the Committee on Athletics, provides for faculty and student input into the varied programs of the Division of Physical Education, Recreation, and Athletics. The committee acts as an advisory body to the director of the division. Committee reports may go on to the Academic Affairs Board, faculty, or Student Senate.

Intercollegiate Athletics

Scope Colgate is a member of NCAA Division I and proud of its intercollegiate athletic traditions. The University has played an active and distinguished role in intercollegiate athletics since 1886 and currently fields teams in the following sports for men and women: basketball, cross country, ice hockey, lacrosse, rowing, soccer, swimming, tennis, and track and field; football and golf for men; and field hockey, softball, and volleyball for women. All teams compete in the Patriot League, with the exception of men's and women's ice hockey, which are members of ECAC Hockey, and men's rowing, which is a member of the International Rowing Association.

Athletics Awards A varsity or a participation award is granted based on the number of years an athlete is a member of a varsity team.

The division recognizes outstanding scholar athletes through the Patriot League Conference and ECAC Hockey. See also Honors and Awards: Athletics for information about Colgate awards for scholar athletes.

Athletics Managers Students who enjoy affiliation with sports but are not members of varsity teams can pursue their interests in athletics by serving as managers.

Other Athletics Activities

Club Sports provide additional opportunities for involvement in sports, many of which are not normally offered through the intercollegiate varsity program. Competition is generally on a higher level than intramural sports, yet not as formal or intense as that at the varsity level.

The clubs are headed by student officers, and most are student coached. Although the University subsidizes these clubs, most require membership dues to help defray costs.

The following clubs are active at this time: badminton (co-ed), baseball, women's basketball, curling, equestrian (English and Western), fencing, field hockey, figure skating, men's golf, ice hockey (men's and

women's), indoor rock climbing, lacrosse (men's and women's), rugby (men's and women's), sailing, alpine ski racing (men's and women's), soccer (men's and women's), squash (co-ed), swimming (co-ed), tennis (co-ed), triathlon, ultimate Frisbee (men's and women's), volleyball (men's and women's), and water polo (men's and women's).

Intramural Sports at Colgate have a rich tradition. Many activities are offered throughout the academic year, ranging from team sports such as, basketball, broomball, flag football, indoor soccer, soccer, and softball, to individual or dual activities such as table tennis, badminton, and pickleball.

In the team sports, a 6-game regular season is established within 2 divisions (A & B). These divisions are based on competition level. A Division is for a highly competitive experience. Division B is a purely recreational experience, where winning is not the goal of the team. Regular seasons culminate in a 6 team playoff to crown respected champions in each division.

Informal Recreation Informal "drop-in" recreational time is made available so that students can participate at their leisure. Except for physical education classes, intercollegiate athletic practice times, and formal intramural time, most facilities are scheduled for open recreation. Popular activities include basketball, ice skating, racquetball, squash, swimming, tennis, and fitness training.

Fitness Fitness and wellness programming are in high demand at the state-of-the-art Trudy Fitness Center. Colgate offers a wide range of group exercise classes for all fitness levels. Group exercise classes are offered throughout the academic year and are a fun and social way to be physically active. Class offerings include yoga, indoor cycling, aerobics, Pilates, dance fitness and high intensity interval training. In addition, Colgate Recreation offers fitness center orientations, workshops on various health and fitness topics and personal training services. Personal training is a fee-based service and all Colgate Personal Trainers are certified professionals by an accredited organization.

Outdoor Education The mission of Colgate's Outdoor Education Program is to provide the community with experiential opportunities that emphasize safety, environmental awareness, and technical skills, while promoting personal growth and group development through rediscovery of the natural world. Students may earn physical education credit for participation in Outdoor Education activities and courses. Outdoor Education courses offered for physical education credit are noncompetitive in nature and are designed to meet the needs of beginning- and intermediate-level participants. Courses taught include sea kayaking, packrafting, and canoeing; backpacking; nordic skiing (classical and skate); mountain biking; caving; rock, ice, and tree climbing; snowshoeing; winter and summer camping; geocaching; peak and day hiking; and backcountry cooking.

The program also includes a selective and intensive leadership staff training program through which student leaders are taught technical outdoor skills, environmental education, safety awareness, and group facilitation skills. Staff training consists of classroom time and experiential outings, including camping trips to the Adirondacks and a Wilderness First Responder medical certification course.

Wilderness Adventure is Outdoor Education's pre-orientation program. Open to all first year and transfer students, about 25% of each incoming class goes on a signature six-day trip to the Adirondacks, focusing on one of the above activities with a small group of their peers and Outdoor Education student trip leaders.

Athletics Facilities

Abrahamson Tennis Courts

- Eight outdoor courts

Athletics Fields

- 400-meter all-weather track
- Andy Kerr Stadium and Frederick H. Dunlap Stands - varsity football and lacrosse
- Beyer-Small '76 Field - varsity soccer
- Harry Lang Cross-Country and Fitness Trail
- Hooks Wiltse Field - varsity softball
- Intramural and club fields
- Soccer practice fields
- Tyler's Field - varsity field hockey

The Beattie Reserve

- 85-acre wooded area with a challenge course for customized Outdoor Education programming; a 30-foot diameter yurt with woodstove and outhouse; and an Adirondack-style lean-to for camping, located near campus on Bonney Road

Class of 1965 Arena

- Steven J. Riggs '65 Rink
- Tighe P. Sullivan '83, P'16, '17, '19 Reception Suite
- Equipment and training rooms

Colgate University Seven Oaks Golf Course

- Practice range
- Robert Trent Jones championship course

Glendening Boathouse

- Home for varsity rowing programs and recreational canoeing, kayaking, and stand up paddle boarding on nearby Lake Moraine

Huntington Gymnasium

- Facilities for physical education classes, club and intramural sports, and recreation:
    - Angert Family Climbing Wall
    - Basketball/volleyball courts
    - Group Exercise Studios
    - Gymnasium
    - Huntington Equipment Services
    - Spin Studio
    - Mark P. Buttitta '74 Varsity Weight Room
    - Martial Arts Studio
    - Persson Dance Studios

    - Sauna
    - Squash and racquetball courts
    - Alex H. Lagowitz '15 Varsity Golf Simulator

Harry H. Lang Cross-Country Course

- Intercollegiate cross-country course for men and women
- 10-km cross-country ski trail system

Grace L. Lineberry Natatorium

- An L-shaped, 50-meter, 6-lane pool, with a 50-yard competition area, one- and three-meter diving stations, and movable bulk-heads that allow the pool to be separated into three teaching areas

Outdoor Education Base Camp

- Classroom and meeting space for Outdoor Education PE courses and activities
- Outdoor Equipment Rental Center with an extensive inventory of camping, backpacking, nordic skiing, and snowshoeing equipment
- Resource library of maps, guide books, and instructional materials

William A. Reid Athletic Center

- Geyer/Campbell Sports Medicine Center
- Howard Starr Hockey Rink
- Wesley M. Cotterell Court - basketball and volleyball

Charles H. Sanford Field House

- 200-meter track
- All-purpose practice surface
- Batting cages
- Doering First Aid Room
- Long- and high-jump areas
- Tennis courts - four indoor

Trudy Fitness Center

- A state-of-the-art fitness center available to members of the campus and local community; with common space for exercise, wellness-related activity, and cardiovascular and strength equipment

ROTC Program

Students attending Colgate can participate in the Army Reserve and Air Force Officer Training Corps (ROTC) through a program administered at Syracuse University. ROTC offers two- to four-year programs with the opportunity for merit-based scholarships. For more information, call the Syracuse University ROTC program at 315-443-2462, or view information online at armyrotc.syr.edu.

Graduate Program

Master of Arts in Teaching

Colgate University offers the Master of Arts in Teaching (MAT) degree with certification in the fields of childhood education, English, mathematics, history, and natural science (biology, chemistry, earth science, or physics). This program is accredited by the Association for Advancing Quality in Educator Preparation for a period of seven years from April 29, 2022 to April 29, 2029.

Admission

Liberal arts graduates of recognized colleges and universities are eligible to apply for admission to the MAT program. For information and application forms, prospective candidates for the MAT program should contact Professor Gardner at mgardner@colgate.edu or call the Department of Educational Studies, McGregory Hall, 315-228-6385. Applicants should submit materials electronically with further details located on the website www.colgate.edu/futureteachers.

The application deadline is February 1 for fall and November 1 for spring. Reporting Graduate Record Examination scores is optional. An interview is usually required.

All persons admitted to graduate studies at Colgate must present health and immunization records to the director of Student Health Services before beginning coursework.

Program Completion

Requirements for the MAT degree at Colgate must be completed within five years of matriculating in the program of study. Students who do not complete the program within the five-year time limit must submit a petition for readmission to the chair of the educational studies department.

Students will be readmitted only if resources are available to accommodate their program interests. Tuition charges which are current at the time of readmission will apply to all readmitted students.

Further details regarding program completion are outlined in the Graduate Studies Manual available from the educational studies department or from the office of the Dean of Academic and Curricular Affairs.

Special Graduate Student Status

Any person with a bachelor's degree may apply for special graduate student status in order to take additional undergraduate or graduate courses. This status does not lead directly to a degree from Colgate. Typically, this status is reserved for Colgate employees and/or their partners. Admission is authorized by the Dean of Academic and Curricular Affairs.

Graduate Student Conduct

Except as specified to the contrary or as context may require otherwise, Colgate University graduate students are subject to all University policies and procedures pertaining to student conduct, including without limitation those listed below, as well as the substantive and procedural provisions of the System of University Standards and Student Conduct.

- Academic Honor Code
- Code of Student Rights and Responsibilities
- Computing Policy
- Fire Safety Regulations
- Guest Policy
- Policy for Student Presence on Campus While Separated from Colgate
- Policy Governing the Scheduling of Parties
- Policy on Academic Behavior
- Policy on Advertising
- Policy on Alcohol and Drugs
- Policy on Campus Solicitation and Concessions
- Policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment
- Policy on Hazing
- Policy on Medical Leave of Absence
- Policy on Public Order
- Policy on Smoking
- Policy on Unrecognized Organizations
- Policy on Use of Colgate Vehicles

Information on these and other applicable policies and procedures can be found in the *Colgate University Student Handbook*.

Tuition and Fees

Graduate students are charged tuition per the number of registered courses each term. Matriculated MAT graduate students receive a Colgate Grant for 80% of their tuition charge

There is an annual student activity fee for matriculated students enrolled in two or more courses. In addition, a one-time transcript fee is assessed for students attending Colgate for the first time. Health and accident insurance is required. See Charges and Insurance.

For information about interruptions in the standard enrollment pattern, see Leave of Absence Fees and Deposits.

Payment of Bills

See Billing Schedule and Payment of Bills.

Refunds of Tuition and Fees

See Refund Policy.

Financial Assistance

Financial Aid is available for matriculated students accepted into the MAT program. See the Financial Aid page for details.

Transfer Credit

A maximum of two courses of graduate credit may be transferred from another institution. These credits will be applied toward the satisfaction of the degree requirements only if relevant to the approved plan of study and the grade is B or better. Requests for transfer credit should be made to the program director at the time of application to a program.

Additional Opportunities for Graduate Students

Graduate students are sometimes able to assist in science laboratories or assist with Colgate's athletic teams.

Any graduate student who is able to live on campus during the fall and spring terms is eligible to be considered as a community leader. Interviews for community leaders are held in February for the following fall term.

Some of these opportunities require an extension of the program length and others require special scheduling. Applicants who wish to pursue any of these options should indicate interest at the time of application.

Employment Service for Graduates

Colgate University maintains a career planning and placement service for all of its graduates. (See Career Services and Postgraduate Planning for a full description.) In addition, the educational studies department maintains close contact with local and regional schools for job opportunities. Employment prospects for students who complete the Master of Arts in Teaching (MAT) Program continue to be strong.

MAT Curriculum and Degree Requirements

The MAT program provides advanced coursework in a selected discipline and in education, leading to a school teaching certification. In keeping with the character of our educational studies department, this program emphasizes that what and how we teach in public schools is connected with the struggle for global peace and social and environmental sustainability and justice. Subject areas in which certification is offered include childhood education, English, mathematics, history, and natural science (biology, chemistry, earth science, or physics). The program is based on the premise that a prospective teacher should have a liberal education, thorough knowledge of his or her chosen discipline, a mastery of educational theory and practice, and a complex understanding of social institutions. A prospective teacher also needs habits of mind that include a willingness to move beyond personal comfort, and a desire to be challenged in all aspects of learning. MAT students work closely with departments to integrate increased knowledge in their disciplines with field experience in education which includes significant observation time and a full term of student teaching.

To receive the MAT degree, students complete between four and eight courses in educational studies, and at least three courses in their major depending on previous experience and coursework, a special project or thesis, and workshops on child abuse and violence prevention. A minimum of 7.5 credits are required for this degree. Fingerprinting is also required by the State of New York. Students who are already certified at the secondary level may substitute two other education courses.

MAT students should enroll in educational studies courses at the 500 level. (See Educational Studies.) Courses taken by MAT students for degree credit in their disciplines of specialization will be assigned 500-level numbers consecutively beginning with 591.

For each undergraduate course taken toward the MAT degree, a student must submit a Graduate Credit Agreement form prior to registration. This form is available online or from the registrar's office.

To be admitted to the program, a student must have a strong academic background relevant to their area of certification, usually the equivalent of an undergraduate major. A background in the social, cultural, and developmental foundations of education is also desirable, but this background can be acquired in the program. In addition, two semesters of a foreign language or the equivalent is recommended. These courses may be transferred from another institution and must be approved by the educational studies department. Alternatively, the prerequisite courses may be part of the degree program.

Academic Standards

Students must maintain a grade point average of B to continue in good standing as master's degree candidates. To qualify for a degree, a student must earn a minimum B– average in all content- and pedagogy-related courses. In the various teaching degree programs, one-half of the work is typically done in an area of specialization, and a student must receive a grade of B– or higher in the courses in the area of specialization and in education courses.

Degrees "with distinction" are awarded to students who maintain an A– average in both the areas of specialization and education courses, and whose special projects or theses are considered by the thesis and special project supervisor to be of high quality.

MAT Requirements in Academic Fields

Each MAT candidate is normally required to take a minimum of three classes in their chosen academic field, consulting with their advisers both in the educational studies department and in the field of specialization to select appropriate courses that meet State of New York certification requirements.

Masters of Arts in an Academic Subject

Programs leading to the Master of Arts (MA) degree can occasionally be arranged in English, geology, philosophy, psychology, and religion. Candidates for the MA degree typically register for advanced undergraduate courses and seminars, with extra assignments for graduate credit. Graduate-level independent study courses are arranged with faculty in appropriate departments.

Except as noted below, all requirements and policies for MA candidates are identical to those for MAT candidates. Please refer to the MAT policies described above.

Admission

Candidates for admission to MA programs should write directly to the department of interest and should submit applications to the chair of the appropriate department.

Degree Requirements

To earn the MA degree, a candidate must successfully complete a minimum of seven courses approved for graduate credit, write a thesis, and pass an oral examination on the thesis.

Program Completion

Requirements for the MA degree must be completed within five years of matriculating in the program of study. Students who do not complete the program within the five-year limit must submit a petition for readmission to the Dean for Academic and Curricular Affairs.

Tuition and Fees

Graduate students are charged tuition per the number of registered courses each term.

There is an annual student activity fee for matriculated students enrolled in two or more courses. In addition, a one-time transcript fee is assessed for students attending Colgate for the first time. Health and accident insurance is required. See Charges and Insurance.

For information about interruptions in the standard enrollment pattern, see Leave of Absence Fees and Deposits.

Payment of Bills

See Billing Schedule and Payment of Bills.

Refunds of Tuition and Fees

See Refund Policy.

Financial Assistance

Financial aid may be available through the Federal Direct Loan program to matriculated students who are US Citizens or permanent residents. Financial aid applicants must submit the FAFSA (Free Application for Federal Student Aid). No institutional grant aid is available.

Liberal Arts Core Curriculum

Liberal Arts Core Curriculum

Director Henke

As the heart of Colgate's academic program, the Liberal Arts Core Curriculum (LACC) is a common intellectual project for the University, exposing students to diverse fields of study and modes of intellectual and creative inquiry across the curriculum and furthering Colgate's commitment to diversity, equity, and inclusion.

A great institution is a diverse institution. To foster deep understanding in a complex, rapidly changing world with a diversity of peoples and perspectives, this curriculum asks students and faculty to grapple with questions that shape knowledge, experience, and practice across time and space as well as across divisional and disciplinary boundaries. As a liberal arts college, Colgate strives to convey to students the value of a variety of skills and a willingness to examine one's own experience and conditions from a variety of perspectives as well as to learn of contexts different from one's own. Through these practices, this Core encourages lifelong learning, thoughtful citizenship, and inclusivity.

First-Year Seminars (FSEM) Program

Director Chianese (fall), Klepeis (spring)

All first-year students must enroll in a first-year seminar (FSEM). FSEM courses are drawn from all four academic divisions and, therefore, from many different parts of the academic curriculum. Academic departments and programs frequently offer their introductory-level course as FSEMs, and some Core component courses (see below) may be taught as FSEMs. Faculty may also develop new FSEM courses around topics which they feel will be of broad interest to new members of the learning community. FSEMs may carry any of the Area of Inquiry tags or Liberal Arts Practices tags except for the Process of Writing (details below).

In all cases, FSEMs are designed to introduce students to a variety of liberal arts topics, skills, and ways of learning. These include academic integrity, effective writing practices, information literacy, and institutional resources available to support intellectual engagement, personal growth, and well-being. The FSEM program emphasizes all aspects of the learning process, both in and out of the traditional classroom setting. Each FSEM cohort connects directly with one of the living and learning communities that constitute the Residential Commons program.

Living and Learning Workshop (LLW)

Director Lutman

First-year students are also required to participate in the Living and Learning Workshop (LLW), which is administered jointly by the faculty and the Dean of the College division. The LLW aims to provide first-year students with an ongoing orientation process and to support students in their development, both inside and outside of the classroom. The Workshop seeks to build an inclusive campus community with well-adjusted and socially aware students who are ready to manage the academic and personal challenges which come with a rigorous liberal arts education. Individual workshop sessions address pressing social and student-life issues such as diversity, equity, and inclusivity, sexual violence, drug and alcohol abuse, mental and physical well-being, and civic engagement. These workshop sessions, which take place in the first half of the fall semester, also encourage academic and career preparation with a focus on fundamental research skills, effective writing, and career exploration.

The Components:

Foundational to Colgate's Liberal Arts Core Curriculum, the three components together embody the goals of a liberal arts education. They encourage students to call assumptions into question, to push beyond the

limits of their experience, and to examine structures and systems in which we operate. These courses are expected to be challenging. They stand outside departments and programs, asking students and faculty to move across disciplinary boundaries.

1. **Core Communities**

   Director Ballvé

   Core Communities courses foreground multidisciplinary engagement with the historical and contemporary factors influencing peoples' experiences of living in community. Courses in this component ask students to examine community dynamics across time and space. Each course in this component addresses the ways in which peoples' lives unfold in social and material worlds that have been shaped and reshaped by global, transregional, and historical phenomena, such as slavery, colonialism, capitalism, industrialization, and new technologies. These courses also recognize that the gains and losses catalyzed by such forces are not equally shared; rather, communities are marked by legacies of difference. Core Communities courses emphasize three pedagogical goals:

- Gain academic and empathetic understanding of the experience of people in communities that may be different from one's own
- Understand the cultural, ethical, economic, and political significance of living in community
- Explain dynamics of power that shape patterns of inclusion and exclusion within a community, with attention to the histories and contemporary implications of those patterns

The communities explored in this component take a variety of shapes. They may be: 1) nations and societies, 2) geographic regions, 3) historical communities, 4) transregional or transnational communities, 5) communities of practice, or 6) communities emerging through things, technologies, or markets.

2. **Core Conversations**

   Director Child

   Conversation is central to Colgate's educational mission. Conversation requires active listening – paying attention to what others say and how they say it. Conversation equally requires actively responding to others – opening one's mind to theirs through the expression of one's own thoughts and feelings. Conversation thus presupposes mutual respect, whether with someone in the room or someone hundreds of years in the past, and it knits its participants into a community. Engaging with a book, film, song, or other form of creative expression is also a conversation, in which people open themselves to what the work has to say and in exchange have a say in the work's legacy.

   This course employs a set of five common texts – selected by the faculty teaching the course – to promote wide-ranging conversations, anchored in the past and directed toward the present. Core Conversations defines the term "text" expansively, not limiting it to written work but encompassing diverse modes of intellectual and creative expression. As such, the common texts for this course are drawn

- from multiple disciplines,
- from pre-modern and modern worlds,
- and from Western and non-Western cultures.
  Instructors are encouraged to add other materials in order to enhance the themes of the course.

3. **Core Sciences**

   Director Tomlinson

   The present world has been fundamentally shaped by the products of the scientific endeavor, from the nearly instant connectivity of the globe to our ability to fight pandemics at the genetic level. A scientifically literate populace is needed in order to address many of our most important issues. For such literacy, it is necessary to understand the processes and practices behind the development of scientific knowledge. The courses in Core Sciences are designed to explore the complexities of creating scientific knowledge and applying it to broader contexts in wide-ranging ways. As these courses explore the cultural and social impacts of science, they also consider forces that influence the production, application or reception of scientific knowledge. Thus, Core Sciences courses are unified around two common goals:

- understanding the scientific process and the nature of scientific knowledge
- connecting science to society – in discussions of the broader impacts of science, instructors should address histories, inequities, or social differences within the frame of the course topic
  Core Sciences courses engage students in the scientific process, with a focus on helping them develop an understanding of the ways that observations and experiments lead to empirically based theories about physical, human, technological, and natural worlds. Component courses offer many pathways for students to explore the nature of scientific knowledge.

The Liberal Arts Practices

Director Henke

A liberal arts education is designed to free the mind to think critically and independently, abilities which are developed through exposure to a wide range of subjects and ideas. Courses fulfilling Liberal Arts Practices requirements develop important skills and competencies: comprehending action that matters in the face of urgent world questions, attention to the process of writing, familiarity with quantitative and algorithmic reasoning, insight into the ways languages work, and the capacity to practice and interpret visual, literary, and performing arts.

Courses tagged with a Liberal Arts Practice belong to specific departments or programs, may be taught at any level, and may count toward a student's major or minor.

Liberal Arts Practices can be completed via transfer credit, pursuant to Colgate's other transfer credit policies. However, these courses play an integral part of the guided development that takes place during a college education. As such, they cannot be exempted based on placement procedures or demonstrated proficiency. The Liberal Arts Practices cannot be fulfilled by Advanced Placement credits or other pre-matriculation credit. Neither can these requirements be fulfilled by courses taken during a winter/January intersession term, unless under exceptional circumstances and with permission of the department chair, division director, and associate dean of the faculty.

Courses can carry up to two tags from the five Liberal Arts Practices. Tags apply to courses, regardless of the individual instructors teaching sections. Syllabi for tagged courses will include one or two sentences explaining how the course fulfills the goals of the designated Liberal Arts Practice. The approval of Liberal Arts Practice tags will be overseen by the relevant Department Chair or Program Director, Division Director, and the Curriculum Committee.

a. **Confronting Collective Challenges**
   Courses in this Practice are devoted to studying and addressing urgent, highly complex problems that call for purposeful, collective action. Confronting Collective Challenges courses provide durable ways of looking at large-scale challenges while teaching students to become open-minded problem-

solvers capable of taking action in the world around them. Topics include social inequity and inequality; climate change; systemic and structural racism; disinformation; the challenge to democratic norms, institutions, and practices; the rise of authoritarianism; immigration and statelessness; and environmental degradation. Issues studied may span multiple geographies, nations, species, and nonhuman phenomena.

b. **The Process of Writing**
The ability to communicate clearly and effectively is a critical part of every liberal arts education, transcending individual disciplines. Writing is a skill developed over the course of a lifetime, and it takes many forms, depending on purpose and audience. For that reason, this curriculum entails a focus on writing in both the First-Year Seminar and also in another class later in a student's Colgate career. Process of Writing courses are offered in many departments in addition to the Department of Writing and Rhetoric. All courses that count toward the Process of Writing Practice emphasize the iterative nature of composition, the importance of revision, and the value of clear communication beyond the standard rules of grammar and mechanics.

c. **Quantitative and Algorithmic Reasoning**
It is essential that each student be able to understand, interpret, and apply algorithmic or quantitative methods. Quantitative and algorithmic reasoning form the basis of knowledge in a variety of departments and programs across Colgate's academic divisions. Quantitative and Algorithmic Reasoning courses emphasize themes such as how numerical evidence can facilitate the analysis of a problem; how to locate, collect, or interpret quantitative data; how to recognize the limitations of particular algorithmic or quantitative methods; or how to communicate algorithmic or quantitative arguments.

d. **Language Study**
The experience of being introduced to a different way of ordering ideas through language and the ability to communicate in another language are key ways of bridging difference. College language courses help students learn new languages and encounter new cultures. Even students who enter Colgate conversant in more than one language can benefit from such courses, either by studying that language at an advanced level, a new language at the introductory level, or a language course that develops literacies in a heritage language.

The requirement cannot be satisfied by demonstrating proficiency or fluency in a second language.

e. **Artistic Practice and Interpretation**
The study of the arts, whether through practice or interpretation, exposes students to unique pedagogies and learning experiences, and enhances their understanding of the diverse modes of creative expression. This engagement not only deepens students' appreciation for the arts, but also has the potential to nurture their creativity and increase their openness to experimentation, risk taking, and innovation.

To fulfill this requirement, students must complete one course that emphasizes either applied or interpretative artistic methodologies, practices, and theories. Courses in studio art, creative writing, music, theater, dance, or the interpretation of literature, poetry, art, film or other creative or artistic media may fulfill this requirement.

Areas of Inquiry

Students achieve greater breadth of knowledge by taking courses in each of the University's three predominant areas of intellectual inquiry. These courses expose students to disciplinary modes of thinking and the opportunity to discover their majors, minors, and unexpected passions in new fields of study. Courses offered by interdisciplinary programs in the University Studies Division are included in these Areas of Inquiry.

Areas of Inquiry can be completed via transfer credit, pursuant to Colgate's other transfer credit policies. However, these courses play an integral part of the guided development that takes place during a college education. As such, they cannot be exempted based on placement procedures or demonstrated proficiency. The Areas of Inquiry cannot be fulfilled by Advanced Placement credits or other pre-matriculation credit. Neither can these requirements be fulfilled by courses taken during a winter/January intersession term, unless under exceptional circumstances and with permission of the department chair, division director, and associate dean of the faculty.

Most courses will carry a tag for one of the Areas of Inquiry.

a. **Human Thought and Expression**
   Courses in this area develop an understanding of what it means to be human: they focus on cultural and intellectual expressions throughout time.

b. **Natural Science and Mathematics**
   Courses in this area apply theoretical and empirical methods to the study of living organisms, the physical world, and abstract and practical mathematics.

c. **Social Relations, Institutions, and Agents**
   Courses in this area expose students to the study of social order and human behavior in societies of the past and present.

Physical Education and Wellness

The Division of Physical Education, Recreation, and Athletics (PERA) offers a variety of programs and courses addressing students' physical, mental, social, and environmental well-being. These include programs and courses such as dance, outdoor education, volunteerism, and varsity and club-level athletics, and five-week courses in health, fitness, positive sexuality, and stress management.

Participation in approved extracurricular activities may earn up to one unit per activity. Students are required to complete two units. These do not carry academic credit. The Physical Education and Wellness requirement may be completed during any year, but students are encouraged to complete at least one credit by the end of the second year. Varsity athletes may earn one unit for every full year of team participation. Further information regarding the Physical Education and Wellness requirement is available on Colgate's Physical Education web pages.

Distinction Seminar in the Liberal Arts Core

Director Chianese

Taught by two instructors, normally from different divisions, to students from a range of majors and minors, Distinction courses are transdisciplinary. They provide students and faculty with opportunities to consider topics and ideas from multiple vantage points and to engage in dialogue across disciplines. Throughout the course, the instructors model transdisciplinary exchange and thoughtful consideration of different perspectives. Choice of course content is open to the team of instructors. Each instructor participates fully throughout the term.

Admission to the seminar is by application. The team of instructors will review the applications and select up to 15 seniors from any major. Students with an overall grade point average of 3.33 (B+) or higher GPA are eligible to apply. To earn Distinction in the Liberal Arts Core Curriculum, students must earn an A- or better in the Core Distinction Seminar and achieve an overall grade point average of 3.33 or better at the time of graduation.

Awards

The Liberal Arts Core Curriculum Prizes — awarded by the program to the authors of the best papers/projects done by a student in each of the components of the Liberal Arts Core Curriculum, as determined by a faculty committee. The winning papers/projects are evaluated on their scholarship, originality, and excellence.

Division of Arts and Humanities

Director Y. Hirata

The Arts and Humanities division supervises students considering a topical major if they wish to focus their studies in interdisciplinary areas not encompassed by approved majors. A student must first discuss a possible program of study with an appropriate Arts and Humanities faculty adviser. Then, with guidance from the adviser, the student provides the division director with the proposed program and a rationale for this program at least one month prior to registering for the student's fifth term at Colgate.

Major Requirements: The major must include a minimum of nine courses that closely relate to a common theme and are complementary; a maximum of two of these courses may be counted toward another major. Please note that five of the nine courses must be departmental courses, taught by members of the Arts and Humanities faculty. Four of the courses counted toward the topical major must be at the 300- or 400- level. Students must produce a capstone 400-level research project; this is normally fulfilled by enrolling in a course offered by an Arts and Humanities department, or as an independent study taken with an Arts and Humanities faculty member and approved by the faculty adviser and division director.

All courses in the Division of Arts and Humanities count towards the Human Thought and Expression area of inquiry requirement.

The Division of Arts and Humanities offers one topical major and houses the departments/programs listed below:

Division of Arts and Humanities

Click for the Division of Arts and Humanities

Arts and Humanities Topical Major

Director Y. Hirata

Students who wish to focus their studies in disciplinary or interdisciplinary areas not encompassed by a single department in the arts and humanities may pursue a topical major in the division. Normally a minimum of 9 courses are required for the topical major, at least 7 of which must be from departments within the Division of Arts and Humanities. In order to qualify for this major, a student must provide the division director with a proposed program of study and a rationale for this program during the spring term of the sophomore year. No proposal for a topical major will receive approval after the second month of the student's fifth term. Customarily, the major is available for students who wish to devote special attention to studies such as comparative literature or some combination of creative arts, such as music and fine arts, or drama, literature, and stage design. Students majoring in this topical area will, in the last term, write a substantial integrating paper as an independent study; one course credit is earned for this senior project. Students interested in

such a major program are strongly urged to discuss their proposed plans of study with appropriate academic advisers and with the division director well in advance of the deadline specified above.

All courses in the Division of Arts and Humanities count towards the Human Thought and Expression area of inquiry requirement.

For more information about the division, honors/high honors, transfer credit, etc., visit the Division of Arts and Humanities page.

Art

Faculty
Professors Godfrey *(Chair)*, Kaimal, Marlowe, Schwarzer, Stephenson *Associate Professors* Guile, Haughwout, Luthra *Assistant Professors* Boate, Cui, Hatton, Paupeck *Visiting Assistant Professors* Binning, Klein

The Department of Art offers courses of study in the history, theory, and practice of the visual arts for the general liberal arts student as well as the art history or studio art major.

Art History The department offers more than 20 courses that trace the visual arts from antiquity to the present day. Classroom lectures are supplemented by visits to museums in the area and in New York City, as well as Colgate's Clifford Gallery, Picker Art Gallery, and Longyear Museum of Anthropology. In this way, students increase their understanding of the visual arts as expressions of fundamental cultural values.

Studio Art Courses explore creative modes of expression and problem solving while gaining familiarity with contemporary issues in visual art. The curriculum supports a variety of mediums including digital art, drawing, painting, photography, printmaking, sculpture, and video art at the introductory and advanced levels. Studio arts courses are enriched by an ongoing series of visiting artists' lectures, exhibitions, and screenings as well as regular visits to New York City galleries, museums, and artists' studios.

Effective spring 2024, departmental subject codes will be adjusted to reflect the various topics offered. The ARTS subject code will be reserved for studio arts courses. Art History courses will have the subject code of ARTH and architecture courses will have the subject code of ARCH.

Departmental Exhibitions, Lectures and Screenings

The Clifford Gallery is a teaching gallery featuring four to six exhibitions a year. Exhibitions are selected by the art and art history faculty to explore issues central to the academic curriculum, with the primary focus on professional work by contemporary artists. These artists are often featured in the weekly public lecture series described below. The Clifford Gallery is open to the entire community and contributes to the cultural life of the central New York area.

The Department of Art Lecture Series Lectures take place throughout the semester in Little Hall's Golden Auditorium. The series features presentations by studio artists, art historians, and critics, and serves as an arena for discussion of a wide range of subjects relevant to the study of the visual arts. Recent participants have included art historians and practicing sculptors, painters, film and video makers, printmakers, photographers, architects, and artists working in digital art and performance. The series is required as part of the curriculum and is open to the community. It also serves as a venue for welcoming Colgate graduates back to discuss their work in the visual arts and architecture.

The Alternative Cinema Series takes place weekly on Tuesday evenings. Tied to the film and video art curriculum, this series is programmed to include films and videos ranging from "classic" cinema to the

current avant-garde. Each semester several film/video makers, historians, or curators visit campus and present work in person.

Honors and High Honors

After completing ARTH 475 - Senior Project: Art History or ARTS 406 - Senior Project: Studio Art (SA) in the fall semester, students have the opportunity to apply to continue their project in the spring semester as an independent study, ARTS 499 - Senior Project Intensive in Studio Art or Art History. Some projects completed in ARTS 499 may be nominated for honors at the end of the spring semester. The award of honors is dependent on departmental evaluation.

GPA Requirements: Honors — 3.20 in courses within the department; High Honors — 3.70 in courses within the department.

Awards

The Fitchen Award for Excellence in Art and Art History — awarded by the department to an outstanding major.

The Harriette Wagner Memorial Award — established in 2004 by Professor Joseph Wagner, created in memory of Harriette Zeppinick Wagner. The award will be given annually to the senior major whose work exemplifies the way visual arts enrich the spirit and express the dignity of human beings.

Transfer Credit

The department allows two courses to be transferred for credit toward the major, with prior approval of the courses by the department. No seminar taken outside Colgate or outside the art department will fulfill the seminar requirement within the art history major.

Study Groups

Students are encouraged to participate in study groups; they may *not* schedule off-campus study during the senior year. For information, see Off-Campus Study.

Architecture Minor

The Architecture minor offers a program of study in which our undergraduates can become more adept at understanding the power of the built environment to shape lives and embody societal values.

Minor Requirements

The minor includes a minimum of six courses as follows.

Introductory Course

- ARTH 105 - Introduction to Architecture in Cultural Context

Five Electives

Courses fulfilling this requirement have an attribute of AREL in the course offerings.

Students may apply to the Architectural Studies Minor Coordinator for permission to integrate one course from outside the ARTS department into their minor concentration, as a substitute for one of the following requirements.

History and Theory of Architecture

Courses fulfilling this requirement have an attribute of ARHT in the course offerings

At least two courses:

- ARTH 220 - Early Modern European Architecture
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 275 - American Campus Architecture: Colgate
- ARTH 277 - Modern Architecture 1880-1970
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture

Architecture and its Interaction with other Arts and Cultural forms

Courses fulfilling this requirement have an attribute of ARIN in the course offerings

No more than two:

- ARTH 207 - Roman Art
- ARTH 245 - Palaces and Paintings of India
- ARTH 262 - War and Plunder
- ARTH 360 - Borderlands

Additional Elective

Courses fulfilling this requirement have an attribute of AREL in the course offerings.

Complete at least one course from the following:

- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- ARTS 211 - Drawing (SA)
- ARTS 263 - Sculpture: Surface and Form
- ARTS 264 - Sculpture: Material & Process
- ARTS 312 - Advanced Drawing (SA)

Graduate Study Recommendations

Students anticipating graduate work in architecture should be aware that liberal arts experience is highly valued by the best graduate schools. To prepare for graduate work in architecture, students should take PHYS 105 or PHYS 111 and one semester of calculus. Experience in studio courses, especially drawing (ARTS 211), sculpture (ARTS 263 or ARTS 264), is extremely valuable in the preparation of a graduate

portfolio. The study of historical architecture and the ways in which architecture connects to society is promoted in many art courses such as ARTH 207, ARTH 216, ARTH 220, ARTH 226, ARTH 275, ARTH 277, ARTH 344, and ARTH 360. Students interested in careers in architecture should contact the architecture adviser.

Art and Art History Minor

Minor Requirements

Any five courses in arts, art history or architecture. A maximum of one 100-level arts and one 100-level art history or architecture course may count toward the minor. No independent studies courses may be counted toward fulfillment of requirements for the Art and Art History minor.

Art History Major

Major Requirements

A student who completes the major requirements earns a degree in art and art history.

Art History

Courses fulfilling this requirement have an attribute of ARHI in the course offerings.

- Five Art History courses at the 100, 200, or 300 levels.
    - Maximum one at the 100 level.
    - At least one at the 300 level.

Studio Arts

Courses fulfilling this requirement have an attribute of ARST in the course offerings.

- Two Studio Arts courses

Electives

Courses fulfilling this requirement have an attribute of ARHI, ARST, XART, AREL, ARHT, or ARIN in the course offerings.

- Two Electives: can be additional art history courses, studio courses, or architecture courses in the department. They can also be transfer credits in art history, studio art or architecture from an approved university/ study abroad program. Courses from another Colgate department, such as Film and Media Studies or Museum Studies, may also count as electives with approval from the student's adviser and the department chair.

Senior Project

- ARTH 475 - Senior Project: Art History to be taken in the fall of the senior year.

- ARTS 499 - Senior Project Intensive may be taken as an optional eleventh course in the major

GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

Honors and High Honors

Honors and High Honors information is available on the Art department page.

Art Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Art department catalog page.

Studio Arts Major

Major Requirements

The requirements for the major are as follows:

- Four ARTS (studio art) courses:
  - One or two at the 100 level, at least one of which is to be taken prior to ARTS 375
  - Two or three at the 200 or 300 level, at least two of which are to be taken prior to ARTS 375
- Two ARTH (art history) courses
- Two Electives: can be additional art history courses, studio courses, or architecture courses in the department. They can also be transfer credits in art history, studio art or architecture from an approved university/ study abroad program. Courses from another Colgate department, such as Film and Media Studies or Museum Studies, may also count as electives with approval from the student's adviser and the department chair.
- ARTS 375 - Advanced Projects in Studio Art (SA) (Prerequisites: one 100-level studio arts course and two 200- or 300-level studio arts courses). To be taken prior to senior year.
- ARTS 406 - Senior Project: Studio Art (SA) (Prerequisite: ARTS 375). To be taken in the fall of the senior year

GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Art department page.

Art Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Art Department catalog page.

The Classics

Faculty
Professors R. Ammerman *Associate Professors* Benson (*Chair*), Rood, Stull, Tober *Visiting Assistant Professor* Owens

The Department of the Classics fosters a multifaceted approach to the ancient Greek and Roman world, with courses not only in language and literature but also history, art, archaeology, religion, politics, philosophy, and anthropology. Students may pursue a major in Latin, Greek, the Classics, or Classical Studies. Majors in Latin, Greek, or the Classics make language and literature their main focus; majors in Classical Studies give less emphasis to the languages but acquire a broad understanding of different aspects of ancient civilization. Recent graduates from the Department of the Classics are pursuing diverse careers in fields such as law, medicine, advertising, computer science, and education. Many, too, have gone on to do graduate work in classics or related disciplines.

Courses listed as CLAS typically require no knowledge of Greek or Latin language. These courses are open to all students, but are subject to limitations in enrollment set by the instructor.

Major Programs in the Classics

There are four possible majors in the department: Greek, Latin, the Classics, and Classical Studies. All majors require a minimum of eight courses but vary in the amount and level of language study required. In addition, all majors require the senior seminar (CLAS 401), taken in the fall of senior year.

Awards

The Newton Lloyd Andrews Prize — established in memory of Newton Lloyd Andrews, a member of the class of 1862, to support the study of the art and monuments of ancient Greece and Italy, Gothic architecture, or Renaissance painting.

The J. Curtiss Austin Latin Prize — established as a memorial to Dr. J. Curtiss Austin in honor of his 40 years on the Colgate faculty, and awarded by the Department of the Classics to the student whose performance in Latin has been the most outstanding.

The Award for Excellence — awarded annually to that first-year or sophomore student who shows the best promise in a course in Latin or Greek and who achieves the best record among his/her peers in Latin or Greek.

The Baldwin Greek Prize — established for the sophomore class for the examination in writing upon some author, or work of an author, read by the class. No student may compete unless his/her standing in all departments averages at least B (3.00). The award is made by a committee not associated with the university.

Advanced Placement and Transfer Credit

To evaluate a student's qualifications for advanced placement, the department requires the submission of an Advanced Placement Examination in Latin. Students who submit a grade of 4 or 5 and complete LATN 201 or a higher-level course in Latin will receive one credit for LATN 122 for the AP examination that may count toward a major in the department.

Transfer credit for a major is granted for courses comparable to those required for the classics major at Colgate on an individual basis. Evidence of course content may be required.

Honors and High Honors

The minimum departmental GPA required for honors in the classics, classical studies, Greek, or Latin is 3.50; for high honors 3.80. In addition, successful completion of an honors thesis and an oral examination is required. Honors candidates usually take CLAS 490, GREK 490 or LATN 490 in the fall of their senior year while writing their theses. Proposals for theses should be prepared in the spring of the junior year in consultation with the thesis adviser. Theses are then revised during the first half of the spring semester of the senior year and defended in April.

Extended Studies

Greece

The department offers students who are enrolled in GREK 121 or who have completed GREK 122 (or higher), an opportunity to explore the material culture of Greece through a course that culminates in a three-week trip to Greece in May. For further information, see the course descriptions for CLAS 251 and consult with a faculty member in the department.

Rome and Pompeii

The department offers students who are enrolled in LATN 122 or have completed LATN 122 (or higher), an opportunity to explore the material culture of Rome and Pompeii through a course that culminates in a three-week trip to Italy in May. For further information, consult with a faculty member in the department.

Sicily and Southern Italy

The department offers students who are enrolled in, or have completed, GREK 121 or LATN 122 (or higher), an opportunity to explore the material culture of Sicily and Southern Italy through a course that culminates in a three-week trip to Italy in which students participate in excavations at the Graeco-Roman site of Paestum in May. For further information, see the course descriptions of CLAS 253 and CLAS 253E and consult with a faculty member in the department.

The Venice Study Group

The Venice Study Group offers majors who have had one or more years of Latin or Greek at Colgate the opportunity to explore sites and monuments of the classical world. The archaeology of Italy forms a major component of this interdisciplinary study group. For further information, see Off-Campus Study.

Classical Studies in Rome

The department is a member institution of the Intercollegiate Center for Classical Studies in Rome, which offers a full schedule of classics- and archaeology-related courses each fall and spring. For further information, consult with a member of the department.

Classical Studies Major

Major Requirements

The specific requirements for the Classical Studies major are:

- four courses in Latin or four courses in Greek,
- four additional courses in the department (or outside the department with departmental approval)
- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for classical studies.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

Greek Major

Major Requirements

The specific requirements for the Greek major are:

Greek Electives at the 300- or 400-level

- Four Greek electives at the 300- or 400-level

Greek Electives at any level

- Four Greek electives at any level

Senior Seminar

- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Greek courses taken and CLAS 401 are used to calculate the major GPA for Greek.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

Latin Major

Major Requirements

The specific requirements for the Latin major are:

- Eight courses in Latin, with at least four courses at the 300 level or higher
- CLAS 401 - Senior Seminar in the Classics

Latin majors are encouraged to take at least one 400-level Latin seminar, and those intending to pursue graduate study should do so by the fall of their senior year.

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Latin courses taken and CLAS 401 are used to calculate the major GPA for Latin.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

The Classics Major

Major Requirements

In addition to the requirements outlined below, majors in the Classics are encouraged to take at least two CLAS courses and are also encouraged to take at least one 400-level Latin seminar. Those intending to pursue graduate study should take a 400-level Latin seminar by the fall of their senior year.

Greek and Latin Electives

- Two 300-level Greek Electives
- Two 300-level Latin Electives

Additional Upper Level Electives

- Two Additional Upper Level (300- or 400-level) Greek or Latin Electives

Classics Electives

- Two Additional Classics Electives

Senior Seminar

- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for the classics.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

The Classics Minor

Minor Requirements

Six courses are required for The Classics minor. The requirements are as follows:

Greek or Latin Courses

- Four courses in Greek or four courses in Latin

Electives

- Two additional courses in the Classics department
    - With chair approval, relevant courses outside of the department may be approved to count toward the minor. Such courses may include literature, art, archaeology, mythology, history, or philosophy.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

East Asian Languages and Literatures

Faculty
Professors Crespi, Hirata *Associate Professors* Mehl *(Chair)*, J. Wang *Assistant Professors* Albertson, M. Wang *Visiting Assistant Professor* Hu, Ward *Adjunct Instructor* Huang

The Department of East Asian Languages and Literatures offers courses in the languages and cultures of China and Japan. Students who continue through the four-year sequences of rigorous classroom language training, often combined with study abroad experiences, acquire the proficiency they need to pursue graduate study or a variety of careers related to East Asia. Courses taught in English include Chinese literature and film, Japanese linguistics, the Japanese Village, Chinese medicine, Japanese tea culture, and Japanese popular culture. Qualified students may arrange independent study beyond the courses offered.

Related Majors

The Asian Studies program offers interdisciplinary majors that focus on China or Japan.

Awards

The Award for Excellence in Chinese Language — awarded by the department to the student with the highest achievement in the Chinese language.

The Award for Excellence in Japanese Language — awarded by the department to the student with the highest achievement in the Japanese language.

The Mori Family Awards for Excellence in Japanese Language — awarded annually to outstanding students from each of the four levels in Japanese language and to the winners of the annual Japanese Speech Contest.

Advanced Placement and Transfer Credit

Normally no more than one credit for a language course and one credit for a content course can be transferred toward either major from intensive study at another institution in the United States or abroad. Advanced placement can be arranged after consultation with the instructors in charge.

Honors and High Honors

Chinese

Students who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Chinese faculty. Candidates for honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken for the major and a cumulative GPA of 3.00 for both distinctions. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as CHIN 499 - Honors Project in Chinese, which must be taken in addition to the minimum number of courses required for the major.

Japanese

Students majoring in Japanese who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Japanese faculty. Candidates for honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken for the major, and a cumulative GPA of 3.00. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as JAPN 499, which must be taken in addition to the minimum number of courses required for the major.

Study Groups

China

The China Study Group is normally offered biennially in the fall semester in Shanghai in the People's Republic of China. Students take one course in language, two area studies courses from the Colgate director, and one CET elective (this course will not count towards the Chinese major). Prerequisites for the China Study Group normally include at least one year's coursework at Colgate in modern standard Chinese and one China-related Literature and Culture elective. For more information, see Off-Campus Study.

Japan

This program is based in Kyoto, Japan. This program provides lodging with Japanese families, intensive language training, and instruction in Japanese literature, art, religion, and linguistics. Prerequisites for the Japan Study Group include at least one year's coursework in Japanese language and one Japan-related Literature and Culture elective.CORE Japan. For more information, see Off-Campus Study.

Facilities

The Japanese Studies Center, funded by the Japan World Exposition (1976) and located in Lawrence Hall, consists of a seminar room, a multipurpose Japanese-style tatami room, and a kitchen. Activities sponsored by the Japan Club and the Anime Society are held at the center.

The Robert Ho Center for Chinese Studies, established in 1993 in Lawrence Hall, offers a classroom and a reading room with Asian architectural features complemented by artwork, audiovisual equipment, reference materials, and a small collection of books on China. An attached kitchen enhances extracurricular activities such as brush writing and celebrations of Chinese festivals.

The department also offers an East Asian Lounge with both Chinese and Japanese alcoves for quiet study and small gatherings.

Chinese Major

The major in Chinese provides students with a solid foundation in the Chinese language, literature, and culture through extensive language training and broad exposure to Chinese literary and cultural traditions. Prospective majors should plan to begin Chinese language study during their first year at Colgate and are strongly encouraged to participate in the China Study Group.

Major Requirements

In order to encourage exposure to a wide range of approaches to Chinese studies, the department strongly recommends that students elect a section of CORE C165 taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking HIST 368 - China, the Great Wall, and Beyond and/or HIST 369 - Modern China (1750 - present) .

Upon completion ofCHIN 202, the Chinese major requires a minimum of eight courses from the following:

Required Courses

Courses fulfilling this requirement have an attribute of CHRC in the course offerings.

- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature

Literature and Culture Electives

Courses fulfilling this requirement have an attribute of CHCE in the course offerings.

A total of four courses required from the list below, at least three of which must be CHIN:

- CORE C165 - China
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- CHIN 450 - Advanced Readings in Chinese Worldview
- CHIN 481 - China in Transition (Study Group)
- CHIN 482 - Topics in Chinese Culture (Study Group)
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media
- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 255 - Hidden Japan: Tea Ceremony

GPA Requirement

All courses must be passed with a grade of C or better to count toward the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the East Asian Languages and Literatures department page.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

Chinese Minor

Minor Requirements

A minor in Chinese consists of a minimum of five courses, as described below.

Language Courses

- Four language courses, numbered CHIN 201 - Intermediate Chinese I or above.

Chinese Literature or Culture Course

- One Chinese literature or culture course offered by the department.

Alternate Minor Path

The Chinese minor requirements can also be fulfilled by completing the China study group and its prerequisites, as long as the study group language course is taken at the 300 level.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

Japanese Major

The major in Japanese provides students with a solid foundation in the disciplines of Japanese language, literature, and culture through extensive language training and broad exposure to Japanese literary and cultural traditions. Prospective majors are strongly encouraged to begin their Japanese language study during their first year at Colgate and to participate in the Japan Study Group.

Major Requirements

In order to encourage exposure to a wide range of approaches to Japanese studies, the department strongly recommends that students elect a section of CORE C167 taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking ECON 339 - The Japanese Economy and HIST 264 - Modern East Asia.

Upon completion of JAPN 202, a minimum of eight courses is necessary to fulfill the requirements for a Japanese major:

Required Courses

- JAPN 301 - Advanced Japanese I (language and literature course)
- JAPN 302 - Advanced Japanese II (language and literature course)

Two Courses from the Following 400-level Language Courses

- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese

Four Courses from the following Literature, Linguistics, and Culture Courses

Courses fulfilling this requirement have an attribute of JALC in the course offerings.

A total of four courses required from the list below, at least three of which must focus on Japan:

- CORE C167 - Japan
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media
- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 255 - Hidden Japan: Tea Ceremony
- JAPN 455 - Advanced Grammar in Japanese
- JAPN 481 - Topics in Japanese Culture (Study Group)
- JAPN 482 - Cultural Studies: The Japanese Village (Study Group)
- JAPN 485 - Kyoto in Japanese Culture and Thought (Study Group)

GPA Requirement

All courses must be passed with a grade of C or better to count toward the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the East Asian Languages and Literatures department page.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures catalog page.

Japanese Minor

Minor Requirements

A minor in Japanese consists of a minimum of five courses, as described below.

Language Courses

- Four language courses, numbered JAPN 201 - Intermediate Japanese I or above.

Japanese Literature or Culture Course

- One Japanese literature or culture course offered by the department.

Alternate Minor Path

The Japanese minor requirements can be fulfilled by completing the Japan study group and its prerequisites, as long as the study group language courses are taken at the 300 level.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

English and Creative Writing

Faculty
Professors Balakian, Brice (*Chair*), Cerasano, Coyle, Davies, Harsh, L. Johnson, Maurer, Page, Staley *Associate Professors* Ames, Child, Hauser, Padilla Rios, Rajasingham *Assistant Professors* Clayton, Cypress, Martino *Creative Writing Fellows* Ologunro, Tang

The Department of English and Creative Writing offers courses in two programs of study: 1) literature in English and 2) literature in English with an emphasis in Creative Writing. Students may pursue majors and minors in both these areas. We welcome non-concentrators in all of our courses. Students who major in English develop abilities to read carefully, to use language effectively, and to enhance their critical and analytical skills as speakers and writers. They gain insight into the cultural, historical, political, and social contexts in which literature is produced. Our English concentration is organized broadly along the sub-fields of British, American and Postcolonial Studies. Its courses offer ways of thinking about the many different perspectives on class, community, gender, identity, power, race, and sexuality. Majors will encounter a number of literary forms and achieve both depth and breadth in their studies. Students work closely with their advisors to create a path that introduces them to the beauty, diversity, and complexity of literature in English.

All English and Creative Writing Department courses emphasize student participation, intellectual initiative, and writing.

Our courses are connected to and overlap with courses in Africana and Latin American Studies, Environmental Studies, LGBTQ Studies, Medieval and Renaissance Studies, and Women's Studies.

Our English majors go on to many types of careers: in arts and entertainment, business, communications, computer science, consulting, education, film, finance, journalism, law, library science, marketing, medicine, museum studies, philanthropy, politics, publicity, and publishing. Many students major or minor in English while also pursuing studies in other departments such as Computer Science, Economics, a foreign language, History, Neuroscience, Psychology, or Political Science.

Courses

The English Department offers four types of courses.

100-level courses 100-level courses are designed to introduce first- and second-year students to close reading and writing. They are English courses that offer new perspectives upon cultural, political, scientific, environmental, or social concerns. These courses are roundtables, discussion-based, and with close

attention to critical writing. They count towards the English major and are open to all students, whether they intend to major in English or not.

200-level courses 200-level courses are open to all first- and second-year students and offer an introduction to the development of fields of study, critical engagement with tradition, canon formation, and critical methodologies and theories important for reading and writing. They are discussion-based with close attention to writing.

300-level courses 300-level courses in English are open to all second-, third-, and fourth-year students, majors and non-majors alike. There are no prerequisites. These courses focus upon special topics, authors, periods, or genres. They help students further develop theoretical awareness and critical speaking and writing skills.

400-level courses 400-level courses are open to all third- and fourth-year students and are seminars on special topics or writers. There are no prerequisites. They offer opportunities for independent intellectual exploration and critical writing. For majors, they can serve as gateways to an Honors thesis.

Awards

The Allen Prizes in English Composition — established in memory of Hattie Boyd Allen — two prizes in English composition.

The Jonathan H. Kistler Memorial Curricular Innovation Fund in English — established to support and nurture new curricular and pedagogical ideas within the English department.

The Lasher Prize — established as an award to a member of the junior class in recognition of outstanding talent.

The Lasher Prize for Distinction in English Composition —awarded for distinction in the various types of writing.

The Scott Saunders Prize for Excellence in Literature — established in memory of Scott Saunders '89, and awarded annually to a senior major in English who participated in the Colgate London English Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Advanced Placement

The department does not award Advanced Placement credit.

Transfer Credit

Students intending to take a course in English literature at another institution must consult with the department's transfer-credit adviser before enrolling. Transfer credit for an English course will be granted only after the course, which must resemble a 300-level course, is approved. Upon return to campus, the student sends the transfer-credit adviser the course syllabus and all written work. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may not use a transferred course to fulfill the 400-level seminar requirement of the major.

Honors and High Honors in English

The privilege to work toward honors is granted at the discretion of the faculty. Seniors with an average of 3.5 in ENGL courses are eligible to apply to pursue an honors project. Interested students should begin discussing their projects with potential directors in their junior year.

Candidates in **literary criticism** must enroll in ENGL 489, a 0.25-credit course offered in the fall semester. In consultation with a member of the faculty, the student selects a topic and submits a formal prospectus, which must be approved by two faculty supervisors, the director of the honors program, and the department as a whole. The deadline for submission of the prospectus normally falls in October, while the deadline for an annotated bibliography normally falls in December.

The process for pursuing honors in **creative writing** is competitive. A minimum 3.5 GPA in departmental courses is required. Interested English/CW majors should speak with a member of the creative writing faculty in their junior spring. They must take ENGL 477 - Advanced Workshop, and they are strongly encouraged to take ENGL 360 - Living Writers, a master class in the craft of writing. Every fall, the faculty member teaching ENGL 477 will collect proposals from interested students and present them to the entire English and Creative Writing faculty, which will decide which projects are worthy of advancing. The department's decisions will be announced at semester's end. The following spring, successful applicants will enroll in ENGL 490 - Special Studies for Honors, their 12th course in the major. They will work independently, in close collaboration with two members of the department, to produce an ambitious creative work: a novella or novel, a collection of short stories, a collection of essays or a memoir, or a collection of poems. In May, the honors candidates will present their work to the entire faculty of the department, who will decide whether the work is worthy of honors and, if so, whether it merits high honors.

Students pursuing an honors project are enrolled in ENGL 490 - Special Studies for Honors during the spring term of their senior year. ENGL 490 must be taken in addition to the required 400-level seminar and in addition to the minimum number of courses required for the major. Students must successfully complete the honors seminar and submit a final version of the thesis on a date specified by the department. If the thesis is provisionally approved by the faculty supervisors and the director of the honors program, the student then discusses the project at an oral presentation scheduled during finals week.

A student who completes a project judged worthy of honors by the department and maintains at least a 3.5 average in all ENGL courses, including ENGL 490, is awarded a degree in English with honors. Students with an outstanding overall record in the major who complete a superior thesis and oral presentation may be awarded high honors. If a student withdraws from the program, or if the thesis is not approved for honors, ENGL 490 is converted to ENGL 491 - Independent Study, and a grade is assigned by the faculty member who supervises the completion of the work.

Students with further questions should contact the director of honors in the Department of English and Creative Writing.

Preparation for Graduate Study

Students interested in graduate study should consult with their advisers and the department chair early in their programs to be advised about preparation for advanced work. The department also designates special advisers to meet with students interested in graduate work, and informational meetings are held to help juniors and seniors plan their applications for fellowships and graduate admission.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in English who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

MAT Degree in English

The Master of Arts in Teaching with a major in English is awarded by Colgate in the program. See Graduate Program.

Study Groups

London

Each year, and often twice a year, a group of juniors and seniors spends a term in London studying British literature and theater under the direction of a member of the English department. Preference normally is given to majors or prospective majors who have completed at least three courses toward the requirements for the major. ENGL 290 - London Engl Study Grp Prep is a 0.25-credit course limited to participants in the London English Study Group in a subsequent term. The course prepares students for the English coursework to be undertaken in London. For further information, see Off-Campus Study.

Santa Fe

Students interested in American literature are encouraged to consider participation in the Santa Fe Study Group. When directed by a member of the English department, the program features courses in contemporary Native American literature and contemporary methods of criticism across the arts as well as providing opportunities for students to continue work in creative writing. The study group also involves service learning work at one of the pueblos near Santa Fe.

Jamaica

Students interested in Caribbean literature and Black Atlantic literature are encouraged to consider participation in the Jamaica study group. When directed by a member of the English department, the program features courses in contemporary Caribbean literature and criticism as well as Jamaican culture.

Creative Writing Minor

Minor Requirements

Creative writing minors take 6 total courses.

- 3 creative writing workshops (ENGL 217 can only be taken once)
- 3 literature classes (two of which must be at the upper level)

Workshop Courses

Courses fulfilling this requirement have an attribute of ENCW in the course offerings.

ENGL 217 may be taken only once. Instructor permission is necessary for admission to creative writing courses at the 300 and 400 levels.

Three workshop courses chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 477 - Advanced Workshop

GPA Requirement

Passing grades are required in a minimum of five courses, with a minimum GPA of 2.00 averaged over all courses taken in the department.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Major

Major Requirements

Students majoring in English complete at least nine courses, including:

Survey Courses

Courses fulfilling this requirement have an attribute of ENSU in the course offerings.

- at least two survey courses. Survey courses encompass a broad range of material, allowing students to appreciate how writers influence one another and observe (and perhaps reconsider) canonicity, that is, how some writers have come to be considered more significant than others. Survey courses are normally completed at the 200 level. Survey courses include: ENGL 200 ENGL 201 ENGL 202

Literature Electives From Three Historical Periods

Courses fulfilling this requirement have an attribute of ENMR, EN89, or EN90 in the course offerings.

- at least one literature course at the intermediate (300) level from each of three historical periods:
    - medieval/early modern (to 1700)
    - the eighteenth and nineteenth centuries (1701-1900)
    - the twentieth and twenty-first centuries (1901 to now)

Three Electives

Courses fulfilling this requirement have an attribute of ENEL in the course offerings.

- three electives at any level, only one of which may be at the 100 level

English Seminar

Courses fulfilling this requirement have an attribute of ENSE in the course offerings.

- at least one seminar in literature, that is, a course at the 400-level in which students engage in advanced reading, discussion, and writing about a specific literary topic

GPA Requirement

Passing grades are required in a minimum of nine departmental courses, with a major GPA of 2.00 averaged over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the English and Creative Writing department page.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Major, Creative Writing Emphasis

Major Requirements

Writing workshops engage students in the dynamic process of creating their own poems, stories, novellas, essays, or memoirs. Creative writing students are also invited into a wider literary community beyond the classroom -- on campus -- that includes working on Colgate's student edited journal, The Portfolio, meeting writers at guest readings on campus and the possibility of giving their own readings in various venues on and off campus. Because the creation of literature is inseparable from the study of literature, students majoring in English/CW fulfill all the requirements for the English major while also taking at least three creative writing workshops.

Eleven total courses are required, with six courses following the English major requirements.

Survey Courses

Courses fulfilling this requirement have an attribute of ENSU in the course offerings.

- at least two survey courses. Survey courses encompass a broad range of material, allowing students to appreciate how writers influence one another and observe (and perhaps reconsider)

canonicity, that is, how some writers have come to be considered more significant than others. Survey courses are normally completed at the 200 level. Survey courses include: ENGL 200, ENGL 201, and ENGL 202

Literature Electives From Three Historical Periods

Courses fulfilling this requirement have an attribute of ENMR, EN89, or EN90 in the course offerings.

- at least one literature course at the intermediate (300) level from each of three historical periods:
  - medieval/early modern (to 1700)
  - the eighteenth and nineteenth centuries (1701-1900)
  - the twentieth and twenty-first centuries (1901 to now)

Electives

Courses fulfilling this requirement have an attribute of ENEL in the course offerings.

- two literature electives at any level
  - only one may be at the 100-level

Workshops

ENGL 217 may be taken only once. Instructor permission is necessary for admission to creative writing courses at the 300 and 400 levels.

Three workshop courses chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing (may be taken only once)
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 376 - Playwriting II
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 477 - Advanced Workshop

English Seminar

Courses fulfilling this requirement have an attribute of ENSE in the course offerings.

- at least one seminar in literature, that is, a course at the 400-level in which students engage in advanced reading, discussion, and writing about a specific literary topic

GPA Requirement

Passing grades must be earned in all courses counted for this major, with a GPA of 2.00 averaged over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the English and Creative Writing department page.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Minor

Minor Requirements

Students minoring in English must take at least 6 courses:

- at least one survey course
- at least two courses at the 300 level in two of the historical periods
- at least one 400-level seminar in literature
- two electives at any level, only one of which may be a 100-level course

Students who declare an English minor in their 3rd and 4th years:

- at least one literature course at the intermediate (300) level from each of three historical periods: medieval/early modern (to 1700), the eighteenth and nineteenth centuries (1701-1900), the twentieth and twenty-first centuries (1901 to now)
- at least one 400-level seminar in literature
- two electives at any level, only one of which may be a 100-level course

GPA Requirement

Passing grades are required in six departmental courses, with a GPA of 2.00 averaged over all courses taken in the department.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

German

Faculty
Professor Baldwin *Associate Professor* Miller *(Chair)* *Max Kade Fellow* Vi *Assistant Professor* Kogan

The study of German lays the groundwork for academic inquiry into the creative and intellectual cultures of central Europe. Serving as a gateway to rich literary and artistic traditions as well as the discourses of

philosophy and critical theory, German also enables students to access Germanophone Europe's many contributions to the social and natural sciences. The department's academic program is structured to enable students to pursue their interests in German as well as related fields. The beginning and intermediate language courses provide a strong foundation in the skills of speaking, comprehending, reading, and writing German and emphasize cultural knowledge about contemporary German-speaking societies. German 351 and 353 foster students' capacities for advanced study of German language, literature, and cultural history, while enabling them to conduct related academic work in German. Additional courses at the 300 level feature diverse topics in German literary and cultural studies, while seminars at the 400 level undertake focused investigations of seminal periods, genres, and sites of the German literary and cultural imagination.

The study of German can be integral to students' academic pursuits as a whole. The department encourages students to enroll in related courses in other disciplines such as philosophy, history, music, international relations, linguistics, and art history. A major in German is an excellent preparation for graduate studies in these fields as well as in literature and German Studies, and can also give students a competitive edge in economics, politics, law, business, journalism, consulting, and publishing, as well as the natural sciences. German not only provides students with the necessary basis for a rigorous and sophisticated understanding of central European culture. It also fosters a more profound understanding of their native language and of the relationship between language and knowledge: to speak with Goethe, "Wer fremde Sprachen nicht kennt, weiß nichts von seiner eignen" (those who don't know foreign languages know nothing of their own).

Awards

The Valentine Piotrow German Prizes — two awards for excellence in German.

Advanced Placement and Transfer Credit

Both university and major credits are normally granted to students who achieve a score of 4 or 5 on the Advanced Placement examinations in German language and literature or a score of 6 or 7 on the International Baccalaureate German exam. Transfer credit for courses taken at other institutions may be granted with the approval of the department chair.

Honors and High Honors

An honors project allows students to build on their knowledge to pursue independent research on a topic of their interest in close consultation with one or several faculty members. Students with a GPA of 3.30 in courses included in the major and with a cumulative GPA of 3.00 are eligible for honors in German. Students who have attained that average may apply to pursue honors by the early fall of the senior year. Each candidate must complete a thesis or its equivalent under the guidance of a faculty adviser and must discuss the thesis at an oral presentation normally scheduled in April. Research on this project begins in the fall semester of the senior year. In the spring semester candidates register for GERM 490. This course must be taken in addition to the minimum of eight courses required for the major. The quality of the project resulting from this course, as judged by the adviser and one other faculty member, determines whether the student receives honors or a grade in GERM 491 - Independent Study.

Successful honors students whose departmental average is 3.50 or higher are eligible to stand for high honors at the discretion of the faculty. For this distinction the student must fulfill all regular honors requirements and must also pass an additional oral examination based on his or her cumulative work in German courses.

Acceptance in Delta Phi Alpha (the national German honor society) is possible for all students who have at least two years of college German, a minimum GPA of 3.30 in all German courses, and an overall GPA of 3.00, and who show a continued interest in the study of German language and literature.

Study Group

Every spring the department conducts a study group at the Albert-Ludwigs-Universität in Freiburg, Germany. Majors and minors in German are normally expected to avail themselves of this opportunity. The study group also welcomes non-majors who have sufficient German language skills. For more information, see Off-Campus Study.

Facilities

The Max Kade German Center in Lawrence Hall serves the department both as a seminar room and as a common room. It offers audiovisual facilities, access to German media in a variety of formats, a German reference library, and current German periodicals. The center is also the site of lectures, film screenings, and a weekly coffee hour.

In addition, the German department shares the Keck Humanities Resource Center with other arts and humanities departments. Here German audio, video, and computer resources are available for laboratory work in connection with language classes as well as for independent studies.

University of Freiburg Visiting Instructors

Each year, two German visitors from the University of Freiburg join the department to support our curriculum and our students. The department Intern serves as tutor and advises the student-run German Club as well as the student-taught Foreign Language Program for second graders at Hamilton Central School. The Max Kade Teaching Fellow offers first- and second-year German language courses in the department.

German Major

Major Requirements

A major in German literature and culture consists of a minimum of eight courses.

German language and culture

- Three GERM electives at the 200-level or above
- With approval from the department chair, up to two courses on German Studies topics taught in English outside the department may be counted.

300-level Courses

- At least two 300-level GERM courses

400-level Seminars

- At least three 400-level GERM seminars

Note

Exceptions to any major requirements require the approval of the department chair.

GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the major program.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the German department page.

German Department

For more information about the department, including Faculty, the Freiburg study group, transfer credit, awards, etc., please visit the German department catalog page.

German Minor

Minor Requirements

The minor in German literature and culture consists of a minimum of five courses.

German language and culture

- Three GERM courses at the 200-level or above
    - With chair approval, one German Studies topic course taught in English outside the department may be approved to count toward this requirement

300-level Course

- At least one 300-level GERM course

400-level Course

- At least one 400-level GERM course

Note

Exceptions to any minor requirements require the approval of the department chair.

GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the minor program.

German Department

For more information about the department, including Faculty, the Freiburg study group, transfer credit, awards, etc., please visit the German department catalog page.

Music

Faculty
Chair Godfrey *Professor* Cheng *Associate Professors* Coluzzi, Chase *Assistant Professors* Lee, Stark *Visiting Assistant Professors* Glen, Hutchinson *Concert Manager* Joseph *Artist in Residence* Heyman (piano) *Teachers of Applied Music* Berry (cello), Campbell (flute), Ferlo (guitar), Koen (piano), MacDowell (clarinet), Meredith (trombone), Montalbano (jazz piano), Ogilvie (French horn), Sharpe (oboe), Shiner (drums)

Many students come to Colgate with significant musical experience behind them, won through arduous and focused study. The fundamental aim of the curriculum in music is to develop that experience to its utmost potential. Performance ensembles and private instruction build directly on that experience, while classroom instruction introduces student musicians to important ideas, histories, and various cultures that inform and broaden that experience. Qualified students can choose to develop in ways that most interest them. Those who choose to major in music will find their development guided by a balanced program of performance and classroom studies. Graduating majors have gone on to graduate study in every area of music or have immediately entered careers in arts management, mathematics, medicine, law, business, sound engineering, and many other fields.

Another fundamental aim of the curriculum is to introduce students with little or no musical background into the world of music as part of Colgate's liberal arts program. These students should begin with MUSI 101, MUSI 103, MUSI 111, MUSI 151, MUSI 161, or MUSI 221.

Upper-level courses divided into three groups: history, theory, and performance. The history courses are designed to provide students with an understanding of music through a study of composers and historical periods. The theory sequence teaches how music is created and how to compose it. The performance courses offer opportunities for students to engage in the art of performance and to gain credit in department-sponsored ensembles and private instruction.

Students with some musical background are encouraged to take MUSI 215 and MUSI 216 or MUSI 203 first. MUSI 215 and MUSI 216 can be taken in any order.

The music department offers extensive performing opportunities open to all qualified students regardless of major. Performance opportunities are offered in the Colgate University Orchestra, Colgate University Choral Ensembles, the Colgate Chamber Players (chamber music) and the Colgate University Concert Jazz

Ensemble. (Auditions required for all ensembles) Private instruction in most instruments and in voice is available to students at an additional fee. All of these programs (except private instruction) may be elected on a credit or non-credit basis, and they are open to all Colgate students regardless of major.

Course Information

Course classifications:

History and Appreciation (H&A)
Performance (PF)
Theory (TH)

Awards

The Class of 1909 Music Prize — awarded by the department to "the person who has, during the year, contributed the most to the advancement of the standards of musical performance on the campus."

The Donald Lloyd Cotton '36 Endowed Prize — established to recognize one or more outstanding student musician(s). Recipient(s) are eligible to submit a proposal for an additional grant that provides financial support for the furtherance of the student's music education. The grant may be used to cover expenses such as the purchase of musical instruments or relevant equipment, private music lessons, music research projects, summer music school, or music festival participation. Grants are awarded based on the merit of the written proposal, demonstrated musical talent, and participation in music department programs.

The Felix Eyle Memorial Prize in Music — awarded annually to an outstanding violin student at Colgate. The recipient is chosen by the faculty of the music department solely on the basis of talent, not financial need. The student will be featured during a normally scheduled concert.

The Robert G. Ingraham Memorial Music Prize — established as an annual award to the graduating senior who, in the judgment of the president, dean, chair of the Department of Music, and director of CSLI, did the most to promote and stimulate good music as an undergraduate by voluntary activity, leadership, performance, or participation in the band, orchestra, choir, glee club, or any other musical endeavor, individual or group.

The Lorey Family Senior Music Prize — established in 2012 by Evan Lorey and Paul Schupf, in memory of Wilhemine and Fred Lorey, and awarded annually to one or more senior majors in music. This award will benefit talented students who excel in the history, theory, and composition of music.

Transfer or Advanced Placement Credit

May be given at the discretion of the department faculty to students who have completed music courses at other institutions or taken an AP exam in music.

Honors and High Honors

Candidates for honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.20.
2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass a general examination in music history and theory.

Candidates for high honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.80 and an overall GPA of 3.20.
2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass with distinction a general examination in music history and theory.

To elect MUSI 470, the candidate must provide the department chair with a written proposal for the project by April 15 for a fall-semester project or December 1 for a spring-semester project. The project should have as its outcome a thesis, a composition, or a recital. It is both approved in advance and graded by the entire department.

Music Major

Major Requirements

The requirements for the major are as follows:

Music Theory

All of the following:

- MUSI 203 - Harmony I
- MUSI 204 - Harmony II
- MUSI 301 - Analysis

Music History

All of the following:

- MUSI 215 - Music History I: Medieval through Baroque Periods
- MUSI 216 - Music History II: Classic through Modern Periods

Composition

- MUSI 245 - Composition

Music History

One of the following:

- MUSI 111 - History of Rock
- MUSI 161 - History of Jazz
- MUSI 221 - World Music
- MUSI 320 - Music for Multimedia
- MUSI 321 - Explorations in Global Music

Music Elective

One elective course above the 100 level, excluding performance (PF) courses. However, MUSI 208 may serve as an elective.

Performance Ensemble

All music majors must participate in one of the following performance ensembles beginning the semester following declaration of the concentration through graduation: Colgate University Chamber Players, Colgate University Choirs, Colgate University Jazz Ensemble, Colgate University Orchestra. A minimum of four semesters is required, no exceptions for off-campus study.

GPA Requirement

A music major must have a GPA of at least 2.00 in the above courses to graduate.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Music department page.

Music Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Music department catalog page.

Music Minor

Minor Requirements

The requirements for the minor are as follows:

Music Theory

Two courses:

- MUSI 203 - Harmony I
- MUSI 204 - Harmony II

Music History

Two courses:

- MUSI 215 - Music History I: Medieval through Baroque Periods
- MUSI 216 - Music History II: Classic through Modern Periods

One of the Following

- MUSI 221 - World Music

- MUSI 111 - History of Rock
- MUSI 161 - History of Jazz

Elective

- One elective course above the 100 level, excluding performance courses. However, MUSI 208 - Jazz Theory and Improvisation may serve as an elective.

Performance Ensemble

All music minors must participate in one of the following performance ensembles beginning the semester following declaration of the concentration through graduation: Colgate University Chamber Players, Colgate University Choirs, Colgate University Jazz Ensemble, Colgate University Orchestra. A minimum of four semesters is required, no exceptions for off-campus study.

Music Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Music department catalog page.

Philosophy

Faculty
Professors Dudrick, Kawall, McCabe, U. Meyer, Tumulty *(Chair),* Witherspoon *Associate Professors* J. Klein, Lennertz *Assistant Professors* Makin, Stenberg *Senior Lecturer* Pendleton *Research Affiliates* Abbas, Wolf

Philosophy is a central component of a liberal arts education. It raises fundamental questions about the nature of reality and the place of human beings within it. What is the nature of morality? What is free will and are human beings free? What is the relation between mind and body? What, if anything, can we know about the material world? Does God exist? What makes a state just? What makes for a good life?

In attempting to answer such questions, students of philosophy reflect on both their own responses to these questions and the ways in which past thinkers have defended their answers to them. The process of formulating and testing these answers requires education in logical analysis, reasoned argument, and analytic thinking. In acquiring such education within the philosophy curriculum, students develop their ability to solve problems and to think, read, and write critically — skills that are in high demand in a number of different professions. Philosophy majors go on to successful careers in law, consulting, finance, and medicine. Many have also embarked on academic careers.

But philosophy is about more than reflection and finding answers. As the love of wisdom, it is also a practice and a way of life, one characterized by openness to viewpoints other than one's own, a willingness to question both received opinions and one's own opinions, and a passionate concern to integrate thought and practice into a meaningful life.

The department offers a number of courses that serve as gateways to the practice of philosophy. These gateway courses are PHIL 101 - Intro Philosophical Problems; PHIL 111 - Ethics; and PHIL 121 - Political

Philosophy. Prospective philosophy majors are especially encouraged to take PHIL 101 early in their course of study. Other courses at the 200 and 300 level are either courses in the history of philosophy or courses that focus on problems in specific areas of philosophy. Many of these courses do not have specific prerequisites and are open to all interested students.

There are two distinct major programs: philosophy and the joint major in philosophy and religion. The department does not offer a minor in philosophy and religion.

Course Information

Course classifications:

Major Figures (MF)
Metaphysics and Epistemology (M&E)
Value Theory (VT)

Awards

The Balmuth Award for Philosophical Engagement — established as an award in honor of Jerome Balmuth for the student who, in the judgment of the department, best exemplifies Jerry's love of philosophy and cultivation of philosophical community at Colgate.

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have done exceptional work in philosophy and/or relgion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and to assist the recipient with postgraduate study in philosophy or religion at a recognized graduate or divinity school.

The Marion Hoeflich Prize for the best Philosophy Paper in a Foreign Language – established in memory of the grandmother of Richard Klein '78. Awarded to the best philosophy paper in a language other than English, usually written as part of a recognized study abroad program.

The Robinson Essay Prize —awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Advanced Placement

Advanced Placement credit is not offered. Placement into more advanced philosophy courses may be granted to incoming first-year students who have achieved a score of 6 or 7 on the higher-level International Baccalaureate (IB) Philosophy Exam.

Transfer Credit

Matriculated students can apply for transfer credit through the Office of the Registrar. Transfer credit may be applied as graduation credit, or may apply to major/minor requirements if approved by the faculty transfer credit evaluator. Normally, no more than 2 transfer credits count towards the major. The department chair serves as the faculty transfer credit evaluator and holds authority for determining transfer equivalencies.

Honors

Philosophy

A student who wishes to become a candidate for honors in philosophy (or who wishes to become a candidate for honors in philosophy and religion by writing on a philosophical theme) should begin researching and developing a topic for a thesis at the end of the junior year. In the fall of the senior year, interested students work with faculty advisors to develop a thesis proposal. Proposals are submitted to the whole department, and students are notified in December whether they have been approved to continue to honors. When a proposal is approved, a thesis advisor is assigned by the department. The student may then register for PHIL 490 with a view to qualifying for honors. PHIL 490 is an additional tenth course, beyond the nine courses required for completing the major.

The independent study should result in a senior thesis. Students writing a senior thesis will give an informal presentation of their work to students and faculty of the department. Students seeking honors must submit their theses to their advisers by the deadline set by the department. If a student's adviser judges the thesis to be of sufficient quality, the student will be invited to stand for honors. (Independent study students who are not invited to stand for honors will still be able to complete their senior theses.) Honors candidates will undergo an oral exam (the honors defense) conducted by the adviser and two additional faculty members during exam week. Ideally the honors defense becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. A student should have a 3.67 GPA in the major to pursue honors.

Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during the spring term of their senior year. The honors thesis – a substantial piece of research, analysis, or critique – is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets with their adviser and the two other faculty readers – a committee consisting of Philosophy and Religion faculty – and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

Study Group

During the spring semester, the Department of Philosophy, in conjunction with the Department of Religion, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1410. Other than the director's course, which is offered by a department member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. St. Andrews has a very fine philosophy department and it is a great advantage for majors in both philosophy and philosophy and religion to study there for a semester. The study group is also open to majors from other departments. See Off-Campus Study and Extended Study.

Philosophy Major

Major Requirements

A major in philosophy requires nine courses in philosophy, or ten if the philosophy major is a candidate for honors.

Though students may take as many 100- and 200-level courses as they wish, no more than three such courses will count towards the completion of the major. The lone exception is PHIL 225 Logic I, which can count towards the major in addition to three other 100- or 200-level courses. Though not strictly required of all majors, PHIL 225, is nevertheless strongly recommended for all majors — especially for students contemplating graduate work in philosophy. Only one of the total number of courses may be an independent study.

Among the courses for the major, students must complete the following:

Value Theory (VT) Elective

Courses fulfilling this requirement have an attribute of PHVT in the course offerings.

At least one upper-level course from the following:

- PHIL 312 - Contemporary Political Philosophy
- PHIL 313 - International Ethics
- PHIL 329 - Philosophy of Law
- PHIL 330 - Aesthetics and the Philosophy of Art
- PHIL 343 - Topics in Moral Theory
- PHIL 348 - Well-being, Meaning, and Death

Metaphysics and Epistemology (M&E) Elective

Courses fulfilling this requirement have an attribute of PHME in the course offerings.

At least one upper-level course from the following:

- PHIL 320 - 20th-Century Analytic Philosophy
- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics
- PHIL 341 - Philosophy of the Mind
- PHIL 342 - Philosophy of Language
- PHIL 380 - Issues in Epistemology and Metaphysics

Major Figures (MF) Elective

Courses fulfilling this requirement have an attribute of PHMF in the course offerings.

At least one course from the following, which should be completed by the end of the junior year:

- PHIL 301 - Ancient Philosophy

- PHIL 302 - Modern Philosophy
- PHIL 303 - Medieval Philosophy
- PHIL 304 - Kant and German Idealism

  Note: Students planning on pursuing honors should take two courses from Major Figures (MF).

Philosophy Seminar

At least one 400-level seminar course. Students are strongly encouraged to take more than one seminar.

GPA Requirement

To qualify for graduation, a minimum grade of C is required in all courses taken toward the major/minor.

Honors

Students interested in pursuing honors can find the additional requirements on the Philosophy department page.

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Philosophy Minor

Minor Requirements

A minor in philosophy consists of five courses in philosophy. The structure of the minor can be specially designed in consultation with a student's adviser in philosophy, or it can have the basic structure outlined below.

Introductory Course

One of the following:

- PHIL 101 - Intro Philosophical Problems (strongly recommended)
- one 100- or 200-level PHIL course

Major Figures Elective

Courses fulfilling this requirement have an attribute of PHMF in the course offerings.

- PHIL 301 - Ancient Philosophy
- PHIL 302 - Modern Philosophy
- PHIL 303 - Medieval Philosophy

- PHIL 304 - Kant and German Idealism

Two Electives

- Two PHIL courses at any level

400-level Seminar

- One 400-level PHIL course

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Philosophy: Philosophy and Religion Major

Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

One of the Following

- PHIL 101 - Intro Philosophical Problems
- PHIL 111 - Ethics

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

One of the Following

- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics

400-level Seminar in Philosophy and Religion

Two 400-level seminars:

- One 400-level seminar in philosophy
- One 400-level course in religion, typically RELG 411 Senior Seminar in Religion

Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

Honors

Students interested in pursuing honors can find the additional requirements on the Philosophy department page.

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Religion

Faculty
Professors Cushing, Frank, Martin, Sindima, Vecsey *Associate Professors* Abbas *(Chair)*, Reinbold, Sullivan *Assistant Professor* Davenport *Visiting Assistant Professor* Blackshear *Senior Lecturer* Stahlberg

The Department of Religion at Colgate offers a program of study that challenges students to explore the role of religion across cultures and historical periods, and to think critically about the nature and expression of religiousness. Religion courses offer training in a unique combination of skills, including close textual analysis, direct observation, critical thinking, and cross-cultural understanding.

Beyond the introductory 100-level courses, the department offers a variety of courses regarding diverse African, Buddhist, Christian, Hindu, Islamic, Jewish, and Native American traditions. These "Tradition" courses (RELG 201 to RELG 219) provide students with a strong foundation in the study of a particular religion. The department also offers courses (RELG 220 to RELG 269) on the many dimensions of religion, including its intersections with existential questions, contemporary culture, the environment, war and peace, terrorism, medicine, gender, technology, and the law, and courses on seminal religious texts (RELG 270 to RELG 279). Our more advanced 300- and 400-level courses emphasize theoretical approaches to the study of religion.

The study of religion is necessarily interdisciplinary, making reflective use of the full variety of liberal arts methods. It engages related issues in philosophy, ethics, society, spirituality, science, gender, sexuality, arts, and politics. Thus, a major or minor in religion may serve as a natural complement to other majors.

Students in the arts and humanities, for instance, will find that the study of religious texts and worlds affords them greater insight into literature and visual art.

Students in political science, history, environmental studies, and other social science fields will find that our courses enable them to explore significant religious approaches to law and politics and to think deeply about the role of ethics and morality in public life. Students interested in careers in medicine and the health sciences will find that courses in religion equip them to cultivate greater cross-cultural sensitivity and to evaluate the moral complexity of current scientific advances.

The success of our graduates indicates that a major in religion provides excellent preparation for a number of careers, including education, government, journalism, medicine, finance, law, social work, and professional service in non-profit organizations and religious institutions.

Awards

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have done exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Robinson Essay Prize — established in honor of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Advanced Placement

Advanced Placement cannot be presumed since examinations in this area are not given

Transfer Credit

Transfer credit for graduation requirements may be awarded by the registrar. Transfer of credit toward major or minor requirements requires prior written permission from both the registrar and the department. Normally no more than two transfer credits may count toward major or minor requirements. Seminar credit is not transferable.

Honors

Religion

All candidates for honors in religion who wish to write on a religious theme are required to take an advanced course in religion in the fall of the senior year. At the end of the course, the faculty member may recommend that a student's paper be reworked into an honors thesis.

In the spring of the senior year, candidates for honors normally take an independent study (RELG 490) with their honors adviser. The honors thesis — a substantial piece of research, analysis, or critique — is turned in to the adviser several weeks before the end of the term. If the adviser decides that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and two other faculty readers

and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. For the Class of 2026, no student can be awarded honors, however, who does not have at least a GPA of 3.40 in his or her major. For the Class of 2027 and later years, no student can be awarded honors, however, who does not have at least a GPA of 3.60 in his or her major.

Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during the spring term of their senior year. The honors thesis - a substantial piece of research, analysis, or critique - is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and the two other faculty readers - a committee consisting of Philosophy and Religion faculty - and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

Study Groups

During the spring semester the Department of Religion, in conjunction with the Department of Philosophy, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1413. Other than the director's course, which is taught by a Colgate faculty member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. For more information see Off-Campus Study and Extended Study.

Religion Major

Major Requirements

A major in religion consists of ten courses, a minimum of eight of which must be departmental courses. Only one of the total number of courses may be an independent study.

The requirements for the major are as follows:

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- RELG 352 - Theory and Method in the Study of Religion
- At least one 400-level course, typically RELG 411

- Seven electives, at least two of which must be at the 300 or 400 level.

Additional Information

In consultation with the student's adviser and the department chair, a student may elect to count up to two Colgate courses from outside the program in religion for religion major credit. These courses may be in the study of a language, provided that the student has planned these courses in advance and in consultation with his or her adviser and the department chair. A student who has received approval from the registrar to transfer credit for a language course not taught at Colgate (e.g., Biblical Hebrew, Hindi, Sanskrit), may petition the chair for the approved transfer credit to count toward the major. Relevance to the student's program of study in religion must be demonstrated. Required Core courses cannot be counted toward religion requirements.

GPA Requirement

For graduation, the religion department requires a minimum GPA of 2.00 in courses chosen to count toward the major.

Honors

Students interested in pursuing honors can find the additional requirements on the Religion department page.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Religion Minor

Minor Requirements

A minor in religion consists of five courses in religion. The structure of the minor can be designed in consultation with the student's adviser. The department strongly recommends that minor concentrators take at least one 300-level course.

GPA Requirement

The religion department requires a minimum GPA of 2.00 in courses chosen to count toward the minor.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Religion: Philosophy and Religion Major

Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

One of the Following

- PHIL 101 - Intro Philosophical Problems
- PHIL 111 - Ethics

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

One of the Following

- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics

400-level Seminar in Philosophy and Religion

Two 400-level seminars:

- One 400-level seminar in philosophy
- One 400-level course in religion, typically RELG 411 Senior Seminar in Religion

Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

Honors

Students interested in pursuing honors can find the additional requirements on the Religion department page.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Romance Languages and Literatures

Faculty
Professors Julien, Plata Parga *Associate Professors* Facchini, Pérez-Carbonell, Riley (*Chair*), Sandoval-Leon, Stolova, Zegarra *Assistant Professors* Brown, Ramirez Velazquez *Senior Lecturers* Escudero Moro, Mejía-Barrera, Merklin, Ramakrishnan *Lecturers* Llorente *Visiting Assistant Professors* Atkinson, Medin Doce

The Department of Romance Languages and Literatures offers classes in French, Italian, and Spanish at the 100 and 200 levels, with major and minor programs consisting of classes at the 300 and 400 levels. All classes are open to any student who meets the appropriate requirements. Students may pursue a major or a minor in French or Spanish, or a minor in Italian.

All courses are offered in the target language, which enables students to develop increasingly sophisticated levels of language proficiency, disciplinary expertise, and cultural knowledge. From the beginning language courses to advanced literature seminars, the curriculum is designed with geographic and cultural diversity in mind. Advanced courses, using different interdisciplinary lenses, focus more specifically on literature as well as linguistics and film as an object of study and a scholarly discipline with its specialized methodologies and modes of thought. Literature also offers a unique conduit for learning about languages, cultures, and histories.

A major in a Romance language offers an excellent basis not only for a graduate degree in literature, but also for a professional program in other fields such as international relations, law, any of the sciences, medicine, education, or business. Regardless of their career path, students of Romance languages are exceptionally well equipped to navigate the cultural and linguistic diversity of today's world and become active and engaged global citizens.

Awards

The Award for Excellence in French Studies — awarded in recognition of consistently outstanding performance in French.

The Award for Excellence in Italian Studies — awarded in recognition of consistently outstanding performance in Italian.

The Award for Excellence in Spanish Studies — awarded in recognition of exceptional contributions to the life of the Spanish program within the Department of Romance Languages and Literatures.

The Charles A. Choquette Memorial Prize — established in honor of Charles Choquette, professor of French and Spanish from 1927 to 1967 and chair from 1953 to 1962. This prize is awarded to one or more students for excellence in French language and literature.

David B. Jutten Prize for Romance Languages — established in 1914 for a prize for excellence in Romance languages.

Advanced Placement and Transfer Credit

University credit is automatically granted to entering students who achieve a score of 4 or higher on AP examinations in French language and Spanish language or literature. Major credit is granted for a score of 5.

The following course equivalents are established: In French, language grade of 4 = 202; language grade of 5 = 361. In Spanish, language grade of 4 = 202; language grade of 5 = 361; literature grade of 4 = 202; literature grade of 5 = 202, and exemption from a major credit at the 350 level.

Students with an AP language grade of 3 may take FREN 202 or SPAN 202 or higher. Students with an AP language or literature grade of 4 or higher must register at the 300 level to continue their study of French or Spanish. No more than two AP or transfer credits, or combination of the two, may be counted for a French or Spanish major or minor.

Students wishing to transfer International Baccalaureate (IB) credit must have the official International Baccalaureate transcript filed with the registrar's office prior to course registration during the fourth semester. Students having received a score of 6 or 7 on the IB French HL exam may receive credit for FREN 202 and enroll in a 300-level class. Students having received a score of 6 or 7 on the IB Spanish HL exam may receive credit for SPAN 202 and enroll in a 300-level class.

No more than two major or one minor credit may be transferred from an approved program in French, no more than one major or minor credit in Spanish, and no more than one minor credit in Italian. To be accepted, such courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer a credit from an approved program must provide the department chair with documentation about the course for approval prior to enrolling in that program, and may be asked to present their work to the chair for evaluation upon return.

Honors and High Honors

French

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.50. After selecting a topic and adviser, the student registers for FREN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for FREN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for FREN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher) or honors (A–).

A 490-course registration must be *in addition* to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser and is normally 45 pages for honors and 75 pages for high honors.

Spanish

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.50. After selecting a topic and adviser, the student registers for SPAN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for SPAN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for SPAN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher)or honors (A–).

A 490-course registration must be *in addition* to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser in consultation with the department chair.

Study Group

Spain

The Spain Study Group operates in Santiago de Compostela and Madrid each fall semester. In order to be eligible, a student must satisfactorily complete at least one 350-level survey and SPAN 361.

The study group experience is an integral part of the Spanish program, and all qualified majors are expected to participate. Preference is given to majors and minors, but qualified non-majors are encouraged to apply.

The department has established the following policies for its study group in Madrid: two credits toward the Spanish major or minor will be earned; students must register for a full load of courses; students may not take a fifth course; all courses must be taken for a standard letter grade. Only in unusual circumstances will the department chair grant exceptions to these rules.

La Casa Pan-Latina Americana

Students have an additional opportunity for language and cultural study through residence in La Casa Pan-Latina Americana. The house provides a focal point for Latino students and a way for other students to share cultural knowledge and language skills.

Language Placement Regulations

Students wishing to continue a Romance language studied in secondary school should register for the appropriate courses indicated by the prerequisites. For help determining placement see Language Placement or Course Descriptions. Credit will not be granted to a student taking a course at a lower level than a course for which the prerequisites have been completed. Students who have taken a class at the 100 or 200 level in the department may not skip a class in the 121-202 sequence. In all matters of language placement, the department makes the final determination.

French Major

Major Requirements

A major in French is a program of study of French language and literature. It consists of a minimum of eight courses at the 300 and 400 levels.

350-Level Electives

- Two FREN courses at the 350-level are required

NOTE: These courses must be taken before any 400-level literature course. A student who has completed a 400-level course may not take a 350-level survey course.

Advanced Composition, Grammar, and Conversation

- FREN 361 - Advanced French Composition, Grammar, and Conversation
  Note: This course may be taken for major credit *on campus only*. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

- Five FREN 400-level electives:
  - two must come from the Pre-1800 (category 1) list
  - two must come from the Post-1800 (category 2) list

Pre-1800 (category 1)

Courses fulfilling this requirement have an attribute of FRPR in the course offerings.

- FREN 423 - The 18th-Century Epistolary Novel in France
- FREN 425 - Libertine Fiction of the French 18th Century
- FREN 429 - The Age of Enlightenment
- FREN 434 - Storytelling: Medieval and Early Modern Short Stories
- FREN 436 - Crossroads: Literature of Medieval and Early Modern Voyages
- FREN 481 - Special Topics in French (pre-1800)

Post-1800 (category 2)

Courses fulfilling this requirement have an attribute of FRPO in the course offerings.

- FREN 432 - Twilight Zone: The "Fantastique" in 19th-Century French Literature
- FREN 445 - Writing the Self in the 20th Century: Autobiography in French
- FREN 450 - 20th-Century French Literature
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- FREN 482 - Special Topics in French (post-1800)

Additional Regulations

The following regulations apply:

1. Only 300- and 400-level courses in language and literature may be counted.
2. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
3. No more than two departmental courses counting toward a major may be taken in any one term.
4. Independent study courses are permitted only when the 400-level distribution requirements are met.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Romance Languages and Literatures department page.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

French Minor

Minor Requirements

A minor in French consists of a minimum of six courses at the 300 and 400 levels.

350-Level Courses

- Two FREN courses at the 350-level

NOTE: These courses must be taken before any 400-level literature course. A student who has completed a 400-level course may not take a 350-level survey course.

Advanced French Composition, Grammar, and Conversation

- FREN 361 - Advanced French Composition, Grammar, and Conversation
  Note: This course may be taken for major credit on campus only. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

Courses fulfilling this requirement have an attribute of FRPR and FRPO in the course offerings.

- Three FREN 400-level electives:
  - one must come from the Pre-1800 (category 1) list
  - one must come from the Post-1800 (category 2) list

See the French Major for the Category 1 and Category 2 lists, or the course offerings for term-based options.

Additional Regulations

The following regulations apply:

1. Only 300- and 400-level courses in language and literature may be counted.
2. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.
3. No more than two departmental courses counting toward a minor may be taken in any one term.
4. Independent study courses are permitted only when the 400-level distribution requirements are met.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Italian Minor

Minor Requirements

A minor in Italian is a program of study in Italian language, literature, and culture. It consists of a minimum of six courses. At least five of these courses must be entirely in Italian at the 200, 300, and 400 level, from the list below. One must be ITAL 361 and one must be ITAL 491. No more than one elective course not taught in Italian may be counted.

Required Courses

- ITAL 361 - Advanced Grammar, Composition, and Conversation
- ITAL 491 - Independent Study

Italian Courses

Courses fulfilling this requirement have an attribute of ITLA in the course offerings.

Three or four ITAL courses from list below:

- ITAL 201 - Intermediate Italian
- ITAL 202 - Intermediate Italian: Language and Literature
- ITAL 353 - Introduction to the Study of Italian Literature: Modern and Contemporary Italian Literature
- ITAL 354 - Modern Italian Culture
- ITAL 359 - From the Page to the Screen (and Vice-Versa)

Electives

Courses fulfilling this requirement have an attribute of ITEL in the course offerings.

If only three courses taken from list above, students may use one course from the list below to complete the requirements:

- ALST 284/HIST 284 - Decolonization in Africa
- ARTH 207 - Roman Art
- ARTH 216 - Nature's Mirror: Renaissance Arts 1400-1550
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 280 - Visual Culture of Fascism
- CLAS 235 - Archaeology of Italy
- CLAS 237 - Roman History I: The Roman Republic
- CLAS 253 - Excavating Ancient Greeks and Romans in Southern Italy
- CORE C138 - Black Italy
- CORE S106 - Saving the Appearances: Galileo, the Church, and the Scientific Endeavor
- FMST 224 - Introduction to Italian Cinema
- FMST 334 - Film Festivals and Exhibitions
- HIST 102 - Europe in Crisis Since 1815
- HIST 202 - Europe in the Middle Ages, c. 300 - 1500
- HIST 331 - Medieval Italy, c. 1000 - 1500
- JWST 204 - Jewish Fiction since Holocaust
- LATN 121 - Elementary Latin I
- LATN 122 - Elementary Latin II
- LATN 123 - Intensive Elementary Latin
- LATN 195 - Elementary-Level Latin Language Abroad
- LATN 201 - Intermediate Latin I

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Languages and Literatures department catalog page.

Spanish Major

Major Requirements

A major in Spanish is a program of study of Hispanic language and literature. It consists of a minimum of eight courses at the 300 and 400 levels.

350-level Electives

- Two SPAN courses at the 350-level

NOTE: These courses must be taken before any 400-level literature course. Exceptions to this rule can be made only with the approval of the department chair.

Advanced Composition and Stylistics

- SPAN 361 - Advanced Composition and Stylistics

Note: This course may be taken for major credit on campus only. An exception is made forstudents who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

Five 400-level electives

- At least two must come from the Pre-1900 (category 1) list

Pre-1900 (category 1)

Courses fulfilling this requirement have an attribute of SPC1 in the course offerings.

Spanish majors must take at least two courses from category 1.

- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 467 - Latin American Romanticism
- SPAN 468 - Vision/Revision: Span Conquest
- SPAN 476 - Linguistic History of Spain
- SPAN 481 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises

Post-1900 (category 2)

Courses fulfilling this requirement have an attribute of SPC2 in the course offerings.

- SPAN 470 - Subject and the City: Imagined and Real
- SPAN 473 - Women and Censorship in Contemporary Spanish Novels
- SPAN 474 - Contemporary Short Fiction in Spanish
- SPAN 475 - Spanish as a Global Language
- SPAN 478 - Literature of the Caribbean
- SPAN 479 - Spanish in the United States
- SPAN 482 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises
- SPAN 485 - Latin American Novels Before the Boom (1910-1950)
- SPAN 486 - Latin American Dictatorship Theater
- SPAN 487 - Postdictatorial Transatlantic Theater
- SPAN 488 - Latin American Women Dramatists

Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for major credit *on campus only.* An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.

3. A student who has completed a 400-level course may not take a 300-level course.
4. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
5. No more than two departmental courses counting toward a major may be taken in any one term.
6. Independent study courses are permitted only when the major distribution requirements are met.
7. SPAN 490 is open only to candidates who are studying independently for honors.
8. Majors who qualify are strongly encouraged to participate in the Madrid Study Group.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Romance Languages and Literatures department page.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Spanish Minor

Minor Requirements

A minor in Spanish consists of a minimum of six courses at the 300 and 400 levels. The requirements are as follows:

Advanced Composition and Stylistics

- SPAN 361 - Advanced Composition and Stylistics

Literature Courses

- Two 300- or 400-level SPAN literature courses
- Three additional 400-level SPAN literature courses
    - Must include at least one course from Category 1 (attribute = SPC1), as described in the Spanish major

Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for minor credit *on campus only.* An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 300-level course.
4. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.

5. No more than two departmental courses counting toward a minor or may be taken in any one term.
6. No independent study courses (SPAN 291, SPAN 391, SPAN 491) may be counted toward the minor

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Theater

Faculty
Chair Godfrey *Professor* A. Giurgea, Sweeney *Associate Professors* Bass, DuComb *Senior Lecturer* S. Giurgea *Senior Lecturer,Technical Director* Burlew *Visiting Assistant Professor* Bamberger, Poston *Visiting Instructor* Aguilar

Theater predates recorded history and remains a vital mode of artistic expression in the modern world. The Department of Theater educates students in the interdisciplinary practice of theater through required courses in acting, directing, stagecraft, and stage design, as well as elective courses in playwriting, screenwriting, and dance. Students also study theater as a social and cultural institution through courses in theater history and dramatic literature. Each semester, the department mounts a major production in the University Theater, directed either by a member of the theater faculty or a distinguished guest artist. Theater courses and University Theater productions are open not only to theater majors and minors but to all students on campus.

Theater students at Colgate learn by doing in the intellectually and physically rigorous environment of studio courses, rehearsals, and public performances. The curriculum transcends the artificial split of mind and body, encouraging students to develop skills in both logic and intuition that apply to any field of endeavor. A major or minor in theater fosters students' ability to read closely, think critically, and communicate clearly -- not only through speech and writing, but also through embodied presence. Students of theater are trained to integrate analytical, physical, emotional, and interpersonal intelligence in a way that few other courses of study demand.

By making and studying theater, Colgate students act out a variety of perspectives on the world, learning to problem solve and self-start through immersion in the challenges of the creative process. Students have opportunities both to lead and to collaborate. Graduates regularly pursue successful careers not only in theater but also in communications, media, business, law, and technology. Students interested in majoring or minoring in theater should discuss their plans with an adviser, and consider courses in music, art and art history, film and media studies, English, and foreign languages and cultures to complement their theater education.

Awards

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Senior—awarded to a senior concentrator who has demonstrated extensive scholarship, daring originality, and exceptional commitment to the art of theater.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Junior—awarded to a junior concentrator or minor for their commitment and contribution to the department of theater and/or an outstanding artistic accomplishment in a curricular project.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Technical Theater— awarded to a student who has exhibited sustained commitment to technical theater and production support or an outstanding contribution in a design capacity during their time at Colgate.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Essay—awarded for the best essay written in a Department of Theater course in each academic year. Open to all class years. Nominations, which may be made by students or members of the theater faculty, are ordinarily due around March 15.

Advanced Placement

The Department of Theater does not award Advanced Placement credit.

Transfer Credit

Because transferred courses must conform in content and rigor to Colgate's curriculum, students intending to take a course in theater at another institution must discuss their plans with the department chair before enrolling. Transfer credit for a theater course taken at another college or university will be granted only by the approval of the department. The department chair grants preliminary approval for appropriate courses, which generally must resemble 300- or 400-level courses at Colgate. Upon return to campus, the student brings the course syllabus, all papers written for the course, and a transcript registering its completion to the department chair to receive final approval. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may not use a transferred course to fulfill the 400-level seminar requirement of the major.

Honors and High Honors

Seniors with an average GPA of 3.5 or above in courses counted toward the Theater major may apply to pursue an honors project. The application process for honors will be discussed in THEA 495 - Senior Seminar in Theater. Proposals for honors projects should build on the student's previous work in the Theater major. Proposals are normally due in October and must be approved by the Theater faculty.

Students pursuing an honors project are enrolled in THEA 496 - Special Studies for Honors Candidates in Theater, during the spring term of their senior year. This course will ordinarily take the form of an independent study with the supervisor of the student's honors project. THEA 496 must be taken in addition to THEA 495 and to the minimum number of courses required for the Theater major. Students must complete their honors projects by a date specified by the Department of Theater. If the Theater faculty approves a completed project for honors, the student receives a grade in THEA 496. If a student withdraws from the program, or if the final project is not approved for honors, THEA 496 is converted to THEA 491 - Independent Study, and a grade is assigned by the student's faculty supervisor. Students are awarded high honors on the basis of the quality of their chosen artistic project, thesis, and the oral presentation.

Students with further questions should contact the chair of the Department of Theater.

Preparation for Graduate Study

Students interested in graduate study should consult with their advisers early in their programs to be advised about preparation for advanced work.

Theater Major

Major Requirements

The minimum of nine courses must include the following:

Acting and Directing

All of the following:

- THEA 254 - Acting I (should be completed by the end of the sophomore year.)
- THEA 354 - Directing I

Theater History and Dramatic Literature

Courses fulfilling this requirement have an attribute of THHD in the course offerings.

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 266/ENGL 266 - Introduction to Theater History: Rituals & Revolutions
- THEA 267/ENGL 267 - Introduction to Theater History: Manifestos & New Medias

Stagecraft and Design

Courses fulfilling this requirement have an attribute of THSD in the course offerings.

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 250 - Stagecraft

  Choose one of the following:
- THEA 252 - Scenic Design
- THEA 253 - Costume Design

Electives

Courses fulfilling this requirement have an attribute of THEL in the course offerings.

Two additional full-credit courses (or the equivalent of two full credits):

- ENGL 326 - Shakespeare's Contemporaries
- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Theater for Young Audiences Workshop

- THEA 259 - Performance I: Performance Workshop
- THEA 270 - Introduction to Dance Studies
  THEA 271 - Introduction to Contemporary Dance
- THEA 273/ALST 273 - Contemporary African American Drama
- THEA 276 - Playwriting I
- THEA 321 /ENGL 321 - Shakespeare
- THEA 322/ENGL 322 - Shakespeare
- THEA 349/ENGL 349 - Global Theater
- THEA 350 - Theater Practicum
- THEA 353 - Theater, Play, and Improvisation
- THEA 355 - Acting II
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Performance for the Stage
- THEA 371 - Contemporary Dance in Performance
- THEA 376 - Playwriting II
- THEA 454 - Directing II
- THEA 491 - Independent Study
- THEA 496 - Special Studies for Honors Candidates in Theater
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history, and selected courses in music may also count towards the theater major.

Senior Seminar

- THEA 495 - Senior Seminar in Theater

Backstage or Technical Work

A total of 40 hours of backstage or technical work beyond what is required in any theater courses. The first 20 hours must be completed by the end of junior year and no more than 20 hours may be completed in a single semester.

University Theater Production

Participation in at least one University Theater production as a performer, dramaturg, designer, stage manager, assistant director, or in another capacity, as approved by the chair of the Department of Theater.

GPA Requirement

A minimum cumulative GPA of 2.00 is required in all courses counted toward the theater major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the theater department catalog page.

Theater Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Theater department catalog page.

Theater Minor

Minor Requirements

The minimum of five courses must include the following:

Acting

- THEA 254 - Acting I

Theater History and Dramatic Literature

Courses fulfilling this requirement have an attribute of THHD in the course offerings.

One course from the following:

- THEA 266/ENGL 266 Introduction to Theater History: Rituals & Revolutions
- THEA 267/ENGL 267 Introduction to Theater History: Manifestos & New Medias

Stagecraft or Design

Courses fulfilling this requirement have an attribute of THSD in the course offerings.

One course from the following:

- THEA 250 - Stagecraft
- THEA 252 - Scenic Design
- THEA 253 - Costume Design

Electives

Courses fulfilling this requirement have an attribute of THEL in the course offerings.

One additional full-credit course (or the equivalent of one full credit) from a list of approved electives:

- ENGL 326 - Shakespeare's Contemporaries
- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Theater for Young Audiences Workshop
- THEA 259 - Performance I: Performance Workshop
- THEA 270 - Introduction to Dance Studies
- THEA 271 - Introduction to Contemporary Dance
- THEA 273/ALST 273 - Contemporary African American Drama
- THEA 276 - Playwriting I
- THEA 321 /ENGL 321 - Shakespeare

- THEA 322/ENGL 322 - Shakespeare
- THEA 349/ENGL 349 - Global Theater
- THEA 350 - Theater Practicum
- THEA 353 - Theater, Play, and Improvisation
- THEA 355 - Acting II
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Performance for the Stage
- THEA 376/ENGL 376 - Playwriting II
- THEA 371 - Contemporary Dance in Performance
- THEA 454 - Directing II
- THEA 491 - Independent Study
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history (such as ARTS 221 and FMST 287), and selected courses in music may also count towards the theater major.

Senior Seminar

- THEA 495 - Senior Seminar in Theater

Backstage or Technical Work

A total of 20 hours of backstage or technical work beyond what is required in any theater courses. The first 10 hours must be completed by the end of junior year.

GPA Requirement

A minimum GPA of 2.0 is required in all courses counted toward the theater minor.

Theater Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Theater department catalog page.

Division of Natural Sciences and Mathematics

Director R. Geier

Students may consider a natural science topical major if they wish to focus their studies in disciplinary or interdisciplinary areas not encompassed by approved majors. Students may complete a topical major in marine — freshwater science or develop their own topical major. Requirements can be found on the Natural Sciences Topical Major in Marine - Freshwater Science page.

Students pursuing an individualized topical major must first discuss a possible program of study with an appropriate academic adviser, and then provide the division director with the proposed program and a rationale for this program no later than the student’s fifth term at Colgate. Requirements can be found on the Natural Sciences Topical Major page.

Students may also pursue a Physical Science Major which draws from coursework in chemistry, mathematics, and physics.

All courses in the Division of Natural Sciences and Mathematics count towards the Natural Sciences and Mathematics area of inquiry requirement, unless otherwise noted in the course description.

Honors and High Honors

Following consultation with his or her research/capstone adviser and the director of the Division of Natural Sciences and Mathematics, a student may be allowed to stand for honors in Natural Sciences following the regulations in the research/capstone adviser's department or program. The awarding of honors will be decided by faculty members from all departments or programs involved in the student's topical concentration in Natural Sciences and must be approved by the director of the Division of Natural Sciences and Mathematics.

The Division of Natural Sciences and Mathematics offers three majors and houses the departments/programs listed below:

Division of Natural Sciences and Mathematics

Click for the Division of Natural Sciences and Mathematics

Natural Sciences Topical Major

Director R. Geier

Students pursuing an individualized topical major must first discuss a possible program of study with an appropriate academic adviser and then provide the division director with the proposed program and a rationale for this program no later than the student's fifth term at Colgate.

The topical major comprises at least 10 courses that closely relate to a common theme and are complementary. Normally, eight courses must be major courses in departments within the Division of Natural Sciences and Mathematics. Five or more of these courses must be at the 300 or 400 level, and at least one must be a non-independent study, 400-level course in a science department. An overall GPA of at least 2.00 is required for the courses chosen to meet major requirements.

For more information about the division, please visit the Division of Natural Sciences and Mathematics catalog page.

Natural Sciences Topical Major in Marine - Freshwater Science

This program is particularly applicable for students who wish to take courses in both biology and geology. Students major in natural sciences, with a topical emphasis in marine science — freshwater science. Students completing this program have pursued graduate, health-related, and law degrees, as well as private and government consulting positions and nautical education. Students anticipating graduate study

should plan their course selections carefully. Interested students should see biology professors Frauendorf or McHugh, or geology professors Harpp, Harnik or Leventer.

Major Requirements

Required Courses

- BIOL 181 - Evolution, Ecology, and Diversity
- GEOL 135 - Oceanography and the Environment

- BIOL 304 - Invertebrate Zoology
  or
- GEOL 215 - Paleontology of Marine Life

Two of the Following Courses

- BIOL 182 - Molecules, Cells, and Genes
- BIOL 330 - Conservation Biology
- BIOL 335 - Freshwater Ecology
- BIOL 340 - Marine Biology

Two of the Following Courses

- GEOL 190/GEOL 190L - Evolution of Planet Earth
- GEOL 225 - Sedimentology and Surficial Processes
- GEOL 315 - Conservation Paleobiology
- GEOL 335 - Hydrology and Geomorphology
- GEOL 303 - Geochemistry
- GEOL 420 - Solid Earth Processes
- GEOL 450 - Paleoclimatology

One 400-Level Research-Focused Course

- BIOL 478 - Animal Systematics & Phylogeny
- BIOL 491 - Independent Study
- GEOL 441 - Senior Research Seminar
- GEOL 491 - Independent Study

Cognate Courses

- CHEM 111 or CHEM 101 and one of: CHEM 102 or GEOL 253 or ENST 345.
- An additional year of cognate courses (two courses) in chemistry or one year of cognate courses (two courses) from mathematics or physics. BIOL 320 - Biostatistics may be substituted for MATH 105 - Introduction to Statistics as one of two courses in mathematics.

Field Experience

One field experience at a marine or freshwater science station. In consultation with their major advisers, students are encouraged to seek off-campus opportunities where they can be engaged in field work.

Additional Information

A semester's course equivalence (two or three courses such as marine ecology, aquatic ecology, geological oceanography, etc.) on an approved off-campus study program or at a marine or freshwater station may be substituted for some of the above courses when approved by an evaluating committee representing both the biology and geology departments. Students must petition the evaluating committee for approval once they are accepted at a marine or freshwater station, prior to actual enrollment in the courses.

Natural Sciences and Mathematics Division

For more information about the division, please visit the Division of Natural Sciences and Mathematics catalog page.

Physical Science Major

Adviser B. Parks

Students taking courses in chemistry, mathematics, and physics who do not wish to major in only one of them should consider a physical science interdisciplinary major.

Major Requirements

The major consists of thirteen courses divided among the three subjects (chemistry, math, and physics) as follows:

Required Courses

It is recommended that students complete these by the end of the sophomore year.

- CHEM 101 - General Chemistry I
- CHEM 102 - General Chemistry II
- MATH 161 - Calculus I
- MATH 162 - Calculus II
- MATH 163 - Calculus III
- PHYS 131 - Atoms and Waves
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Intro Electricity & Magnetism

Additional Courses

Students also complete five more courses in chemistry, mathematics, physics, or astronomy, which must be approved by the major adviser:

- One must be a chemistry course
- One must be a physics or astronomy course

- Three must be at the 300 level or higher

Stipulations

- Students who receive Colgate credit, either through advanced placement or through transfer credit, for any courses that would normally count toward the major are allowed to apply that credit toward the major.
- The requirement for completing CHEM 101 and CHEM 102 may be replaced by completion of CHEM 111. Students who are placed by the mathematics department into a higher-level calculus course are exempted from the requirement for a lower level calculus course(s) (e.g. a student placed into MATH 162 is exempted from the requirement to complete MATH 161). Students who enroll in PHYS 232 without receiving credit for PHYS 131 are required to enroll in one additional physics class beyond those required for the major.

Natural Sciences and Mathematics Division

For more information about the division, please visit the Natural Sciences and Mathematics division catalog page.

Biology

Faculty
Professors Ay, Belanger, Cardelús, Frey, Hagos, Holm *(Chair)*, Hoopes, Ingram, McCay, McHugh, Meyers, Watkins *Associate Professors* Jimenez, Taye, Van Wynsberghe *Assistant Professor* Frauendorf, McMillan *Laboratory Instructors* LaFave, Schult *Visiting Assistant Professor* Greenwich, Klawitter

A major in biology is the traditional undergraduate preparation for students planning to pursue career interests in the biological or health-related sciences. Although the majority of majors ultimately pursue careers in the life sciences, a significant number of individuals with other career interests choose the major within the liberal arts context. The department's majors are found today in positions of responsibility in many fields outside the life sciences, including business, theology, law, and the performing arts. Biology majors who are interested in pursuing a career in elementary or secondary school teaching should refer to Educational Studies.

Students expecting to attend graduate or professional schools are reminded that these schools frequently recommend or require calculus, statistics, computer science, chemistry (typically through organic), and a year of physics as cognates to the biology major.

Awards

The Oswald T. Avery Award — awarded by the department in honor of Dr. Oswald T. Avery, who graduated in the class of 1900 and subsequently made major research discoveries in molecular biology at the Rockefeller Institute. The award is given each year to one or more senior majors in molecular biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Raymond J. Myers Award — awarded by the department in honor of Professor Raymond J. Myers, who taught biology at Colgate from 1934 to 1972. The award is given each year to one or more senior majors in biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Christopher Oberheim Memorial Award — established as an award for a biology student chosen by the faculty on the basis of showing great promise in research, as evidenced by previous work.

Advanced Placement Policy

An incoming student who submits an AP grade of 4 or 5 will receive credit for BIOL 101. This course can be counted as a 100-level elective course. Students with AP credit are encouraged to enter the department's curriculum with BIOL 181 or BIOL 182.

Honors and High Honors

A student may be allowed to stand for honors or high honors in the department following approval of their research adviser. Both honors and high honors in biology require an overall GPA of 3.30 in courses counted toward the major, a demonstrated deep commitment to research in biology, an oral presentation to the department, and a review paper, and a research paper submitted to the research adviser and one additional reader. The research project evaluated for honors must be based on at least one (honors) or two (high honors) semesters or summers of research. The awarding of honors and high honors will be decided by the faculty in consultation with the adviser and honors committee and will be based on the demonstrated commitment to research and the quality of the research project, the thesis, and the oral presentation. Research projects submitted for honors or high honors must be carried out on campus or on the Bethesda Biomedical Research study group or Singapore Exchange Program.

International Exam Transfer Credit

Transfer credit may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Transfer Credit

A maximum of two biology course credits transferred from other institutions may be applied toward major requirements. Students who intend to transfer a course must supply the department chair with a course description and a course syllabus for evaluation prior to taking the course. Students transferring to Colgate with upper-class standing may petition the department for permission to transfer a third course. Courses taken on Colgate Study Groups are approved in the same manner as other non-Colgate courses, but they are not included in the total transfer credit limit. Courses transferred into the major from other institutions cannot be counted toward the lab-course requirement.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in biology who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Related Majors

Molecular Biology

The major in molecular biology is designed for students who are interested in biology at the molecular level and who wish to take courses in both biology and chemistry. For further information, contact Professors Ay, Belanger, Hagos, Holm, Hoopes, McMillan, Meyers, Taye, or Van Wynsberghe. Program requirements are described under Molecular Biology Major.

Environmental Biology

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment. For further information, contact Professors Cardelús, Frauendorf, Frey, Ingram, McCay, or Watkins. Program requirements are described under Environmental Biology Major.

Natural Sciences Topical Major in Marine - Freshwater Science

This topical major is offered with the cooperation of the geology department through the Division of Natural Sciences and Mathematics. This program is particularly applicable for students who wish to take courses in both biology and geology. For further information, contact Professors Frauendorf or McHugh. Program requirements are described under Natural Sciences Topical Major in Marine - Freshwater Science.

Mathematical Systems Biology Minor

This minor is affiliated with the Department of Mathematics and is designed for students interested in how mathematics can be applied to the study of living systems. For further information, contact Professor Ay or the chair of either Biology or Mathematics. Minor requirements are described under Mathematical Systems Biology Minor.

Other majors and minor

Certain courses in biology count toward majors in biochemistry, geology, and neuroscience, and the geology minor. (See chemistry, geology, and psychology listings in this chapter.)

Study Groups

Australia Study Group (fall term)

An opportunity for junior majors in environmental biology to expand their environmental studies at the University of Wollongong, one hour south of Sydney.

Australia Study Group (spring term)

An opportunity for junior science majors to study at the University of Wollongong, one hour south of Sydney.

Bethesda Biomedical Research Study Group (fall term)

An opportunity for juniors and seniors interested in careers in the biomedical sciences to spend a research-intensive semester at the National Institutes of Health or Uniformed Services University of the Health Sciences in Bethesda, Maryland.

Singapore Exchange (fall term)

An opportunity for sophomore and junior natural science majors to study at the National University of Singapore while being immersed in the rich culture and history of Southeast Asia.

Ireland Study Group (spring term)

An opportunity for junior science majors to study at University of Galway.

Extended Study

The biology department also offers international extended study courses and encourages participation in Colgate approved off-campus study programs.

For more information, see Off-Campus Study.

Biology Major

The Department of Biology offers a major program designed to provide students with a common conceptual foundation through two required courses and an opportunity to pursue breadth and specialization through an extensive selection of elective course offerings, seminars, and research tutorials. Questions about requirements may be directed to the department chair.

Major Requirements

The major program consists of the following requirements:

Required Biology Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
  Both courses and their credit bearing laboratory components must be completed with a grade of C- or better.

Required Chemistry Courses

General Chemistry sequence:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

  or, if eligible, the following course may be substituted for the above sequence:

- CHEM 111 - Chemical Principles and CHEM 111L

Process of Biology

Courses fulfilling this requirement have an attribute of BIPB in the course offerings.

One course with lab from the following list:

- BIOL 201 - Evolution and BIOL 201L
- BIOL 202 - Genetics and BIOL 202L
- BIOL 203 - Ecology and BIOL 203L
- BIOL 204 - Molecular Biology and BIOL 204L
- BIOL 205 - Cell Biology and BIOL 205L
- BIOL 206 - Organismal Biology and BIOL 206L

Five Electives

- One elective can be at any level.
- The four remaining electives must be numbered 300 or higher and two must have a lab component.
- Research-based courses numbered 470 or higher may not count as electives toward the major.
- GEOL 215 also serves as an elective biology course.

Research Tutorial Experience

- A one-credit research experience, normally satisfied with a research tutorial (a course numbered BIOL 470-490).
- Research on the Bethesda Biomedical Research study group (BIOL 393 and BIOL 493) may be used to satisfy this requirement.
- UROPS courses taken at the National University of Singapore (NUS) may be used to satisfy this requirement. With prior approval by the biology department, research conducted while participating in the Trudeau Institute Approved Program may be used to satisfy this requirement.
- With prior approval by the biology department, a senior-level independent study course or capstone experience in another department may be used to fulfill the research requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Biology department page.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Biology Minor

Minor Requirements

A student may plan a minor program in biology in consultation with a member of the department staff.

Five Biology Courses

Five biology courses are required, with the following stipulations:

- only one can be numbered BIOL 102 or lower
- at least one course must be at the 300- or 400-level

The policies regarding minimum grade requirements established for a major apply to the minor program as well.

Applying transfer credit to the minor

A student entering Colgate as a first-year student may apply for transfer credit toward the minor for one course taken at another institution. A student transferring from another institution with junior or senior standing may petition for transfer credit for a second course toward the minor.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Molecular Biology Major

Director B. Hoopes

This program is intended for students who are interested in biology at the molecular level and who wish to take several courses in both biology and chemistry. Interested students should see biology professors Ay, Belanger, Hagos, Holm, Hoopes, Meyers, Taye, or Van Wynsberghe.

Major Requirements

Course requirements are described below.

Biology

Requried Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
  Both courses and their credit bearing laboratory components must be completed with a grade of C- or better.

Process of Biology

Courses fulfilling this requirement have an attribute of MBPB in the course offerings.

One course from the following:

- BIOL 202 - Genetics and BIOL 202L
- BIOL 204 - Molecular Biology and BIOL 204L
- BIOL 205 - Cell Biology and BIOL 205L

Three Electives

One elective can be at any level. Of the two remaining electives, one must be numbered 300 or higher and one must be numbered 330 or higher. One of these two 300-level courses must have a laboratory component. Only one research-based course numbered 470 or higher can count toward the major.

Molecular Biology Electives

Research Tutorial Experience

Research Tutorial Experience

- A one-credit research experience, normally satisfied with a research tutorial (a course numbered BIOL 470-490).
- Research at the Bethesda Biomedical Research as part of the Colgate Study Group (BIOL 393 or BIOL 493) may be used to satisfy this requirement.
- UROPS courses taken at the National University of Singapore (NUS) may be used to satisfy this requirement. With prior approval by the biology department, research conducted while participating in the Trudeau Institute Approved Program may be used to satisfy this requirement.
- With prior approval by the biology department, a senior-level independent study course or capstone experience in another department may be used to fulfill the research requirement.

Cognate Courses

Chemistry

Chemistry

General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
  or, if eligible, the following course may be substituted for the above sequence:
- CHEM 111 - Chemical Principles and CHEM 111L

All of the Following

- CHEM 263 - Organic Chemistry I
- CHEM 264 - Organic Chemistry II
- CHEM 353 - Proteins and Nucleic Acids

Cognate Courses

Math or Computer Science Course

- one course in mathematics or computer science (except COSC 100 or COSC 150). The math course requirement may be met by taking BIOL 320 - Biostatistics.

Physics Sequence

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Biology department page.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Chemistry

Faculty
Professors Chianese, Geier, Nolen *Associate Professor* Keith (*Chair*), Goldberg, Perring *Assistant Professors* Hu, Muller, Peeler, Sanders *Visiting Assistant Professor* Shopov *Senior Laboratory Instructors* Chanatry, Jue, Sims *Lecturers* Dunckel, Woods

A major in chemistry or biochemistry is suitable for students who wish to prepare for careers in the chemical profession or in the related fields of life, health, or earth sciences. Many graduates go on to advanced programs in biochemistry, chemistry, environmental sciences, chemical physics, pharmacology, medicine, dentistry, or veterinary medicine. Recent chemistry and biochemistry students have also pursued careers in law, business, teaching, and other fields.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in chemistry who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Awards

The Haskell Schiff Memorial Prize — given to the member of the first-year class who seems to show the most promise for a career in physical chemistry.

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Lawrence Chemical Prizes — established in honor of G.O. Lawrence of Buenos Aires by Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded to two students for excellence in chemistry. The Elmer R. Trumbull Endowment, established in 1985 through the generosity of Elmer R. Trumbull, Professor of Chemistry at Colgate University, supports the Lawrence Prize.

The McGregory Fellowship in Chemistry —awarded annually to a member of the graduating class or to an alum of not more than two years' standing, who is considered most worthy. The holder of this fellowship shall continue the study of chemistry for the doctoral degree and may be reappointed annually until receiving the degree; but ordinarily not for more than three years.

The Roy Burnett Smith Prize in Chemistry — established in 1959 in honor of the late Professor Roy B. Smith, a member of the Department of Chemistry 1899–1940. The award is made annually at the discretion of the department to a student majoring in chemistry.

The Thurner Prize — established by Professor Emeritus Joseph J. Thurner to encourage research by chemistry students, and awarded annually for the best honors thesis or equivalent paper based on laboratory or other research, written by a senior major in chemistry and/or biochemistry.

The American Chemical Society's Division of Biological Chemistry Undergraduate Award in Biochemistry or Chemical Biology — established by the American Chemical Society's Division of Biochemistry and Chemical Biology to recognize a graduating senior who displays a significant aptitude for biochemistry or chemical biology and to encourage further interest in the field.

The American Chemical Society's Division of Inorganic Chemistry Undergraduate Award in Inorganic Chemistry — established by the American Chemical Society's Division of Inorganic Chemistry to recognize achievement by undergraduate students in the field of inorganic chemistry and to encourage further study in the field.

The American Chemical Society's Division of Organic Chemistry Undergraduate Award in Organic Chemistry — established by the American Chemical Society's Division of Organic Chemistry to recognize a senior student who displays a significant aptitude for organic chemistry and to encourage further interest in the field.

The American Chemical Society's Division of Analytical Chemistry Undergraduate Award in Analytical Chemistry — established by the American Chemical Society's Division of Analytical Chemistry to encourage student interest in analytical chemistry and to recognize students who display an aptitude for a career in the field.

T*he American Chemical Society's Division of Physical Chemistry Undergraduate Award in Physical Chemistry* — established by the American Chemical Society's Division of Physical Chemistry to recognize outstanding achievement in physical chemistry, and to encourage further pursuits in the field.

Advanced Placement

Students may replace the normal, two-semester, introductory chemistry sequence (CHEM 101 and CHEM 102) with a one-semester course (CHEM 111) if they meet one of the following minimum criteria: a score of 4 on the Advanced Placement (AP) chemistry exam, a score of 6 or 7 on the higher level international baccalaureate (IB) chemistry exam, a score of 650 on the SAT II chemistry exam, or a grade of A or B on the British A-level exam. Students choosing this course are encouraged to take CHEM 212 in the spring of their first year, providing an early start into the chemistry major. Exceptionally well-prepared students from other pre-matriculation programs should consult with the department chair regarding advanced standing.

Students may also receive course credit (CHEM 100) for an AP score of 4 or 5 or British A-level grade of A or B.

Honors and High Honors

Honors and High Honors in Biochemistry

Honors in biochemistry may be awarded on the same basis as honors in chemistry (see below), except that a student must have at least an overall GPA of 3.00 and a combined GPA of at least 3.00 in all chemistry, biology, physics, and mathematics courses taken.

Honors and High Honors in Chemistry

Honors in chemistry may be awarded to majors who accumulate an overall GPA of at least 3.00 and a combined GPA of at least 3.00 in all chemistry, mathematics, and physics courses taken; complete approved honors projects; and present the results of their projects in both a written thesis and an oral defense to the department. The decision to award honors, high honors, or neither is based on the quality of the honors project, the quality of its presentation and defense, and other evidence of distinction.

Transfer Credit

Transfer students generally receive credit for satisfactorily completed chemistry courses taken at other institutions that correspond to courses at Colgate. The department considers such transfer credits individually, and students should provide information about the courses (syllabi, catalog statements, lab notebooks, textbooks, etc.) to the department chair for consideration. These arrangements should be made well before beginning classes at Colgate.

Matriculated Colgate students may receive credit for chemistry courses taken at other colleges/universities. Summer courses must meet several criteria established by the department concerning the course content,

the length of the course, and the number and length of class and laboratory meetings. Students considering transferring credit to Colgate for a summer chemistry course should obtain a copy of the department's criteria for an acceptable course, discuss the course with the department chair, and *receive approval before taking the summer course*. Final acceptance of the transfer credit is contingent upon satisfactory performance on a competency exam; the department administers this exam prior to the drop/add period for the fall term immediately following the summer course.

Other International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., International Baccalaureate, Abitur) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair.

Summer Research Opportunities

Colgate's chemistry department has a rich summer research program and there are numerous summer research opportunities at university, government, and private labs around the country. It is recommended that chemistry and biochemistry majors participate in a full-time research experience before they graduate, in addition to the required year of senior research (CHEM 481/CHEM 482). Students receive stipends, and campus housing is available at reduced rates.

Recommendations

Students wishing to earn an American Chemical Society certified bachelor's degree in chemistry or biochemsitry are required to take five foundational and four advanced courses, while also meeting laboratory and content requirements as specified by the ACS. Students must consult with their advisor to ensure that course coverage meets current ACS standards.

MATH 163 and MATH 214 are recommended for students considering graduate study in physical or theoretical chemistry, physical or theoretical biochemistry, or biophysics.

Study Groups

Colgate sponsors several off-campus study groups especially appropriate for majors in chemistry and biochemistry, including the following:

- **Australia II Study Group** at the University of Wollongong
- **Bethesda Biomedical Research** in Bethesda, Maryland
- **Singapore Exchange** at the National University of Singapore
- **Ireland Study Group** at the University of Galway

For more information, consult with the department chair and see Off-Campus Study.

Biochemistry Major

Major Requirements

The major program consists of the following requirements:

All of the Following

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L (usually taken by the sophomore year)
- BIOL 361 - Biochemistry of Gene Expression (certain 300- or 400-level BIOL courses may be substituted with approval from chemistry department chair)
- CHEM 101 - General Chemistry I and CHEM 101L (usually completed in the first year)
- CHEM 102 - General Chemistry II and CHEM 102L (usually completed in the first year)
- CHEM 263 - Organic Chemistry I and CHEM 263L (usually completed in the sophomore year)
- CHEM 264 - Organic Chemistry II and CHEM 264L (usually completed in the sophomore year)
- CHEM 336 - Physical Chem-Life Sciences (in rare cases, CHEM 333 or CHEM 334 may be substituted with department chair approval)
- CHEM 353 - Proteins and Nucleic Acids
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 481 - Advanced Chemistry Research (research conducted by biochemistry majors while participating in Colgate's Bethesda Biomedical Research in the fall of their senior year fulfills this requirement.)
- CHEM 482 - Advanced Chemistry Research (usually completed in the spring of senior year)

  Note: CHEM 111/CHEM 111L, a one-term course designed for the well-prepared student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and facilitates an early entry into CHEM 212/CHEM 212L

Chemistry Electives

Courses fulfilling this requirement have an attribute of BCEL in the course offerings.

One of the following:

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 371 - Instrumental Methods

Integrated Laboratory Course

Courses fulfilling this requirement have an attribute of BCIL in the course offerings.

At least one of the following CHEM 380-series integrated laboratory courses:

- CHEM 381 - Practical Quantitative Analysis
- CHEM 382 - Molecular Spectroscopy
- CHEM 384 - Molecular Dynamics
- CHEM 387 - Special Topics: Structure and Analysis

Half-Semester Courses

Courses fulfilling this requirement have an attribute of BCHS in the course offerings.

At least one course credit from the half-semester courses:

- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 458 - Bioorganic Chemistry
- CHEM 468 - Medicinal Chemistry

Note

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

Additional Requirements

Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

  MATH 161 is the recommended starting point for students with minimal secondary school calculus experience.
- MATH 214 - Linear Algebra

Physics Sequence

One course in Classical Mechanics and one course in Electricty and Magnetism (usually taken by the sophomore year):

Classical Mechanics

One course from the following:

- PHYS 111 - Fundamental Physics I and PHYS 111L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L

Electricity and Magnetism

One course from the following:

- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry and biology courses (and associated labs) chosen to meet major requirements.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Chemistry department page.

Recommendations

Those who wish to major in biochemistry normally take CHEM 101/CHEM 101L and CHEM 102/CHEM 102L (or CHEM 111/CHEM 111L) and the necessary math courses in the first year. The standard sophomore courses are CHEM 263/CHEM 263L and CHEM 264/CHEM 264L, plus the year of introductory physics or BIOL 182/BIOL 182L. Typically, juniors will take CHEM 353 and CHEM 385 in the fall or spring semester, and CHEM 336 in the spring semester. Students can elect to take either CHEM 371/CHEM 381 in the fall term or CHEM 214 and a CHEM 380-series integrated laboratory course CHEM 382, CHEM 384, or CHEM 387 in the junior year. Seniors take CHEM 481, CHEM 482 along with one course credit from CHEM 452, CHEM 454, CHEM 456, CHEM 458, or CHEM 468.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Chemistry Major

Major Requirements

The major program consists of the following requirements:

All of the Following

- CHEM 101 - General Chemistry I and CHEM 101L (usually completed in the first year)
- CHEM 102 - General Chemistry II and CHEM 102L (usually completed in the first year)
- CHEM 263 - Organic Chemistry I and CHEM 263L (usually completed in the sophomore year)
- CHEM 264 - Organic Chemistry II and CHEM 264L (usually completed in the sophomore year)
- CHEM 333 - Physical Chemistry I (usually completed in the fall of junior year)
- CHEM 334 - Physical Chemistry II (usually completed in the spring of junior year)
- CHEM 371 - Instrumental Methods (usually completed in the fall of junior year)

- CHEM 381 - Practical Quantitative Analysis (usually completed in the fall of junior year)
- CHEM 382 - Molecular Spectroscopy
- CHEM 481 - Advanced Chemistry Research (research conducted by chemistry majors while participating in Colgate's Bethesda Biomedical Research in the fall of their senior year fulfills this requirement.)
- CHEM 482 - Advanced Chemistry Research (usually completed in the spring of senior year)

  CHEM 111/CHEM 111L, a one-term course designed for the well-prepared first-year student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and facilitates an early entry into CHEM 212/CHEM 212L.

Integrated Laboratory

Courses fulfilling this requirement have an attribute of CHIL in the course offerings.

At least one from the following (usually taken in the junior year):

- CHEM 384 - Molecular Dynamics
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 387 - Special Topics: Structure and Analysis

Electives

At least two course credits, *including at least one full-semester course* from:

Full-Semester Courses

Courses fulfilling this requirement have an attribute of CHEL in the course offerings.

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 353 - Proteins and Nucleic Acids

Half-Semester Courses

Courses fulfilling this requirement have an attribute of CHHS in the course offerings.

- CHEM 413 - Molecular Symmetry
- CHEM 415 - Organometallic Chemistry
- CHEM 431 - Molecular Modeling/Simulation
- CHEM 440 - Materials Chemistry
- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 458 - Bioorganic Chemistry
- CHEM 461 - Organic Reaction Mechanisms
- CHEM 464 - Organic Synthesis
- CHEM 468 - Medicinal Chemistry
- CHEM 477 - Environmental Chemistry

Note:

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

Additional Requirements

Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

  MATH 161 is the recommended starting point for students with minimal secondary school calculus experience.
- MATH 214 - Linear Algebra

Physics Courses

One course in Classical Mechanics and one course in Electricty and Magnetism (usually taken by the sophomore year):

Classical Mechanics

One course from the following:

- PHYS 111 - Fundamental Physics I and PHYS 111L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L

Electricity and Magnetism

One course from the following:

- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Chemistry department page.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Chemistry Minor

Minor Requirements

The minor program consists of the following requirements:

General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

  or, if eligible, the following course may be substituted for the above sequence:
- CHEM 111 - Chemical Principles and CHEM 111L

All of the Following

- CHEM 263 - Organic Chemistry I and CHEM 263L
- Three additional course credits obtained from full- or half-semester chemistry courses at the 200, 300, or 400 level

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Computer Science

Faculty
Professor Sommers *Associate Professors* Gember-Jacobson (*Chair*), Fourquet, Ramachandran *Assistant Professors* Apthorpe, Davis, Diana, Haldeman, Prasad, Wen *Visiting Assistant Professors* Perkins *Laboratory Instructors* Cucura, Lyboult, Valete

Computer science is the study of algorithmic processes and the machines that carry out these processes. Computer science is a mix of theory, application, design, and experiment. Theory addresses questions about the nature and limits of computation, the abstract properties of machine models, the complexity of algorithms, and the formalization of programming languages. Applications include machine and systems design, the design and implementation of programming languages, artificial intelligence, networks, graphics, and simulation. An important aspect of computer science is the development of methods for the systematic design of large systems in hardware and software. Both applications and theoretical issues must be tested experimentally.

The computer science major prepares students either for graduate study in computer science or for a variety of professional careers. The computer science minor and the major in computer science/mathematics prepare students for professions in which computer science overlaps significantly with another discipline.

Awards

The Award for Excellence — awarded by the department to a student on the basis of outstanding academic performance in coursework taken within the department.

The Laura Sanchis Award for Excellence in Research — awarded by the department to a student on the basis of outstanding research performed within the department.

The Award for Outstanding Contribution to the Computer Science Community — awarded by the department to a student who has made outstanding contributions to the students and faculty in computer science. This may reflect outstanding work as a laboratory tutor and monitor, work on developing software used by students and faculty, work on maintaining the hardware and software in the computer science laboratories, or academic leadership in the department.

The Edward P. Felt '81 Memorial Prize Fund in Computer Science — established in 2001 by family, friends, classmates, and professors. This is an annual prize created in memory of Ed Felt '81, who died aboard the September 11, 2001, flight that went down in western Pennsylvania. This prize shall be awarded with first preference given to a student or students who exhibit excellence in the field of computer science.

Advanced Placement

The department grants advanced placement and credit to students who perform satisfactorily on the College Entrance Examination Board Advanced Placement (AP) exam for computer science as follows: students receiving scores of 4 or 5 on the AP Computer Science A exam receive credit for COSC 101 and scores of 4 or 5 on the AP Computer Science Principles exam receive general credit at the 100 level. Other students with sufficient secondary school background in computer science may receive advanced placement without credit after consultation with the department chair. Transfer credit for a computer science course taken at another college or university will be granted only by the approval of the department. In total, at most three course credits transferred from other institutions may be applied toward major requirements. For each approved program, a maximum of two credits may count toward major requirements, with some exceptions

for programs that have a computer science focus. The credit limit does not include associated labs, if applicable.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Honors and High Honors

Computer Science

The requirements for earning honors in computer science are as follows:

1. An overall GPA of 3.30 or higher, and a major GPA of 3.50 or higher;
2. Satisfactory completion of COSC 492, which entails completing a novel and significant independent project that either advances the field of computer science or synthesizes computer science concepts and technologies to benefit specific communities;
3. The project completed in COSC 492 is evaluated by the Computer Science faculty and meets the standards for honors.

A student whose completed project exceeds the expectations for honors according to the Computer Science faculty will be awarded high honors.

For more information about the process and expectations, please visit the Department of Computer Science website.

Computer Science/Mathematics

Students who graduate with an average of 3.30 overall average and a 3.50 average in the major program will receive honors. A student with an average of 3.70 in the major courses may submit a senior research thesis. A committee of three members of the faculty, including at least one from each department, will evaluate the thesis. A student who completes a satisfactory thesis will receive high honors.

Computer Science Major

Major Requirements

The computer science major consists of 8 courses, starting with COSC 102. Foundational and elective courses at the 200-level prepare students for electives at the 300- and 400-levels. The requirements for the major are as follows:

Preparatory Courses

- COSC 101 - Introduction for Computing I and COSC 101L or equivalent experience (usually completed in the first year)

Required Courses

- COSC 102 - Intro to Computing II and COSC 102L (completed by the end of the sophomore year)
- COSC 202 - Data Structures and Algorithms and COSC 202L
- COSC 208 - Introduction to Computer Systems and COSC 208L
- COSC 290 - Discrete Structures and COSC 290L

Electives

Courses fulfilling this requirement have an attribute of COSE in the course offerings.

- Four COSC courses at the 200, 300 or 400 level
    - No more than two may be at the 200 level
    - At least one must be at the 400 level
    - Independent Studies (COSC 291, COSC 391, COSC 491, and COSC 492) are not counted toward this requirement.

GPA Requirement

A minimum average GPA of 2.00 in the COSC courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Computer Science department page.

Major Declaration

Students must complete COSC 102 prior to declaring the major. Students desiring to declare a major while enrolled in COSC 102 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Computer Science Minor

Minor Requirements

The requirements for the minor are as follows:

Required Courses

- COSC 102 - Intro to Computing II and COSC 102L
- 4 COSC courses at the 200, 300, or 400 level

Additional Stipulations

- At least one course must be at the 300 or 400 level.
- Independent Studies (COSC 291, COSC 391, COSC 491) do not count toward this requirement.

GPA Requirement

A minimum average GPA of 2.00 in the COSC courses chosen to meet the minor requirements is necessary to satisfy the major.

Minor Declaration

Students must complete COSC 102 prior to declaring the minor. Students desiring to declare a minor while enrolled in COSC 102 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Computer Science/Mathematics Major

Major Requirements

Preparatory Courses

The following courses do not fulfill the computer science/mathematics major requriements, but serve as prerequisites to some of the required courses for the major. Students should expect to take them or have equivalent experience before proceeding to the required courses.

- MATH 161 - Calculus I
- MATH 162 - Calculus II
- COSC 101 - Introduction for Computing I
- COSC 102 - Intro to Computing II

Required COSC courses

- COSC 202 - Data Structures and Algorithms and COSC 202L

- COSC 208 - Introduction to Computer Systems and COSC 208L
- COSC 290 - Discrete Structures and COSC 290L

COSC Electives

Courses fulfilling this requirement have a subject code of COSC and an attribute of CMEL in the course offerings.

- One COSC course at the 200, 300, or 400 level
- One additional COSC course at the 400 level
- Independent studies (COSC 291, COSC 391, COSC 491, and COSC 492) do not count toward this requirement

Required MATH courses

- MATH 163 - Calculus III
- MATH 250 - Number Theory & Math Reasoning
- MATH 375 - Abstract Algebra I

MATH Electives

Courses fulfilling this requirement have a subject code of MATH and an attribute of CMEL in the course offerings.

One of the following:

- MATH 302 - Systems Biology
- MATH 310 - Combinatorial Problem Solving
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 489 - Axiomatic Set Theory
- MATH 410 - Ramsey Theory
- MATH 416 - Mathematical Statistics
- MATH 450 - Number Theory II
- MATH 481 - Investigations in Computational Biology
- MATH 485 - Abstract Algebra II
- MATH 499 - Mathematical Logic

GPA Requirement

A minimum average GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Computer Science department page.

Major Declaration

Students must complete COSC 102 and MATH 162 prior to declaring the major. Students desiring to declare a major while enrolled in COSC 102 or MATH 162 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Earth and Environmental Geosciences

Faculty
Professors Harpp, Leventer, Peck, Wong *Associate Professors* Adams *(Chair)*, Harnik, Levy *Visiting Assistant Professor* Lynch *Senior Lecturers* Keller, Koleszar

The Earth and environmental geosciences explore Earth's natural systems and environments: its rocky surface and interior, its liquid hydrosphere and icy cryosphere, its climate and atmosphere, and the co-evolution of the biosphere and the planet. Geoscience is a multidisciplinary field of study aimed at understanding the physical and chemical nature of the Earth, the evolution and impact of life on our planet, and how global processes operate now, in the past, and in the future. The discipline combines the scientific study of Earth materials, such as minerals, rocks, and fossils, as well as planet-scale processes uncovered through Earth-observing data derived from satellites, geophysical instruments, and models. An important focus of the field is how past and present-day ecosystems and environments have been shaped by and continue to change due to plate tectonics, volcanism, mountain building, climate change, evolution, and human activity.

Introductory courses are designed to contribute significantly to a liberal arts education and an understanding of Earth and the environment. Advanced courses are more specialized and provide the highest possible level of general and pre-professional training for majors.

Students in the department of Earth and Environmental Geosciences pursue a Geology or Environmental Geology concentration that prepares them to pursue careers in the geological and environmental sciences, business, and education, as well as government and public service. Upon graduation, many majors attend graduate school in geology, hydrology, oceanography, environmental sciences, and environmental policy and law. Other graduates go directly into a wide spectrum of employment situations, including business, environmental consulting, teaching, administration in schools and museums, and mineral resources and petroleum-related jobs.

Students interested in pursuing graduate school in the geosciences should note that some graduate schools expect applicants to have supplemented their undergraduate geology courses with introductory calculus, chemistry, and physics or biology. The Earth and Environmental Geosciences department encourages all majors to take these courses; they are required for honors in geology.

Teacher Certification

The Department of Educational Studies offers a teacher education program for Geology or Environmental Geology majors who are interested in careers in elementary or secondary school teaching. Please refer to Educational Studies .

Awards

The Award for Excellence in Geoscience — awarded annually by the department to the student who best demonstrates a combination of excellence in the classroom and creativity and perseverance in research.

The Robert M. Linsley Prize for Excellence in Geology — awarded mid-way through the junior year to a rising senior who has demonstrated the promise and potential for leadership and excellence in earth science scholarship and research. The prize is to be given by consensus of the geology department faculty to a student who plans to pursue earth sciences as a career, with preference given to a student with an interest in paleontology, historical geology, and stratigraphy/sedimentation. In selecting the awardee, emphasis is to be placed on a balance of leadership, research, and communication/teaching interests, in Bob's spirit.

The Norma Vergo Prize in Geology — established as an award to a geology major who, as determined by the faculty of the geology department, significantly contributes to the spirit of excellence among fellow students in the department.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in 2012 in memory of Kevin Williams '10 to provide stipend support for one or more geology and/or geography majors to study abroad.

Advanced Placement

An incoming student who submits an AP Environmental Science score of 4 or 5 will receive credit for GEOL 101. This course can be counted as a 100-level elective course towards the Geology major. Students with AP credit are encouraged to enter the department's curriculum with GEOL 190.

Transfer Credit

The department allows two courses to be transferred for credit toward the major and one course towards the minor, with prior approval of the courses by the department.

Honors

All geology and environmental geology majors are encouraged to consider the advantages and challenges of undertaking honors in geology. A GPA of 3.20 or higher in the five core courses (GEOL 190 , GEOL 201 , GEOL 215 , GEOL 225 , and GEOL 235), plus the two required 400-level courses are required for a student to become eligible for honors. In addition, at least six full-credit courses in biology, chemistry, mathematics, or physics must be taken to become eligible for honors. GEOG 245 can be taken in place of one of these six courses.

Honors candidates must also complete a year-long senior thesis, which represents the culmination of a research project that typically begins during the summer before the senior year and continues during the fall and spring terms of the senior year. The written thesis must be completed and orally presented by the end of

the spring semester. Following the defense, and with the recommendation of the thesis committee, the Earth and Environmental Geosciences faculty will vote to award honors. Awarding the distinction of honors is based primarily on the quality of the written thesis but will also include an overall assessment of the student's academic record. Students who may be eligible for honors will be notified in the spring of the junior year by their academic adviser.

Related Majors

- Environmental Geology Major
- Astrogeophysics Major
- Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major
  Topical Concentration: Marine — Freshwater Science is offered with the cooperation of the biology department through the Division of Natural Sciences. This major is intended for students who are interested in aquatic sciences and who wish to major in both biology and geology while preparing for certain teaching, museum, and technical positions, and for selected graduate studies programs.

Field Courses

The department offers two summer field courses. GEOL 120 The Geology of America's Parks (Extended Study) is designed for introductory level students and includes a two- to three-week field component. GEOL 320 - Techniques of Field Geology is designed for junior and senior majors; occasionally sophomores with strong geoscience preparation also participate. The course lasts for five weeks and examines classic geologic areas in such locations as Colorado, Wyoming, Idaho, and the northeastern United States. The course is shown as a summer course on the student's transcript. Contact the department chair for further information.

Study Groups

See Off-Campus Study for information on off-campus programs in Australia, Ireland, New Zealand, the United Kingdom, and more.

Geology Major

Geology majors explore Earth systems and the environment, from the planet's rocky surface and interior, to water in the hydrosphere, climate and the atmosphere, and the interplay between the biosphere and abiotic systems. Geology is the scientific study of Earth materials (such as minerals, rocks, and fossils) and planet-scale processes uncovered through Earth-observing data derived from satellites, geophysical instruments, and models. Geology coursework explains how past and present-day ecosystems and environments have been and continue to be shaped by plate tectonics, volcanism, mountain building, climate change, evolution, and human activity through time.

Major Requirements

The geology major typically starts with any 100-level Geology or geology-related CORE courses, which typically counts towards the major as one of the five (5) additional full-credit GEOL courses below.

All majors must complete the following set of requirements:

All of the Following

- GEOL 190 - Evolution of Planet Earth and GEOL 190L (ideally taken before the end of sophomore year)
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Electives

- Five (5) full-credit GEOL courses
    - one can be at any level
    - at least 2 must be at the 300 level as listed below
    - at least 2 must be at the 400 level as listed below

300-level Geology Electives

At least two courses from the following:

- GEOL 301 - Igneous and Metamorphic Petrology and GEOL 301L
- GEOL 303 - Geochemistry
- GEOL 310 - Environmental Economic Geology
- GEOL 311 - Environmental Geophysics
- GEOL 315 - Conservation Paleobiology
- GEOL 320 - Techniques of Field Geology
- GEOL 325 - Evolution of Form and Function in Biomineralizing Marine Animals
- GEOL 333 - (Re)Designing STEM Education
- GEOL 335 - Hydrology and Geomorphology and GEOL 335L
- GEOL 360 - Volcanology

    Students are encouraged to consider taking a summer field course, such as GEOL 320, as one of their elective courses, as field experience is expected of some graduate programs and employment opportunities in the geosciences.

400-level Geology Electives

At least two courses from the following:

- GEOL 418 - Tectonics Seminar
- GEOL 420 - Solid Earth Processes
- GEOL 441 - Senior Research Seminar
- GEOL 450 - Paleoclimatology
- GEOL 480 - Advanced Topics

Two Additional Courses

Two full-credit courses in biology, chemistry, mathematics, or physics. GEOG 245 - Geographic Information Systems, may be taken in place of one of the required biology, chemistry, mathematics, or physics courses.

Capstone Experience

The two required 400-level courses provide a capstone experience for the geology major, as all such courses involve a significant project that integrates hypothesis testing, data collection and/or analysis of existing data, literature review, and a final project that synthesizes this work. A senior thesis conducted with an Earth and Environmental Geosciences faculty member as an adviser through GEOL 441 may count as one of the required 400–level courses and is required for all geology honors candidates. Students can initiate a senior research project of interest by speaking directly to a faculty member about ideas for a research project or by consulting with a faculty member about a project that might arise from a summer internship, a summer employment experience, or be based on research initiated in a departmental course. GEOL 491 may not count towards the 400–level course requirement.

GPA Requirement

A GPA of 2.00 in the major is necessary for graduation. The ten full-credit GEOL courses that carry the highest grade are used to compute this average. (Non-GEOL courses are not factored into the major GPA.) A passing grade must be received in all courses counted toward the major, including the non-GEOL courses.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Earth and Environmental Geosciences department page.

Earth and Environmental Geosciences Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Earth and Environmental Geosciences department catalog page.

Geology Minor

Minor Requirements

The geology minor consists of five full-credit courses as follows:

- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- Four additional full-credit GEOL courses at the 200-level or higher. These courses should be selected in consultation with the academic adviser.

Earth and Environmental Geosciences Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Earth and Environmental Geosciences department catalog page.

Mathematics

Faculty
Professors Robertson (*Chair*), Saracino *Associate Professors* Chen, Christensen, Cipolli, Davis, Jiménez Bolaños, Seo *Assistant Professors* Isham, Ma, Moore, Sosa Castillo *Visiting Assistant Professors* Del Real Ramos, Gu, Yardimci *Senior Lecturer* Tatangelo

There are many good reasons to study mathematics: preparation for a career, use in another field, or the beauty of the subject itself. Students at Colgate who major in mathematics go on to careers in medicine, law, or business administration as well as areas of industry and education having an orientation in science. Non-majors often require mathematical skills to carry on work in other disciplines, and all students can use the study of mathematics to assist them in forming habits of precise expression, in developing their ability to reason logically, and in learning how to deal with abstract concepts. There are also many people who view mathematics as an art form, to be studied for its own intrinsic beauty.

All mathematics courses are open to qualified students. Entering first-year students who have successfully completed at least three years of secondary school mathematics, including trigonometry, should be adequately prepared for MATH 161. Students who have studied calculus in secondary school are typically ready to enter MATH 162 or MATH 163.

Students who are planning to undertake graduate study in mathematics are advised to take MATH 485 and MATH 487.

Course Information

The following classification scheme is used for MATH courses:

100-149: Only requires knowledge of mathematics before Calculus

150-199: Calculus-level knowledge and/or sophistication

200-249: Linear Algebra level (gentle transition-type course)

250-299: Transition to the major level

300-349: Courses with requirements at Math 150-249 level

350-399: Courses with requirements at the Math 250-299 level

400-449: Courses with requirements at the Math 300-349 level

450-474: Courses with requirements at the Math 350-399 level

475-484: Research experience seminars

485-499: Advanced material

The expected rotation schedule of course offerings is described on the Department of Mathematics webpage.

Honors and High Honors

To be considered for honors in Mathematics or in Applied Mathematics, a student must achieve a 3.3 GPA in the respective major. In order to be considered for high honors, a 3.7 GPA in the major is required. For both honors and high honors, completion of a course numbered 400 or above besides 481-483 is required.

Honors / High Honors are attained by a student's production and defense of a thesis of distinction. The student's thesis adviser puts forward the thesis for honors consideration. Subsequently, a committee of three faculty members is formed, one being the student's thesis advisor, the others chosen by the department. The student must give a defense of the thesis. The committee of three, with other faculty members acting in an advisory capacity with a recommendation, then grades the project, consisting of the thesis and defense. In order for honors to be granted, the committee of three must grade the project as A- or better. In the event all three grade the project as A or better, high honors will be granted.

Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

As a reminder to the student writing theses for two different departments: Colgate's Honor Code states that substantial portions of the same academic work may not be submitted for credit or honors more than once without the permission of the instructor(s).

Honors are not awarded for a thesis produced in a student's terminal semester at Colgate.

Awards

The Allen First-Year Mathematical Prize — awarded for excellence in mathematical work on the basis of scores attained on the first year prize exam covering material from Math 161 and 162.

The Edwin J. Downie '33 Award for Mathematics — created in memory of Edwin J. Downie '33, Professor of Mathematics Emeritus, given annually to a senior majoring in mathematics who has made outstanding contributions to the mathematics department through exemplary leadership, service, and achievement.

The Osborn Mathematics Prizes — established in honor of Professor Lucien M. Osborn, Class of 1847, to be awarded to students based on their performance on the Osborn Prize Exams covering material from exactly two of the following courses: MATH 375, MATH 376, MATH 377.

The Sisson Mathematics Prizes — established in honor of Eugene Pardon Sisson, a teacher of mathematics in the academy 1873–1912, awarded to a student who maintains a high average in one or more 200-level mathematics courses.

Calculus Placement

Students should review the MATH 161, MATH 162, and MATH 163 course descriptions for information on topics and prerequisites, or consult with a department faculty member. In general, students are encouraged to enroll in a higher-level course. Students may drop back from MATH 162 to MATH 161 within the first two weeks, subject to available space in an acceptable MATH 161 section.

Advanced Placement

Students who have taken the Calculus-BC, Calculus-AB, or Statistics Advanced Placement exam of the College Entrance Examination Board will be granted credit according to the following policy:

1. Students earning 4 or 5 on the Calculus-BC Advanced Placement exam will receive credit for MATH 161 and MATH 162. Students earning 3 on the Calculus BC exam will receive credit only for MATH 161.
2. Students earning 4 or 5 on the Calculus-AB Advanced Placement exam will receive credit for MATH 161.
3. Students earning 4 or 5 on the Statistics Advanced Placement exam will receive credit for MATH 105.
4. There are no other circumstances under which a student will receive credit at Colgate for a mathematics course taken in high school.

Transfer Credit

Transfer credit for a mathematics course taken at another college may be granted with pre-approval from the department chair.

The following courses count toward the appropriate major or minor in Mathematics or Applied Mathematics only if passed at Colgate by completing a regularly scheduled course: MATH 250, MATH 260, MATH 375, MATH 376, MATH 377.

At most, two transfer or independent studies courses may be counted toward a major or minor.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. See the registrar's office prematriculation web page for more information.

Related Majors/Minors

- Computer Science/Mathematics Major
- Mathematical Economics Major
- Mathematical Systems Biology Minor

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in mathematics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Study Groups

Colgate sponsors several study-abroad programs that can support continued work toward a major in mathematics. These include, but are not limited to, the Wales Study Group (U.K.), the Australia Study

Group, the Australia II Study Group, the Singapore Exchange Program, and the Manchester Study Group (U.K.). For more information about these programs, see Off-Campus Study.

Applied Mathematics Major

Major Requirements

The major in applied mathematics requires 9 courses plus two non-MATH cognates. The requirements are as follows:

Preparatory Courses

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

Required Courses

In unusual circumstances, the deadlines indicated may be extended with departmental approval through student petition to the department chair.

- MATH 163 - Calculus III (completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (completed by the end of the sophomore year)
- MATH 260 - Computational Mathematics and MATH 260L (completed by the end of the sophomore year with a grade of C or better)
- MATH 376 - Numerical Analysis (completed by the end of the junior year)
- MATH 377 - Real Analysis I (completed by the end of the junior year)
- To complete the major, each student must produce a thesis. This is normally done through MATH 481 or MATH 482. Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

Elective Courses

Courses fulfilling this requirement have an attribute of APEL in the course offerings.

One elective from 200-level or above and two electives from 300-level or above. (Note that all three electives may be 300-level or above.)

Electives may be chosen from the following:

- MATH 240 - Computational Statistics with R
- MATH 250 - Number Theory & Math Reasoning
- MATH 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable

- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 460 - Hilbert and Banach Spaces
- MATH 487 - Real Analysis II

Non-Math Electives

Courses fulfilling this requirement have an attribute of APNM in the course offerings. Additional courses may count with chair approval.

Two courses representing a field of application interest outside of Mathematics. These two courses must count toward a single major in the Natural or Social Sciences preferably taken in two sequential semesters as the intent is to provide an immersive experience with the language, culture, questions, and ways of knowing of another field. The courses need not explicitly use mathematics, rather they provide a basis for communication with experts in that field. Normally, the senior project involves a topic related to this field of application.

Recommended

The department strongly recommends that students pursuing a major or a minor in applied mathematics complete COSC 101 and COSC 101L or equivalent.

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Mathematics department page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Applied Mathematics Minor

Minor Requirements

The minor in applied mathematics requires 5 courses. The requirements are as follows:

Required Courses

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra
- MATH 260 - Computational Mathematics and MATH 260L (completed with a grade of C or better.)
- MATH 376 - Numerical Analysis

Elective Courses

Courses fulfilling this requirement have an attribute of APEL in the course offerings.

One elective from 200-level or above and one elective from 300-level or above. (Note that both electives may be from 300-level or above.) Electives may be chosen from the following:

- MATH 240 - Computational Statistics with R
- MATH 250 - Number Theory & Math Reasoning
- MATH 302/BIOL 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 377 - Real Analysis I
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 460 - Hilbert and Banach Spaces
- MATH 487 - Real Analysis II

Recommended

The department also strongly recommends that students pursuing a major or a minor in applied mathematics complete COSC 101 and COSC 101L or equivalent.

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematical Systems Biology Minor

Holm (*Chair of the Department of Biology*)
Robertson (*Chair of the Department of Mathematics*)

Mathematical systems biology describes a field of inquiry in which mathematical and computational methods are used to examine complex, large-scale interactions between components of biological systems and to predict how these interactions influence the properties of those systems. The systems examined may range in scale from molecular through cellular and tissue levels to the scale of organisms and entire ecosystems. The unifying feature of this field is quantitative description of interactions between components of biological systems.

The interface between mathematics and biology is one of the most rapidly expanding areas of research in the sciences. The technological development of methods for generating large amounts of biological data — including genome sequence information, total protein analysis, metabolic information, etc. — demands the development of mathematical and computational methods for analyzing these data and for developing predictive models that use such large data sets. The multidisciplinary field of systems biology requires an understanding of both mathematical and biological concepts, insights into interesting questions in biology, and comprehension of the mathematical methods that can be used to address many of those questions. The mathematical systems biology minor provides students with the coursework in mathematics and biology required to begin to gain insights and experience in this important new field.

Minor Requirements

Course requirements are described below (six courses)

Required Courses

Both of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra

One of the Following

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L

One of the Following

- MATH 302/BIOL 302 - Systems Biology
- MATH 315 - Mathematical Biology

Biology

One additional biology course from the following:

- BIOL 181 - Evolution, Ecology, and Diversity
- BIOL 182 - Molecules, Cells, and Genes
- Any 200-, 300-, or 400-level BIOL elective course

Mathematics

Courses fulfilling this requirement have an attribute of MAAM in the course offerings.

One additional mathematics course from the following:

- MATH 240 - Computational Statistics with R
- MATH 260 - Computational Mathematics
- MATH 302/BIOL 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 376 - Numerical Analysis
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448/PHYS 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 481/BIOL 481 - Investigations in Computational Biology
- MATH 482 - Research Seminar: Applied Mathematics

Note:

Students declaring a minor in mathematical systems biology select an adviser from either the mathematics department or biology department. Those students minoring in mathematical systems biology who have declared a major in either biology or mathematics are required to choose a minor adviser from the department in which they are not majoring. The chair of the minor adviser's department approves and signs the mathematical systems biology minor declaration form. As with any minor at Colgate, no more than two of the courses applied to the minor may also be used for a major.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematics Major

Major Requirements

The requirements for a major are as follows:

Preparatory Courses

These courses do not count toward the major, but are prerequisites to some upper-level courses.

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

All of the Following

In unusual circumstances, the following deadlines may be extended with departmental approval through student petition to the department chair.

- MATH 163 - Calculus III (completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (completed by the end of the sophomore year)
- MATH 250 - Number Theory & Math Reasoning (completed by the end of the sophomore year with a grade of C or better)
- MATH 375 - Abstract Algebra I (completed by the end of the junior year)
- MATH 377 - Real Analysis I (completed by the end of the junior year)

Electives

- Four MATH electives
    - One elective from 200-level or above
    - Three electives from 300-level and above

Note that all four electives may be 300-level or above.

Electives may be any MATH course at the appropriate level except MATH 481, MATH 482 and MATH 483.

Senior Thesis

- Majors must complete a thesis, normally during MATH 483 - Research Seminar: Mathematics
  Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

Recommended

The department strongly recommends that students pursuing a major in mathematics complete COSC 101 (with lab) or equivalent.

GPA Requirement

A minimum GPA of at least 2.00 in mathematics courses counted for the major is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Mathematics department page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematics Minor

Minor Requirements

The requirements for a minor are as follows:

All of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra
- MATH 250 - Number Theory & Math Reasoning (completed with a grade of C– or better)

One of the Following

- MATH 375 - Abstract Algebra I
- MATH 377 - Real Analysis I

Math Electives

- Two MATH electives:
    - One elective from 200-level or above
    - One elective from 300-level or above

Note: both electives can be from 300-level or above

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Physics and Astronomy

Faculty
Professors Balonek, Bary, Galvez, J. Levine, Metzler *(Chair),* Parks, Segall *Associate Professor* Crotty *Assistant Professors* Adhikari, Ilie, McCabe *Visiting Assistant Professors* Early, Usman *Instructor* Jones *Postdoctoral Fellows* Cardoso Isidoro, Ghodla

A student should select a major in the Department of Physics and Astronomy if he or she is interested in fundamental questions about the nature of matter and the nature of the universe, or in practical questions of engineering, applied physics, or space science. To be successful, a student should also enjoy mathematics and quantitative reasoning. More than half of the graduating seniors in this department go to graduate school in various disciplines, and many earn PhDs in physics, astronomy, and engineering. Approximately 25 percent enter technical careers directly after graduation. The others pursue careers in teaching, business (often technology-based), management, medicine, and other areas.

The department offers several courses of general interest, not intended for majors. These courses are ASTR 101 - Solar System Astronomy; ASTR 102 - Stars, Galaxies, and the Universe; PHYS 105 - Mechanical Physics I; and PHYS 111 - Fundamental Physics I, PHYS 112 - Fundamental Physics II.

To be Eligible to Graduate

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in *each* of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Awards

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Joseph C. Amato & Anthony F. Aveni Award for Student Research — Awarded to those students showing excellence in scientific research.

The Physics and Astronomy Alumni Awards — awarded by the department to those students majoring in physics and astronomy, who, in the opinion of the department, have made the most significant progress in the study of their major subject and the relations of this science to other fields of learning.

The Physics and Astronomy Department Founders Award — awarded periodically by the department to a senior who has demonstrated four years of outstanding progress and development of his or her understanding of physics or astronomy.

Advanced Placement

Credit for PHYS 111 will be granted to students who score 4 or 5 on the AP Physics 1 exam or the AP Physics C-Mechanics exam. Credit for PHYS 112 will be granted to students who score 4 or 5 on the AP Physics 2 exam or the AP Physics C-E&M exam. Placement into PHYS 232 without completion of PHYS 131 can sometimes be allowed following discussion with the department chair and the PHYS 232 instructor. Department majors who do not complete PHYS 131 will be required to complete an additional upper-level course to meet the major requirements. Placement out of PHYS 232 or PHYS 233 based on high school courses (including AP) is not normally possible.

Honors

To qualify for graduation with honors, physics and astronomy-physics students must be invited by the department chair, in consultation with department faculty, to do an honors thesis. Normally, this invitation is extended only after exceptional performance in the capstone course PHYS 410.

The following are also required:

1. The completion (with a grade of C- or better) of at least two additional 300- or 400-level physics or astronomy courses beyond the minimum needed for the major. PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492 do not count towards this requirement. With the permission of the chair, a 300- or 400-level course in another NASC department may substitute for one of these courses.
2. A cumulative GPA of at least 3.5 in all 300- and 400-level classes taken to satisfy the upper-level course requirements for the major and for honors.
3. The completion, defense, and public presentation of an honors thesis. This thesis, to be evaluated by department faculty and an external reviewer, is normally a significant extension of the work completed in PHYS 410. Students normally enroll in PHYS 492 or ASTR 492 during the spring semester of their senior year to complete the work.

The department faculty will subsequently determine whether to award honors or high honors. Neither is guaranteed. High honors will be given only for truly extraordinary work.

Transfer Credit

Transfer of credit for physics and astronomy courses from other colleges or universities requires approval by the department. In particular, summer courses taken with the expectation of transfer credit must be pre-approved by the department well in advance of enrollment. Students should be aware that few institutions offer summer equivalents for major-sequence courses other than PHYS 232 and PHYS 233, and also that a grade of C or higher is required to transfer coursework for Colgate credit. After matriculation, no more than 2 transferred course credits may count towards the physics or astronomy-physics major.

Pre-requisites and Minimum Grade Requirements

Prerequisite and minimum grade requirements will be strictly enforced for both majors and non-majors. Students who have not taken PHYS 131, and students who have received less than a C- in the lecture portion of PHYS 131, may take PHYS 232 with the PHYS 232 instructor's permission. Otherwise, students will not be permitted to take any department course that has prerequisites before achieving a grade of C- or better in the lecture portion of each prerequisite. Exceptions will be made to this policy only in extraordinary circumstances.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Related Majors

- Astrogeophysics Major
- Physical Science Major

Pre-Engineering Studies

The department offers two ways to prepare for engineering: major in physics at Colgate and after graduation go to graduate school in engineering, or use one of the combined plans available in the department. To allow a student to combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University and Washington University. A student may spend three years at Colgate and two at the engineering school (the 3-2 plan) to earn bachelor's degrees from both institutions. The student may be eligible to continue study for a Master of Science (MS) degree, which can sometimes be completed in as little as one additional year after earning the bachelor's degree in engineering. Eligibility for the MS program is determined by the engineering school.

It is imperative for students interested in the 3-2 plan to begin the physics and math curriculum in the fall term of the first year. To be eligible for the 3-2 plan, a student must complete all physics major courses through PHYS 336 and PHYS 431 (or PHYS 451), plus one other upper-level physics course to be chosen in consultation with the pre-engineering adviser.

Prerequisites for admission to engineering schools vary among schools and fields of study; therefore, it is necessary to indicate an interest in pre-engineering to the physics faculty as soon as possible.

Preparation for Graduate School

Students intending to pursue graduate studies in physics, astronomy, or engineering should discuss their plans with their major advisers as early as possible. Students who wish to prepare for graduate studies in physics or astronomy should complete PHYS 431, PHYS 432, PHYS 433 and PHYS 434. To enrich the program, a student should choose additional physics and astronomy electives at the 300 and 400 levels. Advanced courses in other science departments, especially mathematics, are also encouraged.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in physics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Astrogeophysics Major

Director Levine

The astrogeophysics major is a multidisciplinary program for students interested in the study of the solar system and planetary matter. Drawing on astronomical observations, physical models, chemical constraints, and geological interpretations, students consider the Earth in its planetary context, the processes that have shaped Earth and other planets through time, and our place in the Universe. Students learn to appreciate or participate in the ongoing discovery of planets throughout the galaxy, and to reflect critically on their similarities with and differences from our own world. Astrogeophysics majors develop intellectual tools from across the physical sciences to reason qualitatively and quantitatively about global issues, such as the accelerating pace of global change and planetary habitability. Interested students should consult the program director as early as possible to plan an appropriate sequence of courses, since many of the required courses have prerequisites.

Major Requirements

The requirements for the major are as follows:

Physical Science

Courses fulfilling this requirement have an attribute of ASPH in the course offerings.

One introductory course with a grade of C– or higher, from the following list:

- ASTR 101 - Solar System Astronomy
- ASTR 102 - Stars, Galaxies, and the Universe
- ASTR 165 - How Old is the Universe?
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
- CHEM 111 - Chemical Principles and CHEM 111L
- GEOL 101 - Environmental Geology and GEOL 101L
- GEOL 105 - Megageology
- GEOL 120 - The Geology of America's Parks (Extended Study)
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- PHYS 131 - Atoms and Waves and PHYS 131L

Geology Courses

Courses fulfilling this requirement have an attribute of ASGE in the course offerings.

Two courses from the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Mathematical Astrophysics

All of the following:

- MATH 161 - Calculus I
- MATH 163 - Calculus III
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

- MATH 162 - Calculus II
  or
- PHYS 205 - Mathematical Methods of Physics

Astrophysics

- ASTR 210 - Intermediate Astronomy and Astrophysics
  or
- ASTR 414 - Astrophysics

Senior Research

One of the following courses:

- PHYS 410 - Advanced Topics and Experiments
- GEOL 441 - Senior Research Seminar

Advanced Courses

Four courses:

- One additional advanced astronomy course (300 or higher)
- Three additional advanced courses chosen from the following:
  - physics or astronomy (300 or higher)
  - at least one course from geology (250 or higher)
  - chemistry (300 or higher)

  Students should select these courses in consultation with the academic adviser and/or the astrogeophysics program director. These courses are to provide depth and rigor to the student's academic program, but students are given freedom to tailor their astrogeophysics program to match particular interests.

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors and High Honors

To qualify for graduation with honors, a student must (a) complete one additional advanced course in astronomy, geology, or physics beyond the basic requirements; (b) earn a minimum GPA of 3.50 in

advanced courses required for the major; and (c) complete and successfully defend an honors thesis. Normally the thesis is based on the candidate's senior research. High honors are awarded at the joint discretion of the Department of Geology and the Department of Physics and Astronomy on the basis of GPA and, in particular, for outstanding achievement in senior research.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Astronomy Minor

Minor Requirements

The minor in astronomy requires:

- Two of the following: ASTR 101 or ASTR 102
- Two additional astronomy courses that count towards the astronomy-physics major
- Two physics courses that count towards the physics major
- A grade of C– or better in all courses that count toward the minor is required.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Astronomy-Physics Major

Major Requirements

A student interested in astronomy or astrophysics should enroll in this program. A student interested in planetary astronomy should also consider the astrogeophysics program.

Required Math Courses

All of the following:

- MATH 161 - Calculus I
- MATH 163 - Calculus III

Required Astronomy-Physics Courses

All of the following:

- PHYS 131 - Atoms and Waves
- PHYS 201 - Mathematical Methods for Physics

- PHYS 205 - Mathematical Methods of Physics
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Intro Electricity & Magnetism
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity
- ASTR 210 - Intermediate Astronomy and Astrophysics
- ASTR 312 - Astronomical Techniques

Astronomy Courses

One of the following:

- ASTR 414 - Astrophysics
- ASTR 416 - Galactic and Extragalactic Astronomy
- ASTR 313 - Planetary Science

Additional Astronomy/Physics Electives

- Two additional astronomy or physics courses at the 300- or 400-level (excluding PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492)

Senior Research Experience

- PHYS 410 - Advanced Topics and Experiments

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors

Students interested in pursuing honors can find the additional requirements on the Physics and Astronomy department page.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Physics Major

Major Requirements

Required Courses

- PHYS 125 - How Physics Sees the World (taken first term of first-year)
- PHYS 201 - Mathematical Methods for Physics
- PHYS 205 - Mathematical Methods of Physics (usually taken concurrently with PHYS 233 in the fall of the sophomore year)
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Intro Electricity & Magnetism (usually taken concurrently with PHYS 205)
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity (usually taken concurrently with PHYS 336 in spring term of sophomore year)
- PHYS 336 - Electronics (usually taken concurrently with PHYS 334 in spring term of sophomore year)
- PHYS 410 - Advanced Topics and Experiments (taken in the fall term of senior year)
- Three additional upper-level courses (300 or 400 level, excluding PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492)

These courses must be taken as soon as possible:

- MATH 161 - Calculus I
- MATH 163 - Calculus III

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Physics and Astronomy department page.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Physics Minor

Minor Requirements

The minor in physics requires 5 courses, as described below.

Required Courses

All of the following:

- PHYS 125 - How Physics Sees the World and PHYS 125L

- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 232L

Electives

- Two additional physics courses that count towards the physics major
    - at least one must be at the 300- or 400-level

GPA Requirement

A grade of C– or better in all courses that count toward the minor is required.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Neuroscience

Faculty
Professors Hansen *(Director)*, Kelly, Tierney *Associate Professors* Liu, Meyers *Assistant Professor* Galaj, Niraula *Visiting Assistant Professor* Brawner

Neuroscience is the scientific study of the anatomy and physiology of neurons and neural circuits. The Neuroscience program at Colgate is one of the first two established at undergraduate institutions in the U.S., and has a particularly strong focus on brain-behavior relationships. Its interdisciplinary faculty are drawn from the Department of Psychological & Brain Sciences and the Department of Biology. Additionally, majors take courses in the fields of chemistry, computer science, math, philosophy, and physics. In addition to a broad education, the program offers students the opportunity to focus their research interests on a variety of levels of nervous system functioning, ranging from the activity of single neurons to the behavior of complex organisms.

Awards

The William E. and Nellie K. Edmonston Neuroscience Award — awarded annually to the senior neuroscience major(s) who, in the course of pursuing the major, demonstrate(s) academic excellence, a noteworthy dedication to the field of neuroscience, and an outstanding quality of intellectual curiosity.

The F. Scott Kraly Award — awarded annually to a senior neuroscience major(s) whose academic achievements demonstrate an extraordinary appreciation for the integration of neuroscience and the behavioral sciences.

Transfer Credit

Transfer of major credit from other institutions for students already matriculated at Colgate requires *prior written permission* from the registrar *and* the coordinator of the neuroscience program. No more than one transfer course or Colgate study group course can count toward your major in neuroscience.

Majors may spend a semester at the National Institutes of Health in Bethesda, Maryland, to carry out biomedical research and take courses. In addition, Colgate sponsors a study-abroad program in the natural sciences and mathematics at the University of Galway in Ireland. The department also accepts transfer credit from the University of Otago in Dunedin, New Zealand. See Off-Campus Study for more details.

Contact neuroscience for more information regarding transfer credit within the program.

Honors and High Honors

The requirements for achieving honors and high honors in neuroscience are as follows:

Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major
3. A two-semester independent research project of high quality(NEUR 498 and NEUR 499)
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields

High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major
3. A two-semester independent research project of very high quality (NEUR 498 and NEUR 499)
4. An oral examination performance that demonstrates mastery of the senior thesis and related fields

Study Group

Majors may spend a semester at the National Institutes of Health in Bethesda, Maryland, to carry out biomedical research and take courses. In addition, Colgate sponsors a study-abroad program in the natural sciences and mathematics at the University of Galway in Ireland. See Off-Campus Study.

Related

- Department of Psychological and Brain Sciences
- Psychological Science Major
- Psychological Science Minor

Neuroscience Major

Major Requirements

The Neuroscience curriculum is organized into three sets of courses, namely a common core set of courses and two sets of elective courses.

Entrance into Major

- Students must complete NEUR 170 - Introduction to Neuroscience to be eligible to enter the major.

Core Requirements

- NEUR 170 - Introduction to Neuroscience (should be completed by the end of the second year)
- CHEM 101 - General Chemistry I (normally completed in the fall of the first year)
- CHEM 102 - General Chemistry II (normally completed in the spring of the first year)

Eligible students may take CHEM 111 and CHEM 111L in place of the CHEM 101 and CHEM 102 requirement

- BIOL 182 - Molecules, Cells, and Genes (normally completed before the end of the second year)
- NEUR 201 - Strategies & Discoveries in Neuroscience
- PSYC 309 - Quantitative Methods in Behavioral Research or BIOL 320 - Biostatistics
- NEUR 498 - Senior Thesis

Core Electives

Courses fulfilling this requirement have an attribute of NECE in the course offerings.

One of the following:

- Any 300-level biology course (excluding courses based in Ecology and those listed as neuroscience core or general electives)
- CHEM 263 - Organic Chemistry I
- COSC 101 - Introduction for Computing I and COSC 101L
- MATH 214 - Linear Algebra
- MATH 315 - Mathematical Biology
- PHIL 225 - Logic I
- PHYS 112 - Fundamental Physics II and PHYS 112L
- Any 300-level psychological science course (excluding PSYC 309, PSYC 300NE, or those crosslisted as NEUR)

General Electives

Three courses from the following, with at least one taken from each cluster:

Cellular & Molecular Neuroscience

Courses fulfilling this requirement have an attribute of NECM in the course offerings.

- NEUR 376/ PSYC 376 - Functional Neuroanatomy
- NEUR 379/PSYC 379 - Fundamentals of Neurochemistry/Neuropharmacology and NEUR 379L/PSYC 379L
- NEUR 381/PSYC 381 - Behavioral Genetics
- BIOL 384/NEUR 384 - Neurophysiology
- BIOL 385/NEUR 385/PSYC 385 - Neuroethology and BIOL 385L/NEUR 385L/PSYC 385L
- BIOL 389/NEUR 389 - Molecular Neurobiology

Systems Neuroscience

Courses fulfilling this requirement have an attribute of NESN in the course offerings.

- NEUR 353/PSYC 353 - Visual Perception & Cognition
- NEUR 355/PSYC 355 - Language and Thought
- NEUR 374 - Computational Neuroscience
- NEUR 375/PSYC 375 - Cognitive Neuroscience
- NEUR 377/PSYC 377 - Psychopharmacology

Senior Thesis

NEUR 498 - Senior Thesis (one semester) must be taken in the fall or spring of the senior year. During the spring semester of the junior year, students will be asked to identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources.

Students planning honors research are required to enroll in NEUR 498 in the fall of the senior year, followed by NEUR 499 in the spring of the senior year. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 491 in the spring.

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the neuroscience major. A passing grade (D- or higher) must be received for a course to satisfy a major requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Neuroscience program page.

Neuroscience Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Neuroscience program catalog page.

Psychological and Brain Sciences

Faculty
Professors Braaten, Hansen, D. Johnson, Kelly, R. Shiner *(Chair)*, Tierney *Associate Professors* Conti, Cooley, Liu, Martinez, Philbrook, J. Tomlinson *Assistant Professors* Ferrara, Galaj, Niraula *Visiting Assistant Professors* Akua, Brawner, Depowski *Lecturers* Albert, Webb

Psychological science is the scientific study of behavior, emition, and cognition in humans and other animals. As a discipline, it seeks to identify and understand basic and complex processes including sensation and perception, learning and memory, thought and language, motivation and emotion, development, personality, psychopathology, and social interaction. These processes are examined from a variety of levels of analysis: from genetic and neural mechanisms to physiological and cognitive systems, and from individual behavior to interpersonal, cultural, and societal dynamics. Because it addresses fundamental aspects of human experience, psychological science has wide-ranging relevance to personal, social, and global challenges.

The Department of Psychological and Brain Sciences is the home of Colgate's interdisciplinary Neuroscience Program. For more information about the Neuroscience program, please visit the Neuroscience program page.

Psychological Science

Psychological science offers two introductory courses: PSYC 109, a topics course designed for non-majors, and PSYC 150 - Introduction to Psychological Science. Students must complete PSYC 150 to be eligible to enter the major.

The department offers a wide range of courses covering topical areas in the field as well as Research Methods (PSYC 200), Quantitative Methods (PSYC 309), Biological Psychology (PSYC 275), and senior thesis projects (PSYC 498/PSYC 499). In consultation with their departmental advisers, majors are encouraged to select 200- and 300-level courses that offer a breadth of exposure to the broad content and methodologies comprising psychological science.

Awards

Kevin Carlsmith Prize — in recognition of an outstanding senior interested in social, personality, or clinical psychology.

The Sarah Kulkofsky Award — established in memory of Sarah Kulkofsky '02, to be awarded each year to an outstanding senior interested in cognitive or developmental psychology.

The Phil R. Miller Prize — established in memory of Lt. Phil R. Miller '41, who lost his life in the service of his country in World War II, and awarded to a junior or senior psychology major demonstrating unusual interest in and capacity for work in psychology.

The Psychological and Brain Sciences Citizenship Award — awarded by the department for outstanding contributions to the Psychological and Brain Sciences department through exemplary leadership, service, and achievement.

Advanced Placement

Entering students who receive scores of 5 on the Advanced Placement examination in psychology are eligible to receive one psychology course credit toward graduation, which will be recorded as PSYC 109 - Contemporary Issues in Psychological Science.

Honors and High Honors

The requirements for achieving honors and high honors in psychological science are as follows:

Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of high quality
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields.

High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of very high quality
4. An oral examination performance that demonstrates mastery of the senior thesis and related fields.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but *may* count towards the major.

Transfer Credit and Study Groups

Transfer of psychological science credit from other institutions by students already matriculated at Colgate requires *prior written permission* from the registrar *and* the department. Normally, no more than one transfer course or one Colgate Study Group course may count toward the major/minor.

Credit for PSYC 150, 200, 275, and 309 may be granted only in exceptional cases for summer or study abroad coursework. Students must obtain prior approval from the department to be considered for such exceptions. Students who are transferring into Colgate may receive credit for these courses if they were completed prior to matriculation, subject to departmental review.

Colgate sponsors study-abroad programs in the natural sciences and mathematics at the University of Galway in Ireland. The department also accepts transfer credit from the University of Otago in Dundin, New Zealand. See Off-Campus Study.

Contact psychological and brain sciences for more information regarding transfer credit within the department.

Related

- Neuroscience Program
- Neuroscience Major
- Neuroscience Courses

Psychological Science Major

Major Requirement

The program (at least nine courses) required of majors is as follows (no more than two 300-level *elective courses* - excluding PSYC 309 - per term can be counted towards the major):

Required Courses

- PSYC 150 - Introduction to Psychological Science (should be taken by the end of the sophomore year.)
- PSYC 200 - Research Methods in Psychological Science (should be completed by the end of the sophomore year.)
- PSYC 275 - Biological Psychology (should be completed by the end of the junior year.)
- PSYC 309 - Quantitative Methods in Behavioral Research (should ideally be taken by the end of the junior year.)
- PSYC 498 - Senior Research

Four Additional Courses

- These courses must be selected from the following areas:
    - Cognitive Psychology (PSYC 250–259, PSYC 300CO/301CO, PSYC 350–359)
    - Developmental/Social/Personality/Clinical Psychology (PSYC 260–269, PSYC 300SO/301SO, PSYC 340–349, PSYC 360–PSYC 369)
    - Neuroscience (PSYC 370–PSYC 379, PSYC 380–PSYC 389, PSYC 300NE)
- At least one of the courses must be taken at the 200 level, and at least two of the courses must be taken at the 300 level.
- Students must take at least one course in the area of Cognitive and at least one course in the area of Developmental/Social/Personality/Clinical.
- Note that PSYC 291, PSYC 391, PSYC 491, and PSYC 499 do not count as one of these four additional courses.

Senior Thesis

PSYC 498 - Senior Research must be taken in the fall or spring term of the senior year. During the spring term of the junior year, students identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources. Most students will take PSYC 498;

on the rare occasions when PSYC 450 or PSYC 460 is offered, students may substitute that seminar for PSYC 498. Students planning honors research are required to enroll in PSYC 498 in the fall of the senior year, followed by PSYC 499 in the spring of the senior year. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science major. A passing grade must be received for a course to satisfy a major requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Psychological and Brain Sciences department page.

Psychological and Brain Sciences

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Psychological and Brain Sciences department catalog page.

Psychological Science Minor

Minor Requirements

The minor in psychological science requires 6 courses, as described below.

Required Courses

All of the following:

- PSYC 150 - Introduction to Psychological Science
- PSYC 200 - Research Methods in Psychological Science
- PSYC 275 - Biological Psychology
- PSYC 309 - Quantitative Methods in Behavioral Research

Electives

- Two additional PSYC electives
    - one must be at the 300 level or higher
    - independent studies (PSYC 291, PSYC 391, and PSYC 491) do not fulfill this requirement

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science minor. A passing grade (D- or higher) must be received in all courses taken to satisfy the requirements for successful completion of a minor.

Psychological and Brain Sciences

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Psychological and Brain Sciences department catalog page.

Division of Physical Education, Recreation, and Athletics

Colgate University's recognition of the importance of personal health and well-being as it relates to the liberal arts education is fostered through the Physical Education requirement. The Department of Physical Education offers a variety of programs and courses that directly reflect Colgate's commitment to every student's physical, social, mental and environmental well-being.

The Department of Physical Education takes a holistic approach to curriculum development through collaboration with offices and departments across campus. The requirement can be met through a variety of programs and courses that include varsity and club level athletics, dance, outdoor education, volunteerism and five-week courses in health, fitness, positive sexuality, stress management, and many more.

The goal of this requirement is to encourage students to establish life-long healthy habits, expand student perspectives on personal and community well-being, and to better inform Colgate students of the departments and resources available to them on campus.

Physical Education Requirement

Students must complete two physical education units. Students are highly encouraged to complete the requirement by the end of their sophomore year. Participating in approved extracurricular activities may earn up to one unit per activity. Varsity athletes may complete the two unit requirement by earning one unit for every full-year of team participation. Further regulations and specifications regarding the physical education requirements are cited on Colgate's physical education web pages.

Transfer Students

First-year and sophomore transfer students must complete two units. Junior transfer students must complete one unit.

Awards

The Director of Athletics Award — presented to a student-athlete who has proven leadership ability, outstanding athletics achievement, accomplished excellence in the classroom, and provided service to the institution.

Donna Carter Memorial Fund — recognizes athletic and academic achievement in women and swimmers. The annual award is named for an outstanding swimmer and member of the class of 1980 who died in a rock climbing incident June 20, 1979, near Basel, Switzerland.

T*he Gottesman Award for Excellence in the Sciences and Athletics* — given to the senior student-athlete who has excelled both as a science major and in athletics, and plans to attend graduate school in the sciences.

The Joseph Huther Prize — established to provide awards to one senior intercollegiate athlete. The recipient should be a person who gives of him/herself for the good of the team, but does not start or attain any significant status in that endeavor; Good moral background; individual should have given greatly of him/herself, should add to the education of others by effort, dedication, example; Shall not meet requirements for a varsity letter

The John T. (Jack) Mitchell Memorial Award — awarded by the athletic department in memory of Jack Mitchell, a member of the biology faculty from 1975 to 1996 and an avid supporter of Colgate athletics. The award is given to the graduating student-athlete with the highest grade point average.

Team Academic Excellence Award — awarded by the athletic department to a men's and women's team whose members demonstrate exceptional dedication to academics.

The Thomas M. Wilson '67 Memorial Endowed Leadership Award — established in memory of Thomas M. Wilson '67. The prize(s) are given to superior senior scholar-athletes, in high academic standing, who have demonstrated excellence in responsible leadership both with their teams and in the Colgate campus and community.

For more information visit the Division of Physical Education, Recreation, and Athletics web pages.

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T*he Gottesman Award for Excellence in the Sciences and Athletics* — given to the senior student-athlete who has excelled both as a science major and in athletics, and plans to attend graduate school in the sciences.

The Joseph Huther Prize — established to provide awards to two senior intercollegiate athletes, one male and one female.

The John T. (Jack) Mitchell Memorial Award — awarded by the athletic department in memory of Jack Mitchell, a member of the biology faculty from 1975 to 1996 and an avid supporter of Colgate athletics. The award is given to the graduating student-athlete with the highest grade point average.

Team Academic Excellence Award — awarded by the athletic department to a men's and women's team whose members demonstrate exceptional dedication to academics.

The Thomas M. Wilson '67 Memorial Endowed Leadership Award — established in memory of Thomas M. Wilson '67. The prize(s) are given to superior senior scholar-athletes, in high academic standing, who have demonstrated excellence in responsible leadership both with their teams and in the Colgate campus and community. Preference is given first to football players, then to other scholar-athletes. Preference also is given to scholar-athletes in the fraternity/sorority system.

For more information visit the Division of Physical Education, Recreation, and Athletics web pages.

Division of Social Sciences

Director R. Nemes

All courses in the Division of Social Sciences count towards the Social Relations, Institutions, and Agents area of inquiry requirement, unless otherwise noted in the course description.

The Division of Social Sciences offers one major and houses the departments/programs listed below:

Division of Social Sciences

Click for the Division of Social Sciences

Social Science Topical Major

The Social Sciences division supervises students considering a social science topical major, if they wish to focus their studies in interdisciplinary areas not encompassed by approved majors. Students must first discuss a possible program of study with an appropriate academic adviser, and then provide the division director with the proposed program and a rationale for this program (no later than the student's fifth term at Colgate).

Major Requirements

- The major must include a minimum of nine courses that closely relate to a common theme and are complementary; a maximum of two of these courses may be counted toward another major.
    - Please note that four of the nine courses must be courses taught by members of the Social Science departments.
    - Four of the courses counted toward the topical major must be at the 300 or 400 level.
    - Students must produce a capstone 400-level research project, preferably as a member of a non-independent study course taught by a member of a Social Science department.

GPA Requirement

An overall GPA of at least 2.0 is required for the courses chosen to meet the major requirements.

Social Sciences Division

For more information about the division, please visit the Division of Social Sciences catalog page.

Economics

Faculty
Professors Haines, Kato, Khanna, Simpson *(Chair)*, Sparber *Associate Professors* Globus-Harris, Higgins, Klotz, Scrimgeour, Sharma, Song *Assistant Professors* Cheng, D'Urso, Levere, Lillethun, Makofske, Mei, Murphy, Park *Visiting Assistant Professors* Kebede, Pun, Sakib *Lecturers* Hasan, Pierce *Senior Lecturers* Anderson, Owen *A. Lindsay O'Connor Chair* Shin

The basic objective of the Department of Economics is the development of students' understanding of economics as the social science that deals with production, consumption, and market exchange activities. All students begin with ECON 151 - Introduction to Economics. Majors advance through a core of analytical courses and choose among a series of options in theoretical and applied economics. Students with an interest in graduate work leading to careers in such fields as economics, law, business, public administration, or the foreign service are asked to discuss these objectives early in their college careers in order to plan an adequate program in economics. While not an undergraduate business or professional school, the department provides essential background for a variety of career interests.

Course Information

ECON 151 is a prerequisite for all courses numbered above 200.
ECON 251 is a prerequisite for all courses numbered between 300 and 349.
ECON 251 and ECON 252 are prerequisites for all courses numbered between 350 and 374.
ECON 251, ECON 252, and ECON 375 are prerequisites for all courses above 375.

Courses numbered below ECON 150, including ECON 105, cannot be counted as part of the major program.

Preparation for Graduate School

For students considering graduate school in business administration, at least two courses in mathematics (preferably MATH 161 and MATH 162) and one computer science course (such as COSC 101) are strongly recommended. Students considering graduate school in economics are strongly encouraged to take these courses, as well as additional courses in mathematics, including MATH 214 and MATH 377. Students with these interests should also consider the mathematical economics major described here and consult with their academic adviser as early as possible. Students considering graduate work in economics leading to a PhD should consider pursuing a double major in economics and mathematics.

Awards

The Chi-Ming Hou Award for Excellence in International Economics — established in honor of the late Chi-Ming Hou, who was a member of the Colgate economics department from 1956 to 1991, for outstanding achievement in international economics.

The Marshall-Keynes Award for Excellence in Economics — awarded by the department to the senior with the strongest, sustained performance in analytical economics.

The J. Melbourne Shortliffe Prizes — established in honor of the late J. Melbourne Shortliffe, chair of the economics department emeritus, and awarded to outstanding graduating seniors who have majored in economics.

The Carolina Castilla Award for Excellence in Economics — awarded to the student(s) judged by the faculty to demonstrate outstanding academic performance in coursework within the department.

Advanced Placement and Transfer Credits

A score of 4 or 5 on both the microeconomics and macroeconomics AP exams will give incoming students credit for ECON 151; no credit is given if only one AP exam is taken or if a score of 3 or lower is received on either exam. A score of 6 or 7 on the International Baccalaureate (IB) Higher Level (HL) exam in Economics will also give incoming students credit for ECON 151. In both cases, students must submit their AP and IB scores directly to the Registrar's office to get ECON 151 credit. No transfer credit is given for ECON 105 - Principles of Accounting. Except for students transferring from another college or university, no transfer credit will be given for ECON 251, ECON 252, or ECON 375, and no more than two courses in economics taken elsewhere can be accepted for major credit. An exception may be made in cases when the student has pre-matriculation credit for ECON 151; students should contact the department chair. Courses taken elsewhere must be comparable to what is offered in a liberal arts economics program.

Students who hope to transfer course credit must consult with the department prior to enrolling elsewhere. Students returning from summer courses, study groups or approved programs are not entitled to retroactively seek major credit in the department. Students are eligible to transfer up to two economics electives towards the major (and one elective for the minor), pending pre-approval from the department.

Major or minor credit is normally only granted for courses taken while participating in an approved program that is on the economics department list.

All transfer courses must have a minimum prerequisite that is equivalent to Colgate's ECON 151 course and the department recommends taking courses that have ECON 251 and/or ECON 252 as prerequisites. Students who transfer to Colgate from other institutions may be granted more than two course credits toward the major at the discretion of the department chair.

Honors and High Honors

Economics

To be invited to participate in the honors program, students need a minimum average GPA of 3.33 in the following three courses: ECON 251, ECON 252, and ECON 375. To qualify for departmental honors, a student must enroll in the year-long honors seminar (ECON 489 and ECON 490) in which each student writes an honors thesis. Students also present their projects to the seminar and act as discussants of other projects. Certification of honors and high honors will be based mainly on the quality of the honors paper. In addition, honors candidates must have, at graduation, a B+ average (A– for high honors) in the nine economics courses taken for major credit, and must receive a satisfactory grade in ECON 490.

Mathematical Economics

Special rules apply to honors in mathematical economics.

Since the major also includes the requirements for an economics program, special rules apply for honors. A mathematical economics major has two mutually exclusive options:

1. qualifying for honors or high honors in economics by satisfying the honors criteria for the economics major. Under the first option the student will receive the honors certification in economics as a mathematical economics major, or
2. qualifying for these honors in mathematical economics by satisfying the same criteria except that the departmental GPA is calculated for all 13 of the required courses.

Related Major

- **Environmental Economics Major**

The London Economics Study Group

Based in London, the group studies selected economic problems and institutions of the United Kingdom and the European community. See Off-Campus Study.

Economics Major

Major Requirements

The major in economics consists of nine courses in economics and two mathematics prerequisites.

Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, statistics, and calculus by the end of sophomore year, especially if they plan to study abroad during their junior year, and they should aim to complete ECON 375 by the end of junior year.

The economics major meets the classification as a STEM discipline according to the United States Citizenship and Immigration Services (USCIS) so that international students are eligible for a 24-month Optional Practical Training (OPT) extension.

The major requirements consist of the following:

Required Courses

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
  Students are encouraged to take ECON 251 before ECON 252
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
  ECON 375 has two mathematics prerequisites, each of which can be satisfied in multiple ways:
    - MATH 161 - Calculus I, or MATH 162 - Calculus II, or MATH 163 - Calculus III; or the equivalent AP credit. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 161, per approval by the department chair.
    - MATH 105 - Introduction to Statistics, CORE S143 - Statistics in Real Life, MATH 240 - Computational Statistics with R, or MATH 316 - Probability. Students who have taken an equivalent course (such as BIOL 320 - Biostatistics or PSYC 309 - Quantitative Methods in Behavioral Research) may petition the department chair for an exemption. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 105, per approval by the department chair.
- Four economics electives. At least two of these electives must be numbered above 300.
- A senior-level seminar, at the 410 level or above, is required of all majors. ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

GPA Requirement

Satisfactory completion requires a minimum GPA of 2.00 in the economics courses counting towards the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Economics department page.

Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Economics Minor

Minor Requirements

Students who minor in economics must complete a minimum of five (5) economics courses. The requirements are as follows:

Required Courses

- ECON 151 - Introduction to Economics
- ECON 251 - Intermediate Microeconomics with grade of C or better
- ECON 252 - Intermediate Macroeconomics with grade of C or better

Electives

- Two additional ECON courses
    - At least one elective must be at the 300-level
    - ECON 105 may NOT be counted toward the minor

Additional Stipulations

- A minimum grade of C is required for ECON 251 and ECON 252.
- Satisfactory completion of the minor requires a minimum GPA of 2.00 in the five economics courses.
- To be eligible to declare, a student must have first earned a grade of C or better in either ECON 251 or ECON 252.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Mathematical Economics Major

The major is designed to encourage a student with strong interests in the two areas to develop a deeper understanding of economics by viewing it, in part, as an area of applied mathematics. This major should be considered seriously by all those intending to pursue graduate studies in economics, business, or

quantitative social science, and also by those desiring a more flexible commitment to the major programs in these two departments. As its name suggests, the Mathematical Economics major is mathematically intense. Students declaring this major should possess a high level of aptitude in both mathematics and economics, and they should be prepared to apply advanced mathematical skills toward problems in economics.

Similar to the economics major, the mathematical economics major meets the classification as a STEM discipline according to the United States Citizenship and Immigration Services (USCIS) so that international students are eligible for a 24-month Optional Practical Training (OPT) extension.

Students who are considering graduate school in economics are strongly encouraged to take additional mathematics courses, including MATH 377 - Real Analysis I.

Major Requirements

The major consists of three mathematics courses and ten economics courses, consisting of the following:

All of the Following

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
  ECON 375 has two mathematics prerequisites, each of which can be satisfied in multiple ways:
- MATH 161 - Calculus I, MATH 162 - Calculus II, or MATH 163 - Calculus III; or the equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 161, per approval by the department chair. Students who have taken an equivalent course may petition the department chair for an exemption.
- MATH 105 - Introduction to Statistics or CORE S143 - Statistics in Real Life. Students who have taken an equivalent course (such as BIOL 320 - Biostatistics or PSYC 309 - Quantitative Methods in Behavioral Research) may petition the department chair for an exemption. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 105, per approval by the department chair.
- MATH 163 - Calculus III (must earn a grade of C or better)
- Two additional MATH courses (MATH 214 or higher) chosen in consultation with the student's adviser
- Two additional economics electives (excluding ECON 105), beyond the courses listed below. At least one of these electives must be numbered above 300.

Three of the Following

At least three of the following mathematically-oriented economics courses, in addition to those listed above:

- ECON 345 - Games and Strategies
- ECON 355 - Advanced Macroeconomics
- ECON 357 - Advanced Microeconomic Theory
- ECON 374 - Topics in Mathematical Economics

- ECON 385 - Advanced Econometrics
- ECON 475 - Seminar in Econometrics

  ECON 345, 355 and 357 are normally offered one semester each year. ECON 374, 385, and 475 are offered less frequently. ECON 475 can double-count as an Economics seminar and a mathematically-oriented economics course, however, students will still need three mathematics courses and ten economics courses to complete the major.

Senior Seminar in Economics

- A senior-level ECON seminar (at the 410 level or above).

NOTE: ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair. If students take ECON 475 for their seminar, they need to take an additional 300-level elective to satisfy the requirement of ten economics classes.

Stipulations

- Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, statistics, and MATH 163 by the end of sophomore year, especially if they plan to study abroad during their junior year.
- At least one of the ten economics courses must be a senior-level seminar (at the 410 level or above).
- ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

GPA Requirement

A minimum grade of C is required for ECON 251, ECON 252, ECON 375, and MATH 163 for the major. Satisfactory completion of the major requires a minimum GPA of 2.00 in the 13 courses in the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Economics department page.

Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Educational Studies

Faculty
Professors Palmer, Stern Associate *Professors* Bonet, Ríos-Rojas, Sanya, Taylor *(Chair)*, Woolley *Visiting Assistant Professor* Bell *Assistant Professor and Director of Teacher Preparation Program* Gardner *Lecturer* Bryant

The Department of Educational Studies offers two distinct undergraduate programs: (1) a major or minor in educational studies and (2) a preparation program for students intending to teach at either the elementary or secondary level. The department also offers a Master of Arts in Teaching (MAT) program for students preparing to teach at both the elementary and secondary level. The teacher preparation program at both the undergraduate and graduate level lead to a New York State initial teaching certificate.

Given these programs, the department offers a comprehensive study of formal and informal educational institutions and practices, and the ways they are affected by social forces. Interdisciplinary by design, classes draw on diverse methods of inquiry to critically analyze the historical and contemporary ways that people educate and are educated in the United States and societies across the globe. Theory, research, and practice work together to help students become more reflective and engaged as cultural workers, citizens, and critical thinkers. Students learn to ask questions about the relationships between knowledge, power, and identity in educational contexts, and to reimagine education and its contribution to a democratic society.

Study Groups

The South Korea Study Group is a joint program between Educational Studies and Asian Studies. The program offers a dynamic experience for any Colgate University student due in part to its efforts to become a leader in the newly forming globalized world in which we live. South Korea is highly regarded for its rapid modernization, yet the people still hold to its traditional ways in mind and spirit. While the focus is on students' development of educational studies theory and practice from a global perspective, they also gain a fascinating sociocultural experience.

Students enroll in four courses. The Director provides two courses for the students, one of which provides an opportunity to design a research project with a fieldwork component. Students then take two courses from the host university, Yonsei University. Yonsei offers a variety of courses in English. One course must be on the topic of Korea or East Asia. Prerequisites normally include EDUC 101 and at least one course in Asian Studies.

The Philadelphia Study Group offers students who are interested in a wide range of questions in and around education, urban studies, public policy, and social justice a full semester of coursework and experience in one of the most historically iconic and dynamic cities in the world. Lauded as "the birthplace of American democracy," Philadelphia offers students a place to explore some of the most pressing questions around contemporary education policy and its relationship to material questions about the changing spatial and demographic topographies of American cities. In close conversations with students, teachers, families, and community members, this program provides an experimental platform to gain a more critical understanding about the issues surrounding contemporary education and urban policy and the community-based struggles that have emerged in response.

Awards

The Award for Excellence in Childhood Education — awarded by the department for excellence in elementary student teaching.

The Award for Excellence in Adolescence Education — awarded by the department for excellence in secondary student teaching.

The Charles H. Thurber Award — named after the first professor of pedagogy at Colgate (1893) and awarded by the department to an outstanding senior major.

Honors and High Honors

Students may opt to write a Senior Thesis in Educational Studies in the Senior Thesis Seminar EDUC 450. Students are required to defend their thesis. The defense will normally take place during the last week of classes in the spring semester. This involves a formal presentation of the thesis. The entire Department of Educational Studies faculty will attend the defense and provide input to the Thesis Seminar professor and the faculty adviser.

The designation of 'honors," "high honors," or neither will be determined by the Thesis Seminar professor, the faculty adviser, and any assigned reader. Students with an overall GPA of 3.30 and a departmental GPA of 3.50 will be considered for graduation with honors in Educational Studies.

An award of "high honors" is only awarded to work that shows exceptional scholarly insight and innovation. An honors project must bring something new into the world—it must teach us something or consider a particular question in a new light. In order to do this well, students will need to clearly articulate what the field of Educational Studies is and how their project is situated within our modes of inquiry/knowledge production.

The Teacher Preparation Program (TPP)

Director Gardner

The preparation of teachers is an all-university responsibility, generally directed by the Department of Educational Studies. The program encompasses liberal studies in education as well as studies and experiences designed to develop teaching effectiveness and professional leadership. The emphasis is on developing the student's ability to relate knowledge and theory to skillful teaching in the interest of promoting greater social justice and environmental sustainability. Colgate's undergraduate adolescence and childhood certification programs and the Master of Arts in Teaching (MAT) childhood and adolescence programs are currently accredited through the Association for Advancing Quality in Educator Preparation (AAQEP). Colgate University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP) with a successful Quality Assurance Review in Spring 2022.

There are three TPP options for Colgate Undergraduate students to complete their degree and certification required courses:

1. Complete all degree coursework plus certification coursework requirements as an undergraduate student, eight semesters. Student teaching is usually done the fall semester of junior year.
2. Ninth semester option: To be eligible for this special program, students must have received their Colgate Bachelors degree in the academic year prior to the professional semester and completed all other certification prerequisites prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students admitted into the ninth semester program will be charged a small administrative fee (currently waived), must meet the usual requirements for enrollment at Colgate (such as proof of health insurance), and are responsible for locating their own off-campus housing. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their senior year.

3. MAT option: If accepted into the program, students will complete all certification coursework required at the graduate level including Student Teaching. Students must apply to the MAT Program even if they are already in the Teacher Preparation Program. The Director of the Teacher Preparation Program will create a Program of Study to make sure all Content and Pedagogical Core courses for certification are completed.

For students who've been accepted into the MAT Program who received their Bachelors Degree at another institution, the Director of the Teacher Preparation Program will create a Program of Study to make sure all Content and Pedagogical Core courses for certification are completed as a Colgate graduate student. Students must successfully complete their undergraduate degree prior to the start of their graduate level programming.

Student Teaching: Student teaching is always during the fall semester. Final approval depends on successful completion of all prerequisite courses in their program by the end of the spring term, prior to student teaching. A decision is made by the department to approve a candidate for student teaching based on previous academic performance at Colgate as well as the apparent suitability of the candidate for the teaching profession.

Successful completion of all requirements in all certification programs leads to recommendation for New York State initial teacher certification.See below for certification pathways and requirements.

Application Instructions for Undergraduate level TPP

- Students should apply by November 1st of their sophomore year or sooner in order to plan coursework. Students interested in pursuing teacher certification in New York State are strongly encouraged to have taken EDUC 101 and any other Educational Studies courses that count toward certification prior to the end of their sophomore year.
- For content and pedagogical core courses required by the New York State Department of Education undergraduate students must receive a grade of C or above and graduate students must receive a grade of B- or above in order to meet expectations. Students must achieve at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree in order to be eligible for program completion and certification.
- Application Materials:
    - Application form
    - Transcript
    - Personal statement that includes a discussion of your past experience and your reasons for pursuing a teacher certification at Colgate
    - A sample of written academic work. Ideally, EDUC 101 autobiography assignment (graded preferred)
    - A letter of recommendation written by an individual who, ideally, has observed the student in some teaching/learning capacity in a school setting.
- Application materials are to be submitted to the Educational Studies Academic Department Coordinator.

Application Instructions for MAT level TPP

- Apply by:
    - February 1st (for fall semester start date). Colgate students graduating in May will need to turn in all materials by February 1st their senior year.
    - October 1st (for spring semester date). Colgate students graduating in December of their senior year (in coordination with the Registrar's Office), will need to turn in all application materials by October 1st of their junior year.
- Application Materials: application form, resume, personal statement, sample of written academic work, $50 application fee (waived for Colgate graduates), transcripts, two letters of recommendation from professors with whom you have studied and one letter of recommendation

from a professional who has observed you working with children or adolescents in a learning environment.
- Application materials are to be submitted to the Educational Studies Academic Department Coordinator.

Childhood Education Teacher Certification Coursework Requirements

The elementary certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State initial teacher certification in grades 1–6. It combines a program of study with both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Educational Studies Courses:

- EDUC 101 - The American School *(for Foundations of Education requirement)*
- EDUC 202 - The Teaching of Reading *(for Literacy Skills requirements)*
- EDUC 204 - Child and Adolescent Development *(for Development and Learning requirements)*
- EDUC 207 - Inclusive and Anti-Ableist Education *(for Teaching Students with Disabilities & Special Health-Care Needs)*
- One of the following courses *(for Curriculum, Instruction, & Assessment requirement)*:
    - EDUC 231 - Inquiry Based Teaching in the Schools
    - EDUC 214 - Theories of Teaching and Learning
    - EDUC 321 - Psychological Perspectives in Education
- One of the following lab courses *(for the fieldwork requirement)*:
    - EDUC 214 Lab-TPP Observation Hours
    - EDUC 231 Lab-TPP Observation Hours
- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching *(for 70 day student teaching requirement)*
- EDUC 456 - Dignity in Schools (0.25 credits), *(for DASA requirement)*
- One EDUC elective *(for Social and Cultural Diversity in Schooling, Teaching, and Learning requirement)*

Other NY State certification requirements required before taking EDUC 456 - Dignity in Schools:

- Fieldwork — A minimum for a single certificate is100 hours.
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting

Certification Content Coursework- Childhood Education (grades 1-6):

- Two of any of the course subjects below *(for Concepts in Historical and Social Sciences requirement):*
    - History (HIST)
    - Geography (GEOG)
    - Anthropology (ANTH)
    - Economics (ECON)
    - Sociology (SOCI)
    - Political science (POSC)
- Two of any of the course subjects below (for Scientific Processes requirement):

    - Biology (BIOL). This includes courses in cell biology and biochemistry, anatomy and physiology, genetics and evolution, biological diversity, human biology, zoology, and environmental biology.
    - Chemistry (CHEM). This includes courses in matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions, and quantitative relationships.
    - Earth and Environmental Geosciences (GEOL). This includes courses in space systems, atmospheric systems, geological systems, and water systems.
    - Physics (PHYS). This includes courses in mechanics and heat, electricity and magnetism, waves, sound and light, and quantum theory and the atom.
- Two MATH classes such as courses in mathematical reasoning,quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. *(for Mathematical Processes requirement).* The following Colgate courses also meet this requirement: COSC 100 Computers in the Arts and Sciences, MATH 105 or CORE S143 - Introduction to Statistics, PSYC 309 - Quantitative Methods in Behavioral Research.

MAT Graduate Students are also required to take the following:

EDUC 593 - Special Project and Thesis

Secondary Education Teacher Certification Coursework Requirements

The secondary education certification program is offered at the undergraduate and MAT levels. In both the MAT and undergraduate programs, certification is available in English, history, mathematics, chemistry, biology, earth science, and physics. The program combines a major in one of these chosen academic fields with courses in educational theory and practice. Students who complete the program will have a strong background in teacher education and a New York State approved major from a department on campus.

Educational Studies Courses for Certification

- EDUC 101 - The American School *(for Foundations of Education requirement)*
- EDUC 202 - The Teaching of Reading *(for Literacy Skills requirements)*
- EDUC 204 - Child and Adolescent Development *(for Development and Learning requirements)*
- EDUC 207 - Inclusive and Anti-Ableist Education *(for Teaching Students with Disabilities & Special Health-Care Needs)*
- One of the following courses *(for Curriculum, Instruction, & Assessment requirement):*
    - EDUC 231 - Inquiry Based Teaching in the Schools
    - EDUC 214 - Theories of Teaching and Learning
    - EDUC 321 - Psychological Perspectives in Education
- One of the following lab courses *(for the fieldwork requirement):*
    - EDUC 214 Lab- TPP Observation Hours
    - EDUC 231 Lab-TPP Observation Hours
- One of the following courses based on certification field:
    - EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies *(for Curriculum, Instruction, & Assessment requirement)*
    - EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching *(for 70 day student teaching requirement)*
- EDUC 456 - Dignity in Schools (0.25 credits), *(for DASA requirement)*
- One EDUC elective *(for Social and Cultural Diversity in Schooling, Teaching, and Learning requirement)*

Other NY State certification requirements required before taking EDUC 456- Dignity in Schools:

- Fieldwork — 100 hours
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting

MAT Graduate Students are also required to take the following:

- EDUC 593 - Special Project and Thesis

Certification Content Coursework- Secondary Pathway (grades 7-12):

- **English:** major in English with coursework in composition, English literature, poetry, playwriting, grammar, and English linguistics. 2 classes of study in related areas such as speech, drama, theater, and journalism. See the Teacher Preparation Director for more information.
- **Social Studies:** major in History with coursework in areas such as: economics, government, United States history, world history, geography, sociology, anthropology, and political science. 1 class in economics and 1 class in geography are required. See the Teacher Preparation Director for more information.
- **Mathematics:** major in math with coursework in areas such as: mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. A maximum 2 classes of S.H. of statistics coursework (offered by a Mathematics or Statistics department) can be accepted. See the Teacher Preparation Director for more information.
- **Chemistry:** major in Chemistry with coursework in areas such as: scientific methods, matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions and quantitative relationships. See the Teacher Preparation Director for more information.
- **Biology:** major in Biology with coursework in areas such as: scientific methods, cell biology, biochemistry, anatomy and physiology, comparative anatomy, genetics and evolution, biological diversity, human biology, and ecology. Introductory chemistry sequence is also required. See the Teacher Preparation Director for more information.
- **Earth Science:** major in Earth and Environmental Geosciences with coursework in scientific methods, space systems, atmospheric systems, geological systems, and water systems. 2 classes in astronomy are required. See the Teacher Preparation Director for more information.
- **Physics:** major in Physics with coursework in scientific methods, mechanics, thermodynamics, electricity, magnetism, waves, sound, light, and quantum theory and the atom. See the Teacher Preparation Director for more information.

Educational Studies Major

Courses are designed for liberal arts students interested in studying the problems and prospects of education, the nature and function of educational inquiry, the processes and outcomes of educational practices, the role of educational theory in school practice, and the relation of educational institutions to other social institutions. In these courses students are exposed to a variety of methodologies and perspectives.

Major Requirements

Students are encouraged to take one 200-level course before the end of their sophomore year. Students may count up to one independent study course for major credit.

Students take nine courses in the department, which include the following requirements:

Required Courses

- EDUC 101 - The American School (completed by the end of the sophomore year)
- EDUC 226 - Uses and Abuses of Educational Research (recommended to be completed by the end of the sophomore year)

Pedagogy and Praxis Designation

Courses fulfilling this requirement have an attribute of EDPP in the course offerings.

One of the following:

- EDUC 202 - The Teaching of Reading
- EDUC 204 - Child and Adolescent Development
- EDUC 207 - Inclusive and Anti-Ableist Education
- EDUC 214 - Theories of Teaching and Learning
- EDUC 231 - Inquiry Based Teaching in the Schools
- EDUC 315 - Pedagogies and Publics
- EDUC 321 - Psychological Perspectives in Inclusive Education

Electives

- Five additional courses, selected by the student in close conversation with their adviser, choose the courses that facilitate both breadth and depth within the field of educational studies

Senior Seminar Capstone

- One 400-level seminar

GPA Requirement

A minimum GPA of 2.00 is required for the nine courses that are counted for major credit. All courses taken for the major are counted in the GPA.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Educational Studies department page.

Educational Studies Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Educational Studies department catalog page.

Educational Studies Minor

The Educational Studies Minor is divided into three unique tracks:

General
Elementary Education
Secondary Education

Students exploring educational studies as a liberal art (social and cultural foundations of education) will follow the General Track. Students who have applied and been accepted into the Teacher Preparation Program will follow either the Elementary Education or Secondary Education Track (please consult with the Director of Teacher Preparation Programs). Students seeking teacher certification at the Elementary Education level (grades 1-6) will follow the Elementary Education Track. And students seeking teacher certification at the Secondary Education level (grades 7-12) will follow the Secondary Education Track.

General Track Requirements

A minor in Educational Studies - General Track provides a mix between different areas of inquiry open to students interested in pursuing careers in the field of education, such as teaching, policy, and research.

For the minor in Educational Studies - General Track, students are required to take a total of five courses as follows:

- EDUC 101 The American School
- Four additional courses, which will depend upon the student's area of interest.

Elementary Education Track Requirements

For the minor in Educational Studies - Elementary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
    - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
    - Four courses in pedagogy, including The Nature of Childhood Education and Development

Secondary Education Track Requirements

For the minor in Educational Studies - Secondary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
    - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
    - Four courses in pedagogy, including The Nature of Childhood Education and Development

Teacher Certification: Childhood Education

The elementary certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State teacher certification in grades 1–6. It combines a program of study with

both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Students should begin the certification program as early as possible in their academic career at Colgate. Students are required to apply to the teacher preparation program with a suggested deadline of November 1 of their sophomore year. Students will complete student teaching during the fall term of their senior year or in an extended ninth-semester. This professional semester includes two teaching methodology seminars, and an advanced course on the diagnosis and remediation of reading problems.

For more information visit the educational studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

Professional Student Teaching Semester

- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools (0.25 credits), also satisfies DASA training

Professional Seminars

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 454 - Diagnosis and Remediation of Reading Problems

Course requirements outside of Educational Studies

- Two science courses in biology, chemistry, physics, geology, or astronomy
- Two courses in social sciences
- Two mathematics courses

Other Requirements

- Fieldwork — a minimum of 100 hours for a single certificate
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)

- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

Teacher Certification: Inclusive Childhood and Special Education

The inclusive childhood and special education certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State teacher certification in childhood education grades 1–6 and special education grades pre-K-12. It combines a program of study with both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Students should begin the certification program as early as possible in their academic career at Colgate. Students are required to apply to the teacher preparation program with a suggested deadline of November 1 of their sophomore year. Students will complete student teaching during the fall term of their senior year, an extended ninth semester, or as a graduate student. This professional semester includes dedicated coursework in planning, instruction, and assessment.

For more information, visit the Educational Studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from

Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

- EDUC 204 - Child and Adolescent Development
- EDUC 231 - Inquiry Based Teaching in the Schools

Special Education Focused Coursework

- EDUC 207 - Inclusive and Anti-Ableist Education
- EDUC 321 - Psychological Perspectives in Inclusive Education
- EDUC 339 - Feminist Disability Studies (Recommended)

Professional Student Teaching Semester

All of the following:

- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools (.25 credits), also satisfies DASA training
- EDUC 465 - Student Teaching II

Professional Seminars

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 454 - Diagnosis and Remediation of Reading Problems

Course Requirements Outside of Educational Studies

- Two science courses in biology, chemistry, physics, geology, or astronomy
- Two history courses/social sciences courses
- Two mathematics courses

Other Requirements

- Fieldwork — a minimum of 100 hours in a general education classroom and 50 hours in a special education setting
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

Teacher Certification: Secondary Education

The secondary education certification program is offered at the undergraduate and MAT levels. In both the MAT and undergraduate programs, certification is available in English, history, mathematics, chemistry, biology, earth science, and physics. The program combines a major in one of these chosen academic fields with courses in educational theory and practice. Students who complete the program will have a strong background in teacher education and a New York State approved major from a department on campus.

Students should begin the certification program as early as possible. Students should formally apply to the program by November 1 of their sophomore year, and it is strongly recommended that they apply during their first year at Colgate. Students must reserve the fall term of their senior year for student teaching, teaching seminars, and an advanced course on the diagnosis and remediation of reading problems. Students are required to formally apply to the graduate level program by February 1 of their senior year.

For more information visit the educational studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

Professional Student Teaching Semester

All of the following:

- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools

And One of the Following Depending on Topic Area of Certification:

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics

Other Requirements

- Fieldwork — 100 hours prior to student teaching
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

Geography

Faculty
Professors Burnett, Klepeis, Loranty, Meyer *(Chair),* Monk, Scull, Yamamoto *Associate Professor* Ballvé *Assistant Professors* Hamlin, Mitchell-Eaton *Visiting Assistant Professors* Hartnett, Sun *Teaching and Research Support Technician and Laboratory Instructor* Kong

Geography bridges perspectives in the social and natural sciences to study people and the environment. In addition to deepening knowledge of biophysical and social change processes in their own right, diverse methodological approaches uncover the relationships between humans and natural and social environments.

Students use integrative explanatory frameworks and geospatial analytical tools to grapple with critical areas of inquiry: the geopolitics of conflict, climate science, biogeographies of endangered species, urban planning, housing and homelessness, disaster mitigation, international migration, environmental and social justice, and natural resource management, among them.

Four 100-level courses – GEOG 105 - Climate and Society, GEOG 107 - Is the Planet Doomed?, GEOG 108 - Digital Earth, and GEOG 122 - The City – introduce prospective majors and other interested students to the perspectives of the discipline. Two courses required for majors – GEOG 231 - Geography of the Physical Environment and GEOG 245 - Geographic Information Systems – provide a grounding in the biophysical environment of human activity and key tools for geographical analysis.

Exposing students to the full spectrum of disciplinary subfields – physical, human, and nature-society geography as well as geospatial techniques – the major provides a good foundation for graduate work or future employment in both the private and public sectors.

Physical Geography:

- GEOG 231 - Geography of the Physical Environment
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology

Human and Nature-Society Geography:

- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 270/ASIA 270 - Deep Asia
- GEOG 303 - The Camp: A Global History of Civilian Internment
- GEOG 304/PCON 304 - Criminal Underworld
- GEOG 306 - The Geography of Happiness
- GEOG 307 - What's in Your Cup? The Geography of What We Drink
- GEOG 310/PCON 310 - Geopolitics
- GEOG 312 - The American City
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- GEOG 317 - Mobility Justice
- GEOG 318/SOCI 318 - Intl Migration, US Immigration
- GEOG 319 - Population and Environment
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG 323/REST 323 - Arctic Transformations
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329/PCON 329 - Environmental Security
- GEOG 334 - The Prison and the City
- GEOG 340 GIS and Society
- GEOG 353 - Housing and Homelessness/SOCI 353 - Housing and Homelessness

Research Methods:

Full-credit courses:

- GEOG 245 - Geographic Information Systems
- GEOG 346 - Advanced Geographic Information Systems
- GEOG 347 - Satellite Image Analysis

Half-credit courses:

- GEOG 251 /SOCI 251 - Media Frame and Content Analysis
- GEOG 341 - Cartography

Awards

The Peter Gould Award in Geography — awarded by the department to a senior geography major who has enriched the geography community through exemplary leadership, service, and achievement.

The Shannon McCune Prize in Geography — awarded by the department to the senior geography major who has been judged by the department's faculty to demonstrate outstanding academic merit and promise.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in memory of Kevin Williams '10 to provide stipend support for one or more geography majors to travel while studying abroad.

Transfer Credit

Transfer credit should be arranged in consultation with the department chair. Typically, the department will accept for major credit a maximum of two geography courses taken from department-approved study abroad programs and/or Colgate study groups. Courses taken from non-approved programs may be eligible for one major credit with department approval. Regardless of the source, the number of non-Colgate courses used for major credit in geography cannot exceed two. To be accepted, courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer course credit must consult with the department chair prior to enrolling elsewhere. Transfer credits may not be used to satisfy the department's required courses.

Advanced Placement credit is awarded for the AP Human Geography exam with a score of 4 or 5, effective fall 2025.

Honors and High Honors

Students in geography wishing to pursue honors must have a major GPA of 3.50 or better. Students pursuing honors who have a major GPA of 3.70 or better may be eligible for high honors. In such cases, the geography faculty will determine whether the completed honors project is of sufficient quality to warrant such an award. Eligible seniors who wish to pursue honors must follow the guidelines for honors in geography. If approved for preliminary honors work, students will register for GEOG 490, a half-credit course in preparation for honors work, during the fall semester. If given final approval for honors work, students will register for GEOG 499 during the spring term. At the end of the spring term, candidates for honors will make oral presentations of their completed honors projects to the members of the department. The decision to award honors will be made by the department in consultation with the faculty advisers based on the quality of the honors project, oral defense, and other evidence of distinction.

Related Major

- Environmental Geography Major

Australia Study Group (fall term)

This study group is sponsored by the Department of Geography and Environmental Studies Program (ENST) and focuses on the social and environmental diversity of Australia. It is led by a member of the geography or ENST faculty and provides a valuable complement to the Colgate-based geography curriculum. See Off-Campus Study.

Geography Major

Major Requirements

The requirements for the major are as follows:

All of the Following

- Two 100-level courses chosen from among GEOG 105, 107, 108, and 122
- GEOG 231 - Geography of the Physical Environment
- GEOG 245 - Geographic Information Systems and GEOG 245L (completed by the end of the fall semester of the senior year)
- Four additional GEOG elective credits, only one of which can be at the 100-level
- GEOG 401 - Senior Seminar

Additional Stipulations

- Courses taken off-campus cannot be used to substitute for GEOG 231, 245, or 401.
- Students may substitute upper-level courses for either or both of the 100-level courses required for the major.

GPA Requirement

To qualify with a major in geography, students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Geography department page.

Geography Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Geography department catalog page.

Geography Minor

Minor Requirements

- The minor consists of a minimum of five one-credit courses, no more than two of which can be at the 100-level.

Students pursuing a minor in geography may elect to concentrate their coursework in the physical or human and nature-society subfields.

Geography Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Geography department catalog page.

History

Faculty
Professors Bouk, Douglas, Etefa, Harsin, Hodges, Nemes, Robinson, Roller *(Chair)* *Associate Professors* Barrera, Cooper, Hall, Karn, Khan, Mercado *Assistant Professors* Bailey, Golaszewski, Newman *Senior Lecturer* T. Tomlinson

Today the study of human history is critical to global survival; the experiences of others serve as guides to present and future conduct. At the same time, exposure to rigorous historical method and clear narrative style develops conceptual skills, research competence, writing fluency, and sensitivity to the uses and abuses of language and historical knowledge. The history department curriculum includes courses on African, Asian, Caribbean, European, Latin American, Middle Eastern, and North American subjects, and on contact and interaction among these societies. Majors are encouraged to take courses in related departments and programs. Competence in at least one foreign language is also desirable.

Awards

The Award for Excellence in History — awarded to the student judged by the faculty to demonstrate outstanding merit, perseverance, and promise on the basis of work done in the department.

The Alexander V. Wasson Prize for Excellence in History — awarded annually to a senior major in recognition of a distinguished thesis in history.

The Douglas K. Reading Prize — awarded in memory of Douglas K. Reading, professor of history from 1938 to 1980. The Reading Prize is given annually to an outstanding junior or senior major, with preference to a student of modern European history, Russian history, or ancient or medieval history.

The Scott Saunders Prize for Excellence in History — established in memory of Scott Saunders '89 and awarded annually to a senior major in history who participated in the Colgate London History Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Advanced Placement and Transfer Credit

Students with scores of 4 or 5 on the Advanced Placement (AP) exam in European or American history will receive credit toward graduation but *not* toward the major or minor. Those granted AP credit in European history may not repeat HIST 101 and/or HIST 102 without permission of the department chair; those granted AP credit in American history may not repeat HIST 103 and/or HIST 104 without permission of the department chair. No department credit or exemption is given for an AP score of 3 or for AP courses taken without the AP examination. Majors may not count course credit given for AP in history toward the nine total courses required. Minors may not count course credit given for AP in history toward the five total courses required.

Colgate students may direct questions to the department chair as they consider enrolling in courses at other institutions or in approved off-campus study programs. Any course taken for major/minor credit on a study-abroad program selected from the Office of Off-Campus Study's complete list of approved programs will be assessed to confirm it is a history course and only one such course may be approved. There is an exception: Two courses may be approved for major credit for transfer from an approved program if both courses will be taken in a language other than English. In no case will more than one course be approved for minor credit.

All other requests for transfer of external credits toward the major or minor should be directed to the department chair. Such courses must be of comparable rigor to ones offered at Colgate to be approved for transfer.

Honors and High Honors

Candidates for honors in history must:

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the HIST 490 instructor and one other department faculty member to be of A or A– quality. The honors thesis is normally expected to be completed in two terms. It may be started in any 300 or 400-level history course, on campus or on the London History Study Group. A candidate must enroll in HIST 490 to complete the thesis.

Candidates for high honors in history must:

1. Have or exceed by the time of graduation, a major GPA of 3.75 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the HIST 490 instructor and by one other department faculty member to be of A quality;
3. Defend the paper in an oral examination before the two faculty readers. The examination must also be judged to be of excellent quality.

Teacher Certification

The Department of Educational Studies offers a teacher certification program for majors in history who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies for more information.

Only Master of Arts in Teaching (MAT) Graduate students may take graduate-level versions of history department classes, which are given 500-level course numbers. For further details, see the MAT entry under Educational Studies.

London Study Group

Every year the history department conducts a study group in London. Admission is selective and limited to students of suitable interest and academic background. Interested students should inquire the preceding year. Prospective students must take HIST 199 - History Workshop and HIST 300 - The London Colloquium before going to London, and should be on campus the semester before departure. For more information, see Off-Campus Study.

History Major

Major Requirements

There are two pathways through the history major: the Field of Focus (FoF) Pathway and the Global Pathway. Both require nine courses.

The pathways are described below:

Field of Focus

The Field of Focus Pathway allows students to devise individualized, intellectually coherent specializations. Possible fields of focus include:

- Black History
- Capitalism, Commodities, and Class
- Cultural and Intellectual History
- Empires and Colonialism
- Environmental History
- Gender and Sexuality
- Indigenous History
- Migration and Diaspora
- Political History
- Public History and Memory
- Race and Racism
- Religion and Society
- Science, Technology, and Medicine
- Social Movements and Human Rights
- Urban History
- War and Violence

Students in the Field of Focus Pathway develop their specialization (i.e., field of focus) in consultation with their academic adviser. Students who choose this program are required to submit a field of focus statement within one semester of their major declaration, and it can be revised in later semesters. Students may choose one of the department's suggested fields (see above), or they may design their own field of focus in consultation with their adviser.

History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

Seven Electives

Courses fulfilling this requirement have the HIST subject code or the XHIS attribute in the course offerings.

- Students select seven HIST courses of their choosing
    - at least four of which should relate directly to their field of focus
    - one 300-level language course may be counted toward one of the seven electives

Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year. This seminar must be taken with a member of the Colgate History Department faculty either at Colgate or with the London History Study Group.

Additional Stipulations

- At least two of the nine courses must be designated other than (EU) or (US)
- One of the nine courses may be taken outside the History department, subject to the approval of the student's academic adviser and the History Curriculum Committee. Students who count a 300-level language course may not count another course from outside the department.

There is an exception to the above stipulation: If a student on an approved off-campus study program takes history courses taught in a language other than English, two such courses may be eligible for major credit, subject to the approval of the department chair.

The Global Pathway

The Global Pathway emphasizes broad geographic exposure and ensures that students' coursework, at all levels, covers different parts of the world.

- Africa
- Asia
- Europe
- Latin America and the Caribbean
- Middle East
- Transregional
- United States

The Global Pathway in history consists of nine courses, structured as follows:

History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

100- and 200-Level Courses

Courses fulfilling this requirement have an attribute of HIAF, HIAS, HIEU, HILC, HIME, HITR, or HIUS in the course offerings.

- Three courses at the 100- or 200-level
    - To encourage breadth of study, each of these three must carry a different geographic designation (see list above).

300-Level Courses

Courses fulfilling this requirement have an attribute of HIGE in the course offerings (and must be at the 300-level).

- Three courses at the 300 level
    - At least one of these courses must be designated other than (EU) or (US)

Additional Elective

Courses fulfilling this requirement have an attribute of HIAF, HIAS, HIEU, HILC, HIME, HITR, HIUS, HIGE, or XHIS in the course offerings.

- One additional history course at the 200 level or above, or any 300-level foreign language course. (Foreign language courses taught in translation do not meet this requirement.)

Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year. This seminar must be taken with a member of the Colgate History Department faculty either at Colgate or with the London History Study Group.

Additional Stipulations

- Only one of the nine courses for the major may be taught by a non-departmental historian. This includes history courses offered in off-campus study groups, at other institutions, and at Colgate; all such courses are subject to the approval of the student's academic adviser and the department chair or an individual or committee assigned by the chair.
- There is an exception to the above stipulation: If a student on an approved off-campus study program takes history courses taught in a language other than English, two such courses may be eligible for major credit, subject to the approval of the department chair.

GPA Requirement

Students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the History department page.

Major Declaration

To be admitted to the major, students must have earned a GPA of 2.00 in all history courses taken. Students not meeting this requirement may petition the department for permission to begin the major.

History Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the History department catalog page.

History Minor

Minor Requirements

The minor in history consists of five courses, including:

History Workshop

- HIST 199 - History Workshop

Electives

- Two courses at the 100- and 200-levels, only one of which can be a 100-level course.
- One course at the 300-level
- One seminar at the 400-level

The four electives must fall into at least two of the following areas:

- Africa (attribute = HIAF)
- Asia (attribute = HIAS)
- Europe (attribute = HIEU)
- Latin America and the Caribbean (attribute = HILC)
- Middle East (attribute = HIME)
- Transregional (attribute = HITR)
- United States (attribute = HIUS)

History Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the History department catalog page.

International Relations

Faculty

Director Lupton

Advisory Committee Chernoff, Fogarty, Morkevičius, Murshid, Sparber, Wang

For those interested in world affairs, Colgate offers a major program in International Relations (IR). Students may also take IR as a minor. Study in the program begins with POSC 232, which is normally taken in the sophomore year.

Honors

A candidate for honors in IR must choose an adviser for an honors paper and fulfill the honors requirements for the department of the faculty adviser. In addition, the honors student must (1) achieve a minimum GPA of 3.60 in the nine IR courses, (2) attain a minimum overall GPA of 3.25, (3) submit a substantial research paper that is judged superior (A– or higher) by two program faculty members.

A student whose adviser is a member of the Department of Political Science must enroll in the year-long honors colloquium (POSC 498 and POSC 499) in which each student writes an honors thesis. POSC 498 will be taken in the fall semester, followed by POSC 499 in the spring semester. A grade will be given in both POSC 498 and POSC 499. Seniors who anticipate graduating with a GPA eligible for honors should speak with their advisers or the IR director in the semester prior to doing honors. POSC 498 and POSC 499 are to be taken in addition to the nine courses counted toward the IR major.

A candidate for high honors in IR must fulfill the following additional requirements: (1) achieve a minimum GPA of 3.60 in IR courses, (2) attain an overall GPA of at least 3.40, (3) gain approval of the paper as superior by a third reader, and (4) pass with distinction an oral examination by the three readers of the submitted paper. As above, the professor supervising the research must give prior approval of the paper.

Students may choose whether the grades received in both POSC 498 and 499, or neither, are to be counted toward their major GPA.

Study Groups

Students are encouraged but not required to participate in off-campus study. The IR program cosponsors a study group in Geneva that typically runs once per year. On the Geneva study group, students receive one core subfield credit for POSC 357, and two elective credits: one for an internship course and the other for a course taken at the Graduate Institute of International and Development Studies. IR majors who are pursuing French to complete their foreign language requirement can receive credit at the 100 or 200 level for an intensive course taken at the beginning of the Geneva study group. See Off-Campus Study for more information.

Transfer Credits

Students participating in off-campus approved programs can seek transfer credits to satisfy certain IR major and minor requirements—most commonly language courses, IR electives, or History electives. Students wishing to receive the upper-level Economics credit must seek additional approval from Colgate's economics department. In very rare circumstances students may receive credit for a core subfield class. POSC 232 - Fundamentals of International Relations (IR) and the IR seminar must be taken on campus.

Students should seek preapproval for any off-campus courses from the IR director, who will evaluate individual courses with respect to their rigor and substantive appropriateness. Courses whose subject matter

is not international cannot receive IR credit; courses with reading and/or writing assignments below Colgate standards can only receive credit on a two-for-one basis—i.e., two off-campus courses count for one IR credit. This two-for-one formula applies to most courses taken on non-Colgate programs.

Awards

The Paul O. Stillman '55 Award — given annually to an outstanding senior(s) majoring in International Relations.

International Relations Major

Major Requirements

The major program consists of the following requirements:

Foundational Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

Core Political Science Subfield Courses

Courses fulfilling this requirement have an attribute of IRCP in the course offerings.

At least two of the following POSC courses:

- POSC 349 - The International Political Economy
- POSC 353 - National Security
- POSC 357 - International Institutions
- POSC 366 - Foreign Policy Analysis
- POSC 374 - International Law

Economics Courses

Courses fulfilling this requirement have an attribute of IREC in the course offerings.

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 or ECON 351 in place of ECON 249.)

  Students are strongly encouraged to take ECON 249 before their senior year

History Courses

Courses fulfilling this requirement have an attribute of IRHI in the course offerings.

One of the following:

- HIST 105 - Introduction to the Modern Middle East
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 210 - The History of Health, Disease and Empire
- HIST 219 - Oceanic Histories
- HIST 232 - The Crusades
- HIST 237 - Empires and Global History: 1400-1700
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 265 - War and Violence in East Asia
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 385 - Darfur in Historical Perspective
- HIST 489 - Seminar on Problems in Military History

Elective Courses

Courses fulfilling this requirement have an attribute of IREL in the course offerings.

Two electives from the list below or students may substitute an additional core subfield course or IR seminar.

- ECON 219 - Chinese Economy
- ECON 233 - Economics of Immigration
- ECON 238 - Economic Development
- ECON 251 - Intermediate Microeconomics
- ECON 252 - Intermediate Macroeconomics
- ECON 351 - International Finance and Open-Economy Macroeconomics
- ECON 356 - Economic Growth
- ECON 370 - European Economic Issues (London Study group)
- ECON 371 - The Economics of the European Union (London Study Group)
- ECON 438 - Seminar in Economic Development
- ECON 450 - Seminar in International Economics
- GEOG 310/PCON 310 - Geopolitics

- HIST 105 - Introduction to the Modern Middle East
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 210 - The History of Health, Disease and Empire
- HIST 219 - Oceanic Histories
- HIST 232 - The Crusades
- HIST 237 - Empires and Global History: 1400-1700
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 265 - War and Violence in East Asia
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 346 - Germany, Russia, Eastern Europe
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 385 - Darfur in Historical Perspective
- HIST 489 - Seminar on Problems in Military History
- POSC 208 - Comparative Democracies (CO)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215/MIST 215 - Comparative Politics: Middle East
- POSC 216 - Comparative Politics: Latin America
- POSC 304/MIST 304 - Islam and Politics
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 307 - China's Foreign Relations
- POSC 317 - Identity Politics
- POSC 329/ JWST 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)
- POSC 330 - Post-Mao China and World Development
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 341/ PCON 341 - War and the Shaping of American Politics
- POSC 350 - Africa in World Politics
- POSC 351 - Foreign Relations of East Asia
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 358 - Transnational Politics
- POSC 359/REST 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 367 - The European Union
- POSC 368 - American Foreign Relations with China

- POSC 371 - West European Politics

IR Seminar

Courses fulfilling this requirement have an attribute of IRSE in the course offerings.

Unless the director grants specific permission, the seminar must be taken on campus. The seminar must be taken by the first term of the senior year, unless special permission of the IR director is granted in advance. Students pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 489 - Seminar on Problems in Military History
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 407 - Seminar: Media and International Relations
- POSC 416 - Seminar: Democracy, Capitalism, and the Changing World Order
- POSC 421 - Seminar: Information Warfare
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

Language Requirement

Courses fulfilling this requirement have an attribute of IRWL or IRNL in the course offerings.

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by reading proficiency equal to that attained by completion of two 200-level courses with a grade of at least C. Students entering with AP credit in a non-Western language must take at least one language course at Colgate.

Students seeking clarification regarding their current level of proficiency should contact the language department or program in question.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

Additional Stipulations

- POSC 152 - Global Peace and War (IR), does not ordinarily count toward the IR major. Students who take POSC 152 before deciding on an IR major must also take POSC 232, but may

count POSC 152 as one of the two IR electives with written permission from the IR program director.
- Students who have AP credit for ECON 151 must take one additional elective course.
- Students are strongly encouraged to complete most required courses by the end of the junior year.
- For students seeking a major in International Relations and a minor in Political Science, no courses may be counted toward both.
- As a general rule, the only requirements students can complete off campus are the elective and History courses as well as appropriate language courses; in all such cases, students must seek prior approval from the IR director.

GPA Requirement

Satisfactory completion of the IR major requires (1) a minimum GPA of 2.00 in the nine IR-designated courses, and (2) a grade of C or better in POSC 232, ECON 151, and the seminar.

Honors

Students interested in pursuing honors can find the additional requirements on the International Relations program page.

International Relations Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the International Relations program catalog page.

International Relations Minor

Minor Requirements

The requirements for the minor are six economics and political sciences courses and completion of the language requirement as follows:

Introductory Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

Core Political Science Subfield Courses

Courses fulfilling this requirement have an attribute of IRCP in the course offerings.

At least two of the following POSC courses:

- POSC 349 - The International Political Economy
- POSC 353 - National Security
- POSC 357 - International Institutions
- POSC 366 - Foreign Policy Analysis

- POSC 374 - International Law

Economics Courses

Courses fulfilling this requirement have an attribute of IREC in the course offerings.

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 in place of ECON 249)

IR Seminar

Courses fulfilling this requirement have an attribute of IRSE in the course offerings.

Unless the director grants specific permission, the seminar must be taken on campus. IR concentrators pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 489 - Seminar on Problems in Military History
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 407 - Seminar: Media and International Relations
- POSC 416 - Seminar: Democracy, Capitalism, and the Changing World Order
- POSC 421 - Seminar: Information Warfare
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

Language Requirement

Courses fulfilling this requirement have an attribute of IRWL or IRNL in the course offerings.

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by reading proficiency equal to that attained by completion of two 200-level courses with a grade of at least C. Students entering with AP credit in a non-Western language must take at least one language course at Colgate.

Students seeking clarification regarding their current level of proficiency should contact the language department or program in question.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

GPA Requirement

Satisfactory completion of the IR minor requires (1) a minimum GPA of 2.00 in the six IR-designated courses, and (2) a grade of C or better in POSC 232, ECON 151, and the seminar. A student may not count toward an IR minor any courses being counted toward a major in political science.

International Relations Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the International Relations program catalog page.

Political Science

Faculty
Professors Brubaker, Byrnes, Chernoff, Kraynak, N. Moore, Shain *Associate Professors* Dauber, Fogarty *(Chair)*, Koter, Lupton, Luttig, Morkevičius, Murshid, Nam, Rosenfeld, Rutherford *Assistant Professors* Benn, Berk, Hedberg, Ibarra del Cueto, Siddiqi, Wang *Visiting Assistant Professors* Irons, Mull, Tekinirk *Charles Evans Hughes Visiting Chair of Government & Jurisprudence* Miner *A Lindsay O'Connor Visiting Professor of Political Science* Bierman

The department's program is designed to provide students with an understanding and appreciation of politics in the broadest sense and to introduce them to the skills needed for research and analysis. The curriculum includes courses in the principal fields of the discipline, including American and comparative government and politics, international relations, and political theory. Through coursework and independent study projects, students confront some of the enduring questions of politics while studying political institutions, processes, behavior, and theory. Internships in Washington on the D.C. study group combine rigorous analysis of politics and government with direct exposure to Congress, the national executive, political parties, interest groups, think tanks, and media. Similarly, study and internships in Geneva, Switzerland, on the department's other study group, provide students with the opportunity to travel widely in Europe and to become immersed in the world of international organizations. The honors colloquium, in addition, offers students the opportunity to conduct significant research under the supervision of a faculty member. Students who major in political science are likely to be well prepared for future careers or graduate study in such fields as law, public service, international affairs, business management, teaching, journalism, and many others.

Course Information

Course classifications:

- American politics (AM)
- Comparative politics (CO)
- International relations (IR)
- Political theory (TH)

Awards

Colgate's chapter of Pi Sigma Alpha is a national honorary society that recognizes the accomplishments of undergraduate political science students.

The Dr. William L. Boyle Jr. Award — given annually for academic excellence to a junior political science major.

The Herbert J. Storing Memorial Award — established as an annual award to a senior political science major for superior academic achievement.

Advanced Placement

Advanced placement credits are not accepted for credit in the political science major or minor programs.

Transfer Credit

Colgate students planning to study off-campus or abroad: The department will accept for major credit a maximum of two political science courses taken at other institutions. Only one transfer credit will be accepted toward the minor. These courses must have been approved for transfer credit by the Colgate registrar and by the member of the Department of Political Science designated to evaluate them. In all instances, courses accepted for major or minor credit must be comparable in quality, quantity of reading and writing, and scope of coverage to courses offered in the department. Transfer credits will not ordinarily be offered for POSC-100 level courses or POSC 232. 400-level courses will not be accepted under any circumstances. Students who anticipate applying for major or minor credit for a course or courses to be taken at another institution should consult with the department's transfer credit representative before enrolling elsewhere.

Students transferring to Colgate from other universities: The department will accept for major credit up to four political science courses at the 100-, 200- or 300-level taken at a student's prior academic institution. Up to two courses may be accepted toward the minor. In all instances, courses accepted for major or minor credit must be comparable in quality, quantity of reading and writing, and scope of coverage to courses offered in the department. 400-level courses will not be accepted under any circumstances. Transfer students who anticipate applying for major or minor credit for a course or courses they have already taken at another institution should consult with the department's transfer credit representative before declaring political science as their major or minor.

Honors and High Honors

Students with outstanding records in political science may pursue honors. To qualify, a student must have, at graduation, an overall GPA of 3.40 and a departmental GPA of 3.60 in the eleven or more courses taken to satisfy the major requirement for honors. A student must enroll in the year-long honors colloquium (POSC 498 and POSC 499). Both courses are used in determining departmental GPA, however, only one may count toward major requirements. Each student in the fall while enrolled in POSC 498 will complete an in-depth written literature review of his or her subject of interest; then, in the spring while enrolled in POSC 499, students will write a lengthy thesis. Each course is graded separately, but enrollment in POSC 499 is contingent on the successful completion of POSC 498, and the recommendation of the seminar director and the student's primary adviser. Although these courses are designed for and required of those hoping to stand for honors or high honors at graduation, neither is restricted to them; rising seniors with a strong

interest in some area of political science and a proven academic record of accomplishment who would like to explore further a chosen area of research in a collaborative environment should also consider enrolling. It is critically important that juniors interested in doing an honors thesis in their senior year, speak both with their advisers and members of the faculty conducting research in an area of common interest while searching for a primary adviser to guide their independent research during their senior year.

All students who have successfully completed the honors sequence will be eligible for honors or high honors. Whether a student receives honors or high honors ultimately depends upon the outcome of their thesis research. To be awarded honors, a thesis must be judged superior both by the faculty member guiding the student's research and the seminar director of POSC 499. A thesis judged by these readers to be potentially worthy of high honors will, with the agreement of the student, be submitted to a third reader. An oral defense will then be scheduled at which time the student is examined both on the content of the thesis and his or her knowledge of the general field of inquiry. The three readers then make the final decision as to whether the student will receive high honors at graduation.

Related Majors

- Asian Studies Students may select a topical major in Asian studies with a focus on India, China, or Japan, including related departmental courses in political science.
- International Relations Students with a singular focus on the international political realm take, in conjunction with those in political science, courses in the languages, economics, history, and allied fields.
- Peace and Conflict Studies Students interested in this major may enroll in the interdisciplinary Peace and Conflict Studies Program.

Study Groups

Washington

The Washington Study Group, conducted in the spring term each year, provides a unique opportunity for a select group of Colgate students to study the working processes of the American national government at close range. See "Undergraduate Program". Study group members take four courses during their term in Washington, one of which is an internship. Students receive three course credits toward completing the political science major (POSC 410, POSC 412, and POSC 414) and one university credit toward graduation (POSC 413). Prerequisites: POSC 150, POSC 210, or POSC 211.

Geneva, Switzerland

The Geneva Study Group, conducted in the fall and/or spring terms of each year, provides a rewarding opportunity for a highly select group of Colgate students to study the workings of international organizations, the politics of the European Union and of Western European nations, and other related matters while living and traveling in the heart of Western Europe. Intensive language and cultural immersion in a French homestay, and internship opportunities working in international and non-governmental organizations are important parts of the program.

At least one college-level French course is a prerequisite. Study group directors may specify other prerequisites, but as a general rule students are required to take POSC 232 prior to the start of the program. Students are also strongly encouraged to take at least one other political science or history course in the politics, culture, history, international relations, or economies of Europe.

For further information, please see Off-Campus Study.

Political Science Major

Major Requirements

Ten courses are required to complete a major in political science. The requirements are as follows:

Political Science Courses

American Politics

Courses fulfilling this requirement have an attribute of POAP in the course offerings.

One of the following:

- POSC 150 - Introduction to American Politics
- POSC 210 - Congress
- POSC 211 - Presidency & Executive Leadership
- POSC 212 - The Politics of Race and Ethnicity (AM)

Comparative Politics

Courses fulfilling this requirement have an attribute of POCP in the course offerings.

One of the following:

- POSC 153 - Introduction to Comparative Politics
- POSC 208 - Comparative Democracies (CO)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215 - Comparative Politics: Middle East
- POSC 216 - Comparative Politics: Latin America

International Relations

Courses fulfilling this requirement have an attribute of POIR in the course offerings.

One of the following:

- POSC 152 - Global Peace and War (IR)
- POSC 232 - Fundamentals of International Relations (IR)
  Restrictions:
- No student can count both POSC 152 and POSC 232 toward the POSC major
- No student can take POSC 152 after having taken POSC 232
- No student can take these courses simultaneously

Political Theory

Courses fulfilling this requirement have an attribute of POPT in the course offerings.

One of the following:

- POSC 151 - Politics and Moral Vision
- POSC 260 - Foundations of Political Thought

Electives

Courses fulfilling this requirement have an attribute of POEL in the course offerings.

- One additional political science course at any level
- Four additional 300- or 400-level political science courses
    - Note: Only *one* of the two honors seminar courses - POSC 498 or POSC 499 - can count as an elective for major credit.

400-level Seminar

One 400-level seminar course. Note that study group courses, POSC 498, and POSC 499 do not fulfill this requirement.

Additional Stipulations

- No course with a grade below C will count for political science major credit.
- Double counting courses for political science and international relations:
    - For students electing a double major in political science and international relations, no more than two courses may be counted for completion of both majors.
    - For students seeking a major in political science and a minor in international relations, no courses may be double-counted.
- Transfer credit:
    - For the two study groups sponsored by the Department of Political Science, in Geneva, Switzerland, and in Washington, D.C., up to three course credits may automatically be applied toward fulfilling departmental major credit. For more information about transfer credit, refer to the Political Science Department page.
    - Normally, no more than two independent study courses or political science courses taken on an off-campus study group are accepted for major credit.
    - For more information about transfer credit, refer to the Political Science Department page.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Political Science department page.

Recommendations for Majors and Other Students

Those interested in studying political science may begin at any course level but are likely to find it most convenient to start with those at the 100 or 200 levels. In consultation with their faculty advisers, students

should plan course sequences that fulfill major requirements while allowing them, if so desired, to develop particular interests in some depth while still gaining a well-rounded grounding in the discipline. All majors are encouraged, as well, to take electives in other closely allied social sciences.

The 100-level courses are designed for students likely to major in other fields of study as well as those considering a major or minor in political science. The 200-level courses are intended to serve as gateway courses to the major as well as to particular subfields. Both the 100- and 200-level courses, then, serve as general introductions providing a broad foundation in the discipline and are particularly suitable for first - and second - year students. The 300- and 400-level courses are, in most instances, somewhat more demanding and less general than lower-level courses and allow students to explore a specific topic in greater depth. These courses are generally directed, but not limited, to the needs of juniors and seniors. Majors and others interested in one particular area of the discipline, for example in international relations, can take up to seven courses, seminars, or independent studies in that area of interest, especially in classes at the 300 and 400 level.

Political Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Political Science department catalog page.

Political Science Minor

Minor Requirements

The minor consists of five political science courses, as described below.

Lower Level Subfield Electives

Courses fulfilling this requirement are the 100- and 200-level and have an attribute of POAP (American politics), POCP (comparative politics), POIR (international relations), or POPT (political theory) in the course offerings.

- Two courses at the 100- or 200-level
    - The two courses must come from different subfields:
        - American politics
        - comparative politics
        - international relations
        - political theory

Upper Level Electives

Courses fulfilling this requirement are the 300- and 400-level and have an attribute of POAP (American politics), POCP (comparative politics), POIR (international relations), or POPT (political theory) in the course offerings.

- Three courses at the 300- or 400-level
    - These may come from any subfield

Additional Stipulations

- No course with a grade below C will count toward the minor.
- Normally, no more than one independent study course, transfer credit, or political science course taken while participating in a Colgate off-campus study group (except those study groups sponsored by the Department of Political Science) is accepted for credit toward a minor. Requests for exceptions must be approved in advance by the faculty member designated to authorize transfer credits.
- A student may not count courses toward a political science minor, which are being counted toward a major in international relations.

Political Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Political Science department catalog page.

Sociology and Anthropology

Faculty
Professors Benson, Bigenho, Henke, Hsu, Loe, Lopes *Associate Professors* Abdul-Malak, De Lucia, Juarez, Russo *(Chair)*, Shever, Simmons, Spadola, Villarrubia *Assistant Professors* Avera, Helepololei *Visiting Assistant Professor* Bullock *Visiting Instructors* Gronert, Heath

Sociology and anthropology study human cultures and societies, past and present, on a comparative basis. These disciplines are concerned with analyzing and understanding the social structures and values that shape our lives, as well as the institutions and social forces of our own and other societies. The major in sociology or anthropology provides an excellent preparation for graduate study and a variety of careers, including law, education, business, public policy, communication, journalism, health, counseling, and social work. Sociology and anthropology graduates also pursue careers in local, national, and international non-profit organizations. The department offers two majors, an Anthropology Major and a Sociology Major.

In keeping with the University's policy, no declarations of major or minor will be accepted after the fall full-term withdrawal period of a student's senior year.

Honors and High Honors

See the Anthropology Major and the Sociology Major pages for honors and high honors information.

Awards

The Award for Excellence in Sociology and Anthropology — awarded by the department to a student on the basis of outstanding academic performance in coursework within the department.

The Ramshaw Service Award — established by Warren C. and Molly Ramshaw. Warren Ramshaw taught in the Department of Sociology and Anthropology from 1961 to 1992. The award is presented to an undergraduate student in recognition of outstanding community service and academic achievement.

Off-Campus Study

Students are strongly encouraged to expand the scope of their academic experiences by studying off campus. SOAN faculty help guide each student toward the off-campus study experiences that complement and build on his or her overall course plan; we encourage students not to think of off-campus study as a semester-long break from Colgate but rather as a way to enhance on-campus course work. Students often use off-campus study as a way to collect data for use in senior seminars and honors projects. Since Anthropology majors are encouraged to complete fieldwork, off-campus study can often be rewarding and useful in this way. More information on off-campus study can be found on the Sociology and Anthropology web page.

Transfer Credit

Sociology will accept major/minor transfer credit only from Approved Programs or Colgate Study Groups. Sociology majors may use two transfer credits to satisfy their elective requirements; sociology minors may use one. The following courses cannot be transferred for major credit: SOCI 101, SOCI 201, SOCI 250, SOCI 453, SOCI 494, and SOCI 495. Exceptions for students transferring to Colgate from another college or university or taking courses at another institution over the summer or while on leave from Colgate are made on a case-by-case basis. AP credit may not count toward major or minor requirements.

Anthropology will accept major/minor transfer credit only from Approved Programs or Colgate Study Groups. Anthropology majors may use for major credit no more than two courses taken at another institution and no more than one independent study course in the department, except in special circumstances as approved by the department. Exceptions for students transferring to Colgate from another college or university or taking courses at another institution over the summer or while on leave from Colgate are made on a case-by-case basis. AP credit may not count toward major or minor requirements.

Anthropology Major

Anthropology is the study of human beings in all their complexity. The scope of anthropology is truly global, as it aims to describe and analyze the full diversity of the human experience and cultural creativity across time and space. Anthropology recognizes that human beings are, simultaneously, social actors who create cultures and the products of those cultures. Using a broad array of research methods, including participant-observation and archaeological excavation, anthropologists investigate the historical composition of societies, their transformations, and their contemporary forms. We seek to understand the commonalities and differences in the identities, experiences, and beliefs of people around the world. We connect the details of people's everyday lives to large-scale social systems and cultural forces and reveal that seemingly innate or natural differences among human groups are the result of historical, social, and political-economic processes.

The curriculum integrates classroom and out-of-classroom learning, encouraging students to pursue off-campus study and independent research, hands-on learning activities, and/or community-engaged learning.

Major Requirements

The anthropology major consists of 9 courses. (See the Sociology and Anthropology department page for transfer credit limitations.)

Required Courses

Students must take each of the following:

- ANTH 102 - Culture, Diversity, and Inequality or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 350 - Theorizing Contemporary Cultures (Students are strongly encouraged to take this course in the junior year.)
- ANTH 452 - Senior Seminar in Anthropology (offered only in the fall semester)
  Students not meeting the above grade requirements must consult with the department chair before continuing in the major.

Methods Course

Courses fulfilling this requirement have an attribute of ANME in the course offerings

Students must take one of the following:

- ANTH 211 - Ethnographic Methods
- ANTH 253 - Field Methods and Interpretation in Archaeology
  This requirement may be fulfilled through an equivalent off-campus study course, with the approval of the department.

Four Electives

Courses fulfilling this requirement have an attribute of ANEL in the course offerings

Students must take four from the list of Elective Options below.

- At least two of these anthropology electives must be at the 300 level.
- One elective may be a Core course taught by an Anthropology professor.
- No more than two courses (methods and/or electives) taken on a Colgate study group or approved program may be counted toward the major.

Electives Options:

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ANTH 205 - Archaeology of Warfare
- ANTH 210 - Otherworldly Selves in Science Fiction and Anthropology
- ANTH 211 - Ethnographic Methods
- ANTH 216 - Men, Masculinities, and Power
- ANTH 222 - Medical Anthropology: Culture, Health, and Social Justice
- ANTH 226 - Critical Global Health
- ANTH 228 - Women and Gender in Prehistory
- ANTH 244 - Who Owns Culture?
- ANTH 245/SOCI 245 - Nature, Culture & Politics
- ANTH 252 - Muslim Societies in Motion
- ANTH 253 - Field Methods and Interpretation in Archaeology
- ANTH 305 - Science and Society

- ANTH 315 - Gender and Culture
- ANTH 316 - Religion, Culture, and Media
- ANTH 323 - Language and Medicine
- ANTH 339 - Corporations and Power
- ANTH 341 - Archaeology of Death & Burial
- ANTH 342 - Cultures of Incarceration
- ANTH 343 - Race in Biosciences and Technologies of Empire
- ANTH 355 - Ancient Aztec Civilization
- ANTH 356 - Ethical Issues-Nat Amer Arch
- ANTH 358 - Native American Cultures
- ANTH 361 - Ancient Environments and Human Legacies
- ANTH 378 - Social Theory-Everyday Life
- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age
- CORE C127 - Prisons
- CORE C161 - Transnational Afro-Asia
- CORE C199 - Bolivia
- EDUC 246 - Forced Migration and Education
- SOCI 201 - Classical Social Theory

Thesis

To complete the thesis requirement, students must enroll in ANTH 452 in the fall semester of the senior year and must have completed the following requirements: ANTH 102, ANTH 103, and ANTH 211 or ANTH 253. Students are expected to design substantive research projects grounded in recent anthropological theory and relevant literature on their topics and collect and analyze appropriate ethnographic or cultural data.

GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

Honors and High Honors

Majors may qualify for honors in anthropology by achieving at graduation a GPA of 3.50 in all courses counted toward the anthropology major, or for high honors by achieving at graduation a GPA of 3.70 in all courses count toward the anthropology major, and submitting a thesis judged by department faculty to be worthy of honors or high honors.

Any student in the junior year who believes he or she will reach the qualifying GPA is strongly encouraged to discuss potential honors or high honors projects with departmental faculty. All seniors will enroll in ANTH 452 - Senior Seminar in Anthropology in the fall of their senior year and begin work on a thesis of their own design. To continue to pursue honors or high honors, students must receive at least an A- on the final thesis of the senior seminar. Those students pursuing honors or high honors will significantly revise and expand their seminar theses by enrolling in ANTH 495 - Independent Study for Honors and High Honors, in the spring semester (if a substantial number of students are pursuing honors and high honors in a given year, the group may be organized into a formal honors seminar). They will work with a primary advisor and a secondary reader to complete the project.

Certification of honors and high honors is primarily based on the quality of the written thesis and participation in a public presentation. To receive honors, a three-person faculty committee must determine that it is strong in each of the following areas: asking and answering a clear anthropological research question, engaging

deeply with social theory, collecting and analyzing empirical materials, and writing in a well-organized and professional style. To receive high honors, the committee must determine that the thesis is excellent in each area. *Note: ANTH 495 is an additional requirement for students pursuing honors and high honors and cannot be counted as one of the electives required for the major.*

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

Anthropology Minor

Minor Requirements

Required Courses

- ANTH 102 - Culture, Diversity, and Inequality or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- Three additional ANTH electives, at least 2 must be at the 300 level

  The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department.

GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

Sociology Major

Sociology is the scientific study of the organization and functioning of societies, their major institutions, groups, and values. Sociologists are particularly interested in understanding and explaining social issues and problems, and the sources of stress and change in contemporary and historical societies. Our courses provide students with critical perspectives on a wide range of major social issues, including social inequality, race/ethnicity, gender/sexuality, the media, immigration, social movements, globalization, crime/deviance, education, war, and environmental issues. In addition, students take courses on classical and contemporary sociological theory, research design, and qualitative and quantitative research methods. The culmination of our curriculum is the required senior seminar. This course provides an opportunity for students to draw on their substantive and methodological training to complete an independent research project on a topic of their

choice. Students majoring or minoring in sociology go on to careers in fields such as communications, marketing, business, management, education, law, medicine/public health, and the nonprofit sector.

Major Requirements

The sociology major consists of nine courses, only one of which may be outside of sociology. Successful completion requires a minimum cumulative GPA of 2.00 across all courses counting toward the major. At least three courses must be at the 300-level.

Required Courses

- SOCI 101 - Introduction to Sociology or FSEM equivalent (must be completed by the end of the sophomore year with a grade of C or better)
- SOCI 201 - Classical Social Theory (must be completed by the end of junior year)
- SOCI 250 - Sociological Research Design and Methods (must be completed by the end of junior year)

Research-Intensive Course

Courses fulfilling this requirement have an attribute of SORI in the course offerings.

One research-intensive course from the following list should be completed by the end of junior year. Research-intensive courses (RI) are built around analysis of quantitative and/or qualitative sociological data to help understand key social institutions and issues. RI courses provide in-depth experience with research methods and students use those methods to develop class-based research projects on the topic of the course. Students who have completed a research methods course in another department or program may petition their advisor to use that course to fulfill the requirement.

- ANTH 211 - Ethnographic Methods
- CORE S143 - Statistics in Real Life
- ECON 375 - Applied Econometrics
- EDUC 226 - Uses and Abuses of Educational Research
- GEOG 245 - Geographic Information Systems
- MATH 105 - Introduction to Statistics
- PSYC 200 - Research Methods in Psychological Science
- PSYC 309 - Quantitative Methods in Behavioral Research
- SOCI 214 - Stories of Our Lives: Narratives, Meanings, and Identities
- SOCI 303 - Sociology of Education
- SOCI 324 - Medical Sociology
- SOCI 333 - Sociology of the Life Course
- SOCI 335 - Sociology of Death, Dying and Grieving
- WGSS 301 - Feminist Methodologies: Theory and Praxis

Four Electives

Courses fulfilling this requirement have an attribute of SOEL in the course offerings.

Students may use one 200- or 300-level anthropology course to fulfill this requirement. (This can be in addition to using ANTH 211 as a research-intensive course.) No more than one independent study in the department may be used to fulfill this requirement.

Four courses chosen from the following list:

- GEOG 318 - International Migration, U.S. Immigration, and Immigrants
- SOCI 212 - Power, Racism, and Privilege
- SOCI 214 - Stories of Our Lives: Narratives, Meanings, and Identities
- SOCI 220 - Gender, Sexuality, & Society
- SOCI 222 - Media and Modern Society
- SOCI 228 - Immigration
- SOCI 245/ANTH 245 - Nature, Culture, and Politics
- SOCI 303 - Sociology of Education
- SOCI 305 - Urban Sociology
- SOCI 310 - Sociology of the Body
- SOCI 312 - Social Inequality
- SOCI 318/GEOG 318 - International Migration, U.S. Immigration, and Immigrants
- SOCI 319/ENST 319 - Food
- SOCI 320 - Social Deviance
- SOCI 321/ALST 321 - Black Communities
- SOCI 324 - Medical Sociology
- SOCI 326 - Nations and Nationalism
- SOCI 328 - Criminology
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- SOCI 335 - Sociology of Death, Dying and Grieving
- SOCI 348 - Contested identities: Popular Culture in America
- SOCI 367 - Sociology of Gender
- SOCI 368 - Power, Politics, and Social Change
- SOCI 369 - Women, Health, & Medicine

Senior Seminar in Sociology

- SOCI 453 - Senior Seminar in Sociology
  or
- SOCI 494 - Honors Seminar (must be completed during the fall of senior year) **and** SOCI 495 - Honors Thesis Workshop (must be completed during the spring of the senior year)

GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

Honors and High Honors

To be invited to apply for departmental honors, students must have a minimum GPA of 3.50 across all courses counting toward the major.

To achieve departmental honors, students must complete the year-long honors seminar (SOCI 494 and SOCI 495) in lieu of SOCI 453. Working with the seminar professor and at least one additional

adviser, students shall write and defend an extended project proposal in the fall and complete a substantial research paper during the spring semester. As part of the coursework, students shall present the faculty with an oral defense of their proposal, an academic poster reporting their preliminary results, a thesis manuscript, and a final oral presentation. Students enrolling in SOCI 494 must also enroll in SOCI 495 and complete a senior thesis, regardless of whether they continue to pursue honors. SOCI 495 is an additional requirement for students pursuing honors, and cannot be counted as an elective.

Certification of honors and high honors is primarily based on the quality of the written thesis. To receive honors, a three-person faculty committee must determine that it is strong in each of the following areas: asking and answering a clear sociological research question, engaging deeply with social theory, collecting and analyzing empirical materials, and writing in a well-organized and professional style. To receive high honors, the committee must determine that the thesis is excellent in each area.

At graduation, candidates must have a minimum GPA of 3.50 across all courses counting toward the major overall to qualify for honors.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology Department catalog page.

Sociology Minor

Minor Requirements

The sociology minor requires 5 courses, as described below.

Introductory Course

- SOCI 101 - Introduction to Sociology (completed by the end of the sophomore year with a grade of C or better)

One of the Following

- SOCI 201 - Classical Social Theory
- SOCI 250 - Sociological Research Design and Methods

Electives

Courses fulfilling this requirement have an attribute of SOEL in the course offerings.

- Three additional, full-credit electives
    - At least two of these courses must be at the 300-level

Additional Stipulations

- The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department chair.

GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

Division of University Studies

Director C. Henke

The Division of University Studies houses Colgate's Liberal Arts Core Curriculum, the Department of Writing and Rhetoric, and the interdisciplinary programs listed below.

Liberal Arts Core Curriculum

Director C. Henke
University Professors Ballvé, Chianese, Child (spring), Karn, J. Tomlinson (spring), Van Wynsberghe (fall), Worley (fall)
Senior Lecturers Boeve, Spires, Sklyar, T. Tomlinson, Wolf
Postdoctoral Fellow Abbas

Go to information for Liberal Arts Core Curriculum

Departments and Interdisciplinary Programs:

Division of University Studies

The Division of University Studies houses Colgate's Liberal Arts Core Curriculum, the Department of Writing and Rhetoric, and a number of interdisciplinary programs.

Click for the Division of University Studies

Africana and Latin American Studies

Faculty
Professors Baptiste, Bigenho, Etefa, Hodges, Page *(Director)* *Associate Professors* Barrera, Humphrey

Assistant Professors Dial, Nwachukwu

Coordinator of African Studies Upton
Coordinator of African American Studies Hill
Coordinator of Caribbean Studies Page (fall), Humphrey (spring)
Coordinator of Latin American Studies Sandoval Leon

Steering Committee Abdul-Malak, Bailey, Baptiste, Barrera, Barreto, Bigenho, Cypress, Dial, Etefa, Hodges, Humphrey, Lopes, Nwachukwu, Page, Sandoval Leon, Sanya, Villarrubia, Upton

Africana and Latin American Studies (ALST) is an interdisciplinary program that studies the histories and cultures, both material and expressive, of the peoples of Africa, the Caribbean, Latin America, and of African American and Latinx communities in the United States. The ALST curriculum centers Black diaspora experiences, Indigenous articulations, and transhemispheric migrations–while engaging historical and on-going structures of racism and colonialism, and anti-colonial projects of resistance within these contexts. Underpinning our curriculum is the belief that Africans, African Americans, Latin Americans & Latinxs, and the peoples of the Caribbean share historical and political experiences, as well as relationships to Blackness and Indigeneity, that provide rich opportunities for interdisciplinary and comparative studies.

The major in Africana and Latin American studies consists of nine courses. There are three required courses: the introductory course (ALST 199); a 300-level course on a major concept, figure, or key knowledge producing community in Black & Latinx Studies (ALST 381); and a 400-level capstone seminar (ALST 410). Students will choose six electives from across different disciplines according to their intellectual and professional interests. These electives may center on a particular region (i.e., Latin America, Africa, the U.S., or the Caribbean), a set of themes, or a disciplinary approach. All students are encouraged to pursue language and off campus study opportunities relevant to their interests. For majors, a maximum of two courses from a student's second major or minors may be counted for the ALST major, with the approval of the ALST director.

The minor in Africana and Latin American studies consists of six courses: ALST 199 or ALST 381, and five electives from across different disciplines according to the student's intellectual and professional interests. No more than one of these courses may also be counted toward a student's major or another minor.

Substitution of other appropriate or equivalent courses, independent studies, or special study groups for the degree requirements may be possible, but must be approved by the director of Africana and Latin American Studies. Transfer courses, field study, and one-time-only courses by visiting professors can be credited toward the major or minor only with approval of the program director. A minimum average GPA of 2.00 in the courses chosen to count toward the major or minor in Africana and Latin American studies is required for graduation.

The relationship between students and their advisor is a vital one, and it is imperative that each major and minor meet with their advisor at least once a semester to assess progress toward meeting graduation requirements.

More than one Core Communities or Core Communities and Identities course may be counted toward the major or minor, but only one Core course used to meet Liberal Arts Core Curriculum requirements may also be counted toward the major or minor.

Awards

The Wangari Maathai and Nelson Mandela Award for Excellence in African Studies -- awarded to a graduating senior with the highest grade point average in African studies courses. The award celebrates Wangarĩ Maathai and Rolihlahla Nelson Mandela.

Wangarĩ Maathai was a Kenyan educator, environmentalist, and political activist who became the first African woman to win the Nobel Peace Prize in 2004. She was also the founder of the Green Belt Movement, a broad-based grassroots organization, whose main focus is poverty reduction and environmental conservation through tree planting. Rolihlahla Nelson Mandela was a South African lawyer, anti-apartheid activist, and political leader who served as South Africa's first democratically-elected president (c. 1994-99). He also won the Nobel Peace Prize in 1993.

The Pauli Murray Award for Excellence in African American Studies -- awarded to a graduating senior in recognition of their outstanding academic achievements in African American studies courses and their distinction as an ambassador of our program's values. This award celebrates the legal trailblazing, intellectual life, and legacy of Pauli Murray and represents the African American Studies program's commitment to studying the histories, cultures, and traditions of African Americans in the United States and around the world.

Rev. Pauli Murray, lawyer, author, and women's rights activist-intellectual was the first Black person to earn a Doctorate of the Science of Law degree from Yale Law School, a founder of the National Organization for Women, and the first Black woman to be ordained an Episcopal priest. As a lawyer, Murray was committed to tackling oppression in the law and legal statutes that contributed to the advancement of legislative rights and religious life. Murray's scholarship and service addressed Murray's acute awareness of the inequities on account of race and gender.

Bartolina Sisa Award for Excellence in Latin American Studies -- awarded to a graduating senior in recognition of their outstanding academic achievements in Latin American studies courses and their distinction as an ambassador of our program's values.

Bartolina Sisa was an Amayra revolutionary leader who led rebellions against Spanish colonial rule in the Andean region. Today she remains a symbol of anticolonial resistance, indigenous persistence, and the defense of the land and peoples of Latin America. This award celebrates her legacy and represents the Latin American Studies program's commitment to studying the histories, cultures and traditions of the region.

The 1804 Award for Caribbean Studies is given to a graduating senior in Caribbean Studies who has demonstrated academic excellence and a deep engagement with the program's core values of distinction.

Upon declaring independence on January 1, 1804, Haiti became the first Black republic in the Western Hemisphere. This date not only marks the end of the long struggle against colonial rule for Haiti; it catalyzed a ripple effect across the Caribbean that would eventually result in the emancipation of millions of enslaved Africans. Today, it remains a potent symbol of the spirit of ongoing resistance and the right to self-determination and to freedom from oppression.

The Manning Marable Award for Service -- this award, named after the visionary founder of our program in Africana & Latin American Studies, will be given to a graduating senior who has contributed to the visibility of African-American, African, Caribbean and Latin American cultures on campus, through organizing, event planning, and service. Ideally, the student will have worked to forge alliances across the different components, bringing students together from across the four components and areas of study.

Dr. Manning Marable, Colgate University's Africana and Latin American Studies Program (ALST) program's founding director was an esteemed public intellectual and activist whose work was grounded in, and advanced, the Black Radical Tradition. In scholarship and early works, and culminating with his Pulitzer Prize-winning opus, *Malcolm X: A Life of Reinvention*, which was published days after his death, Marable's scholarship and intellectual commitments reflected a commitment to transnational, Afro-diasporic, collaborative democratic thought. Beginning in 1976, Marable had a nationally syndicated column "Along the Color Line" which was printed in dozens of newspapers and was fodder for public radio programs.

Honors and High Honors

Majors may graduate with honors or high honors in Africana and Latin American studies. Qualifications for honors include, at graduation, a minimum overall average of 3.00, a major average of 3.30, and a successful defense before a designated faculty committee of an honors paper or project prepared under the direction of a member of the Africana and Latin American studies faculty. The committee that evaluates the final paper will be identified by the program director in consultation with the student and the student's faculty adviser. Prospective honors students should notify the appropriate coordinators of their intentions by the first week of October of the senior year. A student with a double major in Africana and Latin American studies and a second field may apply for honors in both areas by submitting and defending a paper in each. The paper topics may be related, but the focus and/or content of the two papers must differ substantially. Beyond the requirements for honors, high honors requires a major average of 3.7. High honors projects are usually begun in the fall of the senior year. Students who expect to qualify for honors or high honors should register for ALST 499 .

Transfer Credit

Major in Africana and Latin American Studies
A maximum of two course credits can be transferred from other institutions to count toward electives in the Africana and Latin American Studies major. Transfer credit will not be given for required courses for the major (ALST 199, ALST 381, or ALST 410). A maximum of one of these two transfer credits can be earned from pre-matriculation credit. All pre-matriculation credit requires prior approval by the program.

Minor in Africana and Latin American Studies
A maximum of one course credit can be transferred from other institutions to count toward the Africana and Latin American Studies minor. Transfer credit will not be given for required courses for the minor (ALST 199 or ALST 381). Pre-matriculation credit is not accepted.

If pre-approval is given for courses taken at other institutions, award of credit is contingent on final approval by both the registrar and the program, including submission of the course syllabus and evaluation of assignments.

Study Groups

Study Groups Periodically, the Africana and Latin American Studies Program has sponsored study groups in Africa, Latin America, or the Caribbean under the direction of faculty members associated with the program. Decisions on the awarding of credits are set prior to the consolidation of each study group. See Off-Campus Study for further information about interdisciplinary study groups in Jamaica; Trinidad; and Cape Town, South Africa.

Additionally, the Africana and Latin American Studies Program supports an extended study group to Ghana (ALST 237E). For more information, see Extended Study.

Courses

The courses listed below are offered by the ALST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ALST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Africana and Latin American Studies Major

Major Requirements

The requirements for the ALST major are as follows:

Three Required Courses

- ALST 199 - Entangled Intimacies: Introduction to Africana and Latin American Studies
- ALST 381 - Theories and Intellectual Traditions
- ALST 410 - Capstone: Intellectual and Community Empowerment
  ALST majors should complete ALST 199 and ALST 381 prior to taking a capstone seminar.

Six Electives

Two courses should be taken from each of the three categories listed below. These should be chosen in consultation with the student's coordinator and advisor.

Category A - Arts, Cultures, Representations

Courses fulfilling this requirement have an attribute of ALAC in the course offerings

- ALST 204 - Performing Bolivian Music
- ALST 250 - Representations of Africa
- ALST 273/THEA 273 - Contemporary African American Drama
- ALST 250 - Representations of Africa
- ALST 331 - The Sexual Politics of Hip-Hop
- ALST 340 - Art & Cult Contemp Jamaica/SG
- ARTH 232 - Latin American Modern and Contemporary Art
- CORE C158 - Puerto Rico
- ENGL 207 - New Immigrant Voices
- ENGL 240 - Latinx Literature
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 334 - African American Literature
- ENGL 337 - African Literature
- ENGL 344 - African American Literature II
- ENGL 403 - Race before Race: the Literature of the Early Modern Transatlantic
- FREN 354 - Introduction to Literature in French: The Francophone World
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film
- MUSI 161 - History of Jazz
- MUSI 221 - World Music
- SOCI 348 - Contested identities: Popular Culture in America
- SPAN 354 - Latin American Literature: Colonialism, Mestizaje, and Independencies
- SPAN 355 - The Many Voices of Latin American Literature: from Modernismo to the 21st Century
- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- SPAN 467 - Latin American Romanticism

- SPAN 468 - Vision/Revision: Span Conquest
- SPAN 478 - Literature of the Caribbean
- SPAN 481 - Major Hispanic Authors
- SPAN 482 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises
- SPAN 485 - Latin American Novels Before the Boom (1910-1950)
- SPAN 486 - Latin American Dictatorship Theater
- SPAN 487 - Postdictatorial Transatlantic Theater
- SPAN 488 - Latin American Women Dramatists
- THEA 273 - Contemporary African American Drama
- WGSS 279 - Black Feminist Thinkers
- WGSS 302 - Special Topics: Women's, Gender and Sexuality Studies
- WRIT 248 - Discourses of Race and Racism
- WRIT 342 - Rhetoric in Black & White
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 348 - Discourses of Whiteness

Category B - Societies, Mobilities, Diasporas

Courses fulfilling this requirement have an attribute of ALSM in the course offerings

- ALST 201 - Africa
- ALST 202 - Introduction to African American Studies
- ALST 203/CORE C163 - The Caribbean
- ALST 220 - The Black Diaspora
- ALST 225 /HIST 225 - Jamaica: From Colony to Independence (Study Group)
- ALST 227/HIST 227 -Civil Rights & Civil Fights: The History of the Long Civil Rights Movement in the United States
- ALST 230 - Introduction to Latin American Studies
- ALST 237 - Ghana: History, Culture and Politics in West Africa
- ALST 245/CORE C145 - Dirty South
- ALST 281/HIST 281 - Slavery and the Slave Trade in Africa
- ALST 282/HIST 106 - The Making of Modern Africa
- ALST 284/HIST 284 - Decolonization in Africa
- ALST 290 - Model African Union
- ALST 312/WGSS 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- ALST 320 - African American Women's History
- ALST 321/SOCI 321 - Black Communities
- ALST 341/WGSS 341 - Corridors of Black Girlhood
- ALST 388/HIST 388 - The American South: From Reconstruction to the Present
- ANTH 355 - Ancient Aztec Civilization
- CORE C146 - Haiti
- CORE C148 - Black Migrations
- CORE C149 - Hispaniola (Haiti/Dom. Rep.)
- CORE C160 - Latin America
- CORE C169 - Rwanda
- CORE C170 - Islamic North Africa

- CORE C171 - Mexico
- CORE C172 - California
- CORE C173 - Ethiopia
- CORE C177 - Peru
- CORE C180 - Francophone and Creole Identities
- CORE C193 - Brazil
- CORE C195 - West Africa
- CORE C199 - Bolivia
- EDUC 205 - Race, White Supremacy, and Education
- EDUC 245 - Educ-"New" Immigrants in US
- EDUC 308 - Global Inequalities of Education
- EDUC 315 - Pedagogies and Publics
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 218 - The African American Struggle for Freedom and Democracy
- HIST 229 - Latin American Migrations
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 318 - African American History: African Background to Emancipation
- HIST 319 - African American Leadership and Social Movements
- HIST 320 - New York City History
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 462 - Seminar on Problems in African History
- HIST 475 - Seminar in African American History
- POSC 216 - Comparative Politics: Latin America
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- SOCI 212 - Power, Racism, and Privilege
- SOCI 228 - Immigration
- SOCI 321 - Black Communities
- SOCI 368 - Power, Politics, and Social Change

Category C - Human and Non-Human Ecologies

Courses fulfilling this requirement have an attribute of ALHE in the course offerings

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ALST 242/LGBT 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- ALST 244/RELG 217 - African American Religious Experience
- ALST 334/GPEH 334 - Public Health in Africa
- ALST 371 - Medicine, Health and Healing in Africa
- ALST 358/ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)

- ECON 238 - Economic Development
- ENGL 365 - Fugitive Mobilities: Migration and Environmental Imagination in 20th-Century America
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- ENST 232 - Environmental Justice
- GEOG 310/PCON 310 - Geopolitics
- GEOG 321 - Transnational Feminist Geography
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- LGBT 310 - Imagining Queer Caribbean Futures
- RELG 227 - Visual and Material Religion
- RELG 219 - African Religious Traditions
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 243 - History of Religion in America
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 333 - Theorizing Black Religion
- SOCI 305 - Urban Sociology
- SOCI 312 - Social Inequality

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Africana and Latin American Studies program page.

Africana and Latin American Studies

For more information about the program, including Faculty, transfer credit, awards, etc., please visit the Africana and Latin American Studies program catalog page.

Africana and Latin American Studies Minor

Minor Requirements

The requirements for the ALST minor are as follows:

Students must take at least one of the following:

- ALST 199 - Entangled Intimacies: Introduction to Africana and Latin American Studies
- ALST 381 - Theories and Intellectual Traditions

Students are required to take 5 additional ALST Electives. Minors who take both ALST 199 and ALST 381 can count one as an elective.

Asian Studies

Faculty

Robert Ho Professor Robinson
Professors Crespi, Yamamoto
Advisory Committee Albertson, Abbas, Coluzzi, Crespi, Erley, Hirata, Hsu, Kaimal, Kato, Khan, Lee, Mehl, Mitchell-Eaton, Murshid, Nam, Robinson, Skylar, Song (*Director*), Sullivan, Wang, Yamamoto
Instructor Nwachukwu

By all measures the global significance of Asia has only grown since the beginning of this century. Home to an extraordinary range of linguistic and ethnic groups, this broad and dynamic region is rich in cultural and environmental diversity. Engaging the many changes taking place in Asian societies today requires a similarly diverse set of intellectual skills. To this end, the Asian Studies Program at Colgate integrates scholarly approaches spanning the arts and humanities and social sciences: from literature, art, and religion to history, politics, economics, and geography. The Asian studies major encourages students to undertake their own interdisciplinary explorations of this region.

Awards

The Award for Excellence in Asian Studies (South and Southeast Asia, China, Japan, Comparative) — awarded by the program to students on the basis of outstanding academic performance in coursework taken within the major.

Transfer Credit

Major credit will be awarded for no more than two courses taken at another institution; minor credit will be awarded for no more than one course taken at another institution.

Study Groups

The Asian Studies Program strongly encourages majors to participate in Colgate study groups and in approved programs in India or other locations in Asia. Faculty of the program serve as directors of study-abroad programs in China, Japan, and Korea. For more information, see Off-Campus Study.

China Study Group

Spends approximately four months in mainland China, Taiwan, and Hong Kong, in intensive language training and firsthand observation of recent cultural, political, and economic changes.

Japan Study Group

Based in Kyoto, provides lodging with Japanese families; intensive language training; and instruction in Japanese politics, economics, business, religion, art, linguistics, and literature.

Korea Study Group

Hosted by Yonsei University in Seoul, serves the academic needs of students interested in educational studies and Asian studies.

Honors and High Honors in Asian Studies

Asian studies majors who have GPAs of 3.30 or better in the major and an overall GPA of 3.00 are encouraged to pursue honors study. A candidate for high honors must have a GPA of 3.70 in the major and an overall GPA of 3.00. Each eligible student may choose to undertake a project, the form of which — a written research paper, an exhibition, a performance — is decided in consultation with the student's honors adviser. To qualify for honors, the project must be judged by a committee of two faculty members to be of at least A quality. For high honors the project must be judged by three faculty members from at least two different departments, and in addition the candidate must pass with distinction an oral examination conducted by the three-member committee. Often, the project for honors or high honors is begun in a study group, or during the junior year or fall semester of the senior year, in any 300- or 400-level course or any independent study course. The project is continued through the spring term in ASIA 499 - Special Studies for Honors. Contact the program director for more specific guidelines.

Courses

The courses listed below are offered by the ASIA program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ASIA major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Asian Studies Major

Asian studies offers students a flexible set of course options to explore Asia widely while focusing upon a specific region of Asia: East Asia (China or Japan), or South and Southeast Asia (Afghanistan, Bangladesh, Bhutan, Cambodia, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam).

Students are required to specify their subregion emphasis during the declaration process. The four possible emphases are:

- China
- Japan
- South and Southeast Asia
- Comparative and Transregional

Under the Comparative and Transregional category, students, in close consultation with an adviser, may design a program of five courses that compare or transcend specific regions or countries. This may include courses focusing on particular social groups, such as Asian Americans or the Asian diaspora.

Major Requirements

Nine courses are required for the major:

- One introductory course
- Eight electives, with the following stipulations:
    - Five courses must focus on the region of the declared emphasis
    - Electives must span at least two of these three divisions: arts and humanities; social sciences; natural sciences and mathematics
    - Four of the eight electives must be at the 300- or 400-level

Additional Stipulations:

- The introductory course may count toward the five courses focused on a single region of Asia if it's applicable to the declared emphasis

- Majors are strongly encouraged to acquire proficiency in one or more Asian languages, although no more than three language courses at any level may count toward the nine courses required for the major.

Introductory Course

Courses fulfilling this requirement have an attribute of ASIC in the course offerings.

One introductory course drawn from the following Liberal Arts Core Curriculum courses:

- ASIA 200 - Approaches to Asia
- CORE C130 - Korean Peninsula
- CORE C136 - Pacific Islands and Diasporas
- CORE C137 - Partition: The Division of British India
- CORE C154 - Indonesia
- CORE C165 - China
- CORE C166 - India
- CORE C167 - Japan
- CORE C197 - Tibet
  These courses may also be offered as first-year seminars (FSEMs).

Governed Electives

Electives come from the list of Governed Electives below. Occassionally, courses not listed in the Governed Electives list may also serve as electives for this major if they are at the 300- or 400-level and if at least 40 percent of the course and of the student's work concerns Asia. Students must gain approval from the director of Asian Studies prior to taking these courses for them to count toward the major.

China

Courses fulfilling this requirement have an attribute of ASCH in the course offerings.

- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ASIA 270/GEOG 270 - Deep Asia
- CHIN 121 - Elementary Chinese I
- CHIN 122 - Elementary Chinese II
- CHIN 201 - Intermediate Chinese I
- CHIN 202 - Intermediate Chinese II
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues

- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature
- CHIN 450 - Advanced Readings in Chinese Worldview
- CHIN 481 - China in Transition (Study Group)
- CHIN 482 - Topics in Chinese Culture (Study Group)
- CORE C165 - China
- ECON 219 - Chinese Economy
- HIST 368 - China, the Great Wall, and Beyond
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 307 - China's Foreign Relations
- POSC 330 - Post-Mao China and World Development
- POSC 368 - American Foreign Relations with China
- RELG 271 - Religion and Politcs in Chinese Thought
- RELG 215 - Buddhism
- RELG 356 - Race, Ethnicity, and China

Japan

Courses fulfilling this requirement have an attribute of ASJA in the course offerings.

- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ASIA 270/GEOG 270 - Deep Asia
- CORE C167 - Japan
- CORE S138 - Advent of the Atomic Bomb
- ECON 339 - The Japanese Economy
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- HIST 364 - Kyoto as a Global City (Study Group)
- HIST 365 - Warriors, Emperors and Temples in Japan
- JAPN 121 - Elementary Japanese I
- JAPN 122 - Elementary Japanese II
- JAPN 201 - Intermediate Japanese I
- JAPN 202 - Intermediate Japanese II
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media
- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 251 - Intermediate Japanese III (Study Group)
- JAPN 255 - Hidden Japan: Tea Ceremony
- JAPN 301 - Advanced Japanese I
- JAPN 302 - Advanced Japanese II
- JAPN 351 - Advanced Japanese III (Study Group)
- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese
- JAPN 481 - Topics in Japanese Culture (Study Group)
- JAPN 482 - Cultural Studies: The Japanese Village (Study Group)

- JAPN 485 - Kyoto in Japanese Culture and Thought (Study Group)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- RELG 215 - Buddhism

South and Southeast Asia

Courses fulfilling this requirement have an attribute of ASSA in the course offerings.

- ASIA 270/GEOG 270 - Deep Asia
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 245 - Palaces and Paintings of India
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- CORE C137 - Partition: The Division of British India
- CORE C154 - Indonesia
- CORE C166 - India
- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 158 - South Asian Fiction and Food
- ENGL 371 - South Asian Diasporas
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- HIST 269 - The Indian Subcontinent: Raj to Republics
- MIST 252 - Muslim Societies in Motion
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- RELG 204 - Hindu Mythology
- RELG 221 - Religion, Identity, and Politics in Indonesia
- RELG 202 - Introduction to Islam
- RELG 215 - Buddhism
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Comparative and Transregional

Courses fulfilling this requirement have an attribute of AAPI in the course offerings.

Under the Comparative and Transregional category, students, in close consultation with an adviser, may design a program of five courses that compare or transcend specific regions or countries. This may include courses focusing on particular social groups, such as Asian Americans or the Asian diaspora.

- ANTH 252/MIST 252 - Muslim Societies in Motion
- ARTH 103 - Arts of Asia
- ASIA 270/GEOG 270 - Deep Asia
- CORE C130 - Korean Peninsula
- CORE C136 - Pacific Islands and Diasporas

- CORE C179 - Central Asia
- CORE C184 - The Danube
- CORE C197 - Tibet
- CORE S138 - Advent of the Atomic Bomb
- EDUC 205 - Race, White Supremacy, and Education
- ENGL 371 - South Asian Diasporas
- FMST 210 - Global Cinema and FMST 210L
- FMST 212 - Global Media: Flows & Counterflows and FMST 212L
- GEOG 107 - Is the Planet Doomed? (when focused on Asia)
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 264 - Modern East Asia
- HIST 265 - War and Violence in East Asia
- HIST 305 - Asian American History
- HIST 370 - The Mongol Empire
- MUSI 221 - World Music
- MUSI 321 - Explorations in Global Music
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 351 - Foreign Relations of East Asia
- RELG 202 - Introduction to Islam
- RELG 215 - Buddhism
- RELG 216 - Tibetan Buddhism
- RELG 243 - History of Religion in America (when focused on Asian religions)
- RELG 347 - Religion and U.S. Foreign Policy
- REST 210 - Oil and Water: Globalization and Resource Control in Central Asia (Extended Study)
- SOCI 326 - Nations and Nationalism

Other

- ASIA 291 - Independent Study
- ASIA 391 - Independent Study
- ASIA 491 - Independent Study
- ASIA 499 - Special Studies for Honors
- UNST 410 - Seminar: Area, Regional, and Global Study

GPA Requirement

Majors must achieve at least a 2.00 GPA in the nine courses required for the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Asian Studies program page.

Asian Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Asian Studies program catalog page.

Asian Studies Minor

Minor Requirements

- Five courses from the Governed Electives list, as described in the Asian Studies Major, normally to include:
    - at least two courses at the 300- or 400-level
    - no more than two language courses

Alternate Minor Path

The Asian Studies minor requirements can also be fulfilled by successfully completing certain Colgate Study Groups in Asia and its prerequisites. Contact the program director for more information.

Asian Studies Program

For more information about the program, including faculty, transfer credit, awards, etc., please visit the Asian Studies program catalog page.

Environmental Studies

Faculty
Professors Baptiste, Cardelús, Frey, Helfant, Henke, Kawall, Loranty *(Director)*, McCay, Roller *Associate Professors* Globus-Harris, Pattison *Assistant Professor* Ury *Visiting Assistant Professor* Binoy *Steering Committee* Baptiste, Binoy, Cardelús, Frey, Globus-Harris, Helfant, Henke, Kawall, Levy, Loranty (*Director*), McCay, Pattison, Perring, Roller, Scull, Ury

Colgate University's Environmental Studies Program provides Colgate students with the concepts, methods, and skills to understand the opportunities, challenges, and consequences of human engagement with environmental systems and processes. Environmental studies is a fundamentally interdisciplinary field and brings together the full range of liberal arts disciplines and perspectives. The Environmental Studies Program is located within the Division of University Studies and staffed by faculty appointed in the program and from a number of departments who apply their knowledge and expertise to teaching and research endeavors that cross disciplinary boundaries. The program administers five majors: environmental studies plus four departmentally affiliated majors including environmental biology, environmental economics, environmental geography, and environmental geology.

All five majors include a common set of courses that ensures a shared interdisciplinary experience and provide students with the skills to learn, research, write, and speak about environmental studies through the lenses and tools of environmental humanities, the natural and social sciences, geospatial and policy

analysis, and the concept and practices of sustainability. Community-based research methods and service to our campus and regional communities are built into all student experiences through our capstone course, ENST 450.

To fulfill environmental studies graduation requirements, students must possess a minimum overall GPA of at least 2.00 in all courses counted toward the major, both ENST courses and those taken in other departments and programs.

Note: For students graduating in the Class of 2025 and earlier, please refer to details of the Environmental Studies curriculum available at this link.

Honors and High Honors

Environmental studies majors wishing to pursue honors should consult with the environmental studies program director and a research sponsor no later than the spring of their junior year. Honors may be awarded to students majoring in environmental studies who accumulate a GPA of 3.30 in courses counted toward the major, and complete a semester-long independent research project under faculty guidance through enrollment in ENST 491 - Independent Study. Students pursuing honors will submit a proposal developed in consultation with an ENST-affiliated faculty member who will serve as research sponsor. The proposal describing the project will be submitted to the environmental studies steering committee in the fall semester of their senior year for approval. The research project should reflect the student's area of focus but must also demonstrate the understanding gained using an interdisciplinary perspective and approach. The Director of the program will normally serve as second reader to the honors project. Alternatively, the director and research sponsor may designate up to three faculty members to evaluate the merit of the work and report to the environmental studies steering committee. Students standing for honors will deliver an oral presentation to faculty and students of the program, and produce a report in a format most appropriate to the project. The environmental studies steering committee and the research sponsor must determine whether the oral presentation and report are of high quality and worthy of honors in the program. Students demonstrating exceptional commitment to research and meeting all the requirements for honors may be awarded high honors if the overall quality of their work is deemed to be outstanding by the environmental studies steering committee and research sponsor.

To qualify for graduation with honors or high honors in environmental biology, environmental economics, or environmental geography, students must also meet the requirements for honors or high honors in the biology, economics, or geography major (depending on the area of specialization). The major GPA is calculated from all courses counted toward the major, both ENST courses and those taken in other departments and programs.

Honors and High Honors for Environmental Geology

To be eligible for honors in environmental geology, students must complete the following requirements in addition to the environmental geology major: (1) Complete GEOL 441 - Senior Research Seminar (2) take four full-credit courses in mathematics, chemistry, physics, or biology, (3) complete a year-long senior thesis as described in the honors section of the geology major, and (4) achieve a minimum average GPA of 3.0 in the three 200-level core courses and 400-level capstone course. If additional courses are taken in these categories, the highest grades will be used to compute this GPA.

Transfer Credit

A maximum of two course credits transferred from other institutions may be applied toward the environmental studies major. One course credit transferred from another institution may be applied toward the environmental studies minor. Approved courses taken as part of Colgate sponsored study groups, such

as the Australia study group affiliated with the Environmental Studies Program, are not considered transfer credits and do not count toward the maximum. In many cases, courses that might be applied toward the environmental studies major or minor will be approved for university credit by another department on campus. For example, an environmental economics course would be reviewed for credit by the economics department. Once approved for university credit, the course must be approved by the director of environmental studies for credit toward the major or minor. In some cases, a course might be approved for university credit as an environmental studies (ENST) course. Students must supply the director with a course description and syllabus to apply for transfer credit in these cases. Limits on the transfer of courses toward environmental biology, environmental economics, environmental geography, and environmental geology majors are determined by the biology, economics, geography, and geology departments, respectively, and are available in the affiliated department section in this chapter.

Australia Study Group

This program at the University of Wollongong provides a unique opportunity for junior majors and minors to expand their studies of the environment. For more information, see Off-Campus Study.

Awards

The Award for Excellence in Environmental Studies — awarded annually to the environmental studies student who has demonstrated excellence in academics and in service to the environmental studies community.

Courses

The courses listed below are offered by the ENST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ENST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Environmental Biology Major

Advisers Cardelús, Frauendorf, Frey, Ingram, McCay, McHugh, Watkins

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment.

Environmental biology provides the student with a focus on biological systems and how organisms interact with the abiotic and biotic components of the environment. It also provides a breadth of exposure to environmental studies beyond the field of biology. The courses below are required for the major.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

Environmental Studies Courses (Six)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Both of the following methods courses:

Courses fulfilling this requirement have an attribute of ESME in the course offerings.

- BIOL 320 - Biostatistics and BIOL 320L
- GEOG 245 - Geographic Information Systems

One of the following courses on environmental justice:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

One of the following courses on environmental economics or policy:

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Biology Courses (Six)

Required Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
  This course and its credit bearing laboratory component must be completed with a grade of C- or better.
- BIOL 330 - Conservation Biology

Additional Biology Courses

Three additional biology courses, numbered below BIOL 470, with at least one from each of the areas noted below. Only one of these courses may be BIOL 101 or BIOL 102.

Courses in Ecology

Courses fulfilling this requirement have an attribute of ESEC in the course offerings.

- BIOL 203 - Ecology and BIOL 203L
- BIOL 329 - Tropical Ecology and BIOL 329E
- BIOL 335 - Freshwater Ecology and BIOL 335L
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- BIOL 328 - Field Ecology

Courses in Organismal Biology

Courses fulfilling this requirement have an attribute of ESOB in the course offerings.

- BIOL 101 - Topics in Organismal Biology
- BIOL 102 - Topics in Human Health
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
- BIOL 206 - Organismal Biology and BIOL 206L
- BIOL 301 - Parasitology and BIOL 301L
- BIOL 304 - Invertebrate Zoology and BIOL 304L
- BIOL 305 - Vertebrate Zoology and BIOL 305L
- BIOL 311 - Comparative Physiology and BIOL 311L
- BIOL 313 - Microbiology and BIOL 313L
- BIOL 315 - Biology of Plants and BIOL 315L
- BIOL 318 - Human Physiology and BIOL 318L
- BIOL 341 - Animal Behavior and BIOL 341L
- BIOL 355 - Advanced Topics in Organismal Biology

Research Course

One of the following courses in research:

- Biology course numbered BIOL 470 or higher
- ENST 491 - Independent Study (with permission of the program director)

Introductory Chemistry Requirement

Students should choose one of the following three options:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
  or
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 111 - Chemical Principles and CHEM 111L

Honors and High Honors

Environmental Biology students interested in pursuing honors follow the same process outlined for honors in Biology; see the catalog listing for the Biology major and consult your academic advisor for more details.

Graduate Study or a Career in the General Area of Environmental Biology

Students who wish to pursue graduate study or a career in the general area of environmental biology should consider taking CHEM 263/CHEM 263L, CHEM 264/CHEM 264L and PHYS 111/PHYS 111L, PHYS 112/PHYS 112L.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Economics Major

Advisers Globus-Harris, Klotz

The environmental economics major program focuses on the relationships between the economic system and the natural environment, including the use of the natural environment as an economic asset and the impact on the natural environment of the economic system. In addition to courses stressing economic analysis, the major program includes a study of the relevant sciences, humanities and other social sciences.

This major is part of the Environmental Studies (ENST) Program and is designed for students who are interested in analyzing environmental issues using the framework of economics. Students take a set of courses in the ENST program as well as economics courses that have an environmental emphasis but also provide breadth in economics. The ENST courses focus on interdisciplinary approaches to ethical, natural scientific, and social scientific aspects of environmental issues.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

The major program consists of the following requirements:

Environmental Studies Courses (seven)

Environmental Science: Challenges and Solutions

- ENST 200 - Environmental Science: Challenges and Solutions

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

One of the following introductory environmental science courses:

Courses fulfilling this requirement have an attribute of EEES in the course offerings.

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

One of the following environmental justice courses:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Other required courses (two):

Courses fulfilling this requirement have an attribute of ESAH in the course offerings.

- One course from the Arts and Humanities Courses Related to the Environment list.

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

- One course from the Environmental Studies Depth Electives list.

Economics Courses (seven)

All of the Following

- ECON 151 - Introduction to Economics
- ECON 251 - Intermediate Microeconomics (with a minimum grade of C)
- ECON 252 - Intermediate Macroeconomics (with a minimum grade of C)
- ECON 375 - Applied Econometrics (with a minimum grade of C)
- ECON 483 - Seminar in Resource and Environmental Economics (or, with permission of the major adviser and program director, another economics seminar with a research project focused on an environmental or resource issue)
- MATH 105 - Introduction to Statistics

One of the Following

- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics

Major Declaration

In order to declare an environmental economics major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations. Students with a grade lower than C in ECON 251, ECON 252, or ECON 375 may not declare an environmental economics until a grade of C or higher is earned.

Honors and High Honors

Environmental Economics students interested in pursuing honors follow the same process outlined for honors in Economics; see the catalog listing for the Economics major and consult your academic advisor for more details.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Geography Major

Advisers Ballvé, Burnett, Klepeis, Meyer, Loranty, Scull

Environmental geography engages students in the interrelations between human systems and the natural environment. The major combines courses in the Department of Geography with a common set of environmental studies courses and courses offered in other relevant disciplines. In collaboration with the major adviser, environmental geography majors select a specific theme within environmental studies on which to focus. Examples that correspond to geography faculty expertise include climatology, population studies, environmental health, environmental systems analysis, gender and the environment, geographic information systems (GIS), political economy of the global environment, sustainable agriculture, and sustainable development.

This major in affiliation with the Environmental Studies Program (ENST) provides students with an opportunity to consider explicitly environmental issues from a geographic perspective. Courses in geography and a common set of courses in the ENST program are combined in an interdisciplinary course of study that focuses on climatology, population studies, environmental health, urban ecology, environmental systems analysis, geographic information systems analysis, sustainable agriculture, sustainable development, and gender and environment.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

The major program consists of the following requirements:

Environmental Studies Courses (five)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

One of the following environmental justice courses:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

One of the following introductory environmental science courses:

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOG 321 - Transnational Feminist Geography
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

One of the following courses on environmental economics or policy:

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Geography Courses (seven)

All of the Following

- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 245 - Geographic Information Systems and GEOG 245L
- GEOG 401 - Senior Seminar

Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

- Two elective courses in ENST or GEOG
    - Only one may be a 100-level course.

Honors and High Honors

Environmental Geography students interested in pursuing honors follow the same process outlined for honors in Geography; see the catalog listing for the Geography major and consult your academic advisor for more details.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Geology Major

Advisers Adams, Harnik, Harpp, Leventer, Levy

The Environmental Geology concentration focuses on the intersection between the Earth's environment and human activity. The program combines scientific study of Earth's environmental systems with consideration of the human relationship with the planet in terms of both humanistic values and social issues. Environmental Geology majors explore terrestrial and aquatic systems, Earth surface processes, and the fundamental geological mechanisms that drive the long-term evolution of Earth's interior and climate system.

Major Requirements

The following courses are required for the major:

Environmental Studies Courses (four)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice

- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST 335/POSC 335 - US Environmental Politics

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Geology Courses (seven)

All of the following:

- GEOL 190 - Evolution of Planet Earth
- Two full-credit courses numbered 200 or higher and not counted towards other major requirements, excluding independent study courses

Geology Core Courses

Any three of the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Capstone Seminar

- Any full-credit 400-level geology course, excluding GEOL 491.

Cognate Science Courses (two)

Courses fulfilling this requirement have an attribute of ESCS in the course offerings.

- Any two full-credit courses in biology, chemistry, mathematics or physics. GEOG 245 may be taken in place of one of these courses.

GPA Requirement

A GPA of 2.00 in the environmental geology major is necessary for graduation. A passing grade must be received in all courses counted toward the major.

Honors and High Honors

To be eligible for honors in environmental geology, students must complete the following requirements in addition to the environmental geology major: (1) Complete GEOL 441 - Senior Research Seminar, (2) take four full-credit courses in mathematics, chemistry, physics, or biology, (3) complete a year-long senior thesis as described in the honors section of the geology major, and (4) achieve a minimum average GPA of 3.0 in the three 200-level core courses and 400-level capstone course. If additional courses are taken in these categories, the highest grades will be used to compute this GPA.

Additional Information

Students majoring in environmental geology are strongly encouraged to take the summer field course GEOL 320 - Techniques of Field Geology. Students who wish to pursue graduate study or a career in environmental geology are strongly encouraged to supplement the major requirements with at least one year of chemistry, mathematics, and physics or biology.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Studies Major

Advisers Baptiste, Cardelús, Frey, Globus-Harris, Helfant, Henke, Kawall, Levy, Loranty, McCay, Pattison, Perring, Roller, Ury

The environmental studies major provides students with interdisciplinary training in the topics, methods, and perspectives to research and critically analyze environmental studies questions and challenges. The courses below are required for the major.

Major Requirements

All of the Following

Environmental Science: Challenges and Solutions

- ENST 200 - Environmental Science: Challenges and Solutions

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Geographic Information Systems

- GEOG 245 - Geographic Information Systems and GEOG 245L

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST 335/POSC 335 - US Environmental Politics

Environmental Science

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

One of the following:

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101/101L - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

Environmental Arts and Humanities

Courses fulfilling this requirement have an attribute of ESAH in the course offerings.

One of the following:

- ALST 250 - Representations of Africa
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- ENGL 152 - Plant, Animal, Mineral: American Literature and Extractive Industry
- ENGL 204 - Native American Writers
- ENGL/ENST 219 - American Literature and the Environment
- ENGL 420 - Emerson and Thoreau
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

- ENST 334 - Carnivores Across Cultures
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment

Environmental Studies Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

Two courses with the following stipulations:

- one of these courses must be an ENST offering (or cross-listed with ENST)
- one of the courses must be taken at the 300-level or above
    - A single course may satisfy both of these requirements, but two electives in total are required.
- Courses may not double count for both an elective and the other major requirements listed above.
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- BIOL 181/BIOL 181L - Evolution, Ecology, and Diversity
- BIOL 330 - Conservation Biology
- BIOL 329 - Tropical Ecology
- BIOL 335/BIOL 335L - Limnology
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- CHEM 100 - The Chemistry of Altered and Natural Environments
- CORE C175 - Wilderness
- CORE S178 - Water
- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics
- ENGL 204 - Native American Writers
- ENGL 219/ENST 219 - American Literature and the Environment
- ENGL 420 - Emerson and Thoreau
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 232 - Environmental Justice
- ENST 234 - Case Studies in Global Environmental Health
- ENST 240 - Sustainability: Science and Analysis
- ENST 241 - Sustainability and Climate Action Planning
- ENST 250 - Environmental Policy Analysis
- ENST 291 - Independent Study
- ENST/GEOL 308
- ENST 309 - Australian Environmental Issues (Study Group)
- ENST 321 - Global Environmental Justice
- ENST 324 - Hunting, Eating, Vegetarianism
- ENST 334 - Carnivores Across Cultures

- ENST/POSC 335 - US Environmental Politics
- ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)
- ENST 389 - Conservation Biology & Policy
- ENST 391 - Independent Study
- GEOG 105 - Climate and Society
- GEOG 107 - Is the Planet Doomed?
- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 307 - What's in Your Cup? The Geography of What We Drink
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG/REST 323 - Arctic Transformations
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329 - Environmental Security
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth
- GEOL/GEOL 215L - Paleontology of Marine Life
- GEOL 310 - Environmental Economic Geology
- GEOL 315 - Conservation Paleobiology
- GEOL/GEOL 335L - Hydrology and Geomorphology
- GEOL 303 - Geochemistry
- GEOL 450 - Paleoclimatology
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L
  Note: By permission of the director, ENST 389 may be taken in place of ENST 450

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Environmental Studies program page.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Studies Minor

Students are urged to enroll in the program as early as possible, with entry normally occurring no later than the end of the junior year.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Minor Requirements

The minor consists of six courses:

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Environmental Science

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

One of the following:

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

Environmental Studies Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

Two courses from the following list, with these stipulations:

- One of these courses must be an ENST offering (or cross-listed with ENST)
- One of the courses must be taken at the 300-level or above
- A single course may satisfy both of the above requirements, but two electives in total are required.
- Courses may not double count for both an elective and the other major requirements listed above.
- ENST 450 and ENST 450L provide an important community-based research experience for ENST minors, and therefore the course is recommended as an elective but not required.
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- BIOL 181/BIOL 181L - Evolution, Ecology, and Diversity
- BIOL 203/BIOL 203L - Ecology
- BIOL 330 - Conservation Biology
- BIOL 329 - Tropical Ecology
- BIOL 335/BIOL 335L - Limnology
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- CHEM 100 - The Chemistry of Altered and Natural Environments
- CORE C175 - Wilderness
- CORE S178 - Water
- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics
- ENGL 204 - Native American Writers
- ENGL 420 - Emerson and Thoreau
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 232 - Environmental Justice
- ENST 234 - Case Studies in Global Environmental Health
- ENST 240 - Sustainability: Science and Analysis
- ENST 241 - Sustainability and Climate Action Planning
- ENST 250 - Environmental Policy Analysis
- ENST 291 - Independent Study

- ENST 309 - Australian Environmental Issues (Study Group)
- ENST/SOCI 319 - Food
- ENST 321 - Global Environmental Justice
- ENST 324 - Hunting, Eating, Vegetarianism
- ENST 334 - Carnivores Across Cultures
- ENST/POSC 335 - US Environmental Politics
- ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)
- ENST 389 - Conservation Biology & Policy
- ENST 391 - Independent Study
- ENST 450 - Community-Based Study of Environmental Issues
- GEOG 105 - Climate and Society
- GEOG 107 - Is the Planet Doomed?
- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 245/GEOG 245L - Geographic Information Systems
- GEOG 307 - What's in Your Cup? The Geography of What We Drink
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329 - Environmental Security
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth
- GEOL 215/GEOL 215L - Paleontology of Marine Life
- GEOL 310 - Environmental Economic Geology
- GEOL 315 - Conservation Paleobiology
- GEOL 335/GEOL 335L - Hydrology and Geomorphology
- GEOL 303 - Geochemistry
- GEOL 450 - Paleoclimatology
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment
- REST 323 - Arctic Transformations

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Film and Media Studies

Faculty
Professors Schwarzer, Simonson *Associate Professors* Facchini, Luthra, Maitra *(Director)*, Worley *Assistant Professors* Cassemere-Stanfield, Cui, Dial, Shenker *Visiting Assistant Professors* Atkinson, Duval *Program Faculty* Cassemere-Stanfield, Cui, Dial, Facchini, Haughwout, Lopes, Luthra, Maitra *(Director)*, Schwarzer, Shenker, Simonson, Worley *Lecturer* Lee

The film and media studies program engages students in a critical study of film and other media. Through the study of history and theory, formal analysis, and production experiences, the program examines how film and media serve as powerful determinants of ideology, identity, and historical consciousness. Courses offered in a range of departments and programs constitute the major and minor, reflecting the fact that cinema and media-based research cuts across disciplines.

It has been said that the mass media collectively represent the most important and widely shared context for the receipt of information and ideas in our contemporary experience. Courses in Film and Media Studies question the consequences of our passive consumption of mass media as both entertainment and information. Students learn the history and theory of film and media, analytical approaches and strategies; they also come to understand the various ways in which film and media are produced, circulated, and consumed locally, nationally, and globally.

The film and media studies curriculum encompasses history, theory, and practice, with the goal of developing in students the critical skills necessary to analyze representation and experience as they are constructed by new and emerging visual technologies, and to put theoretical and historical knowledge into practice through media production courses and exercises.

Awards

The Film and Media Studies Award — awarded for outstanding achievement in film and media studies.

Honors and High Honors

The award of honors in film and media studies is dependent on faculty evaluation of work done on an independent research project in FMST 410 and the student's GPA.

- Independent Research Project: Every major undertakes a senior project (in FMST 410) in their senior year. Upon completion, the project may be nominated for honors. If nominated, the project is prepared by the senior for a public presentation. Following that presentation, faculty decide whether the project is worthy of honors. Honors will be conferred only on work of

outstanding quality, while high honors will be awarded only to exceptional work of highest distinction.
- GPA Requirements: Film and media studies majors who have a GPA of 3.30 or better in the major and 3.00 overall will be considered for Honors. Film and media studies majors who have a GPA of 3.70 or better in the major and 3.00 overall will be considered for High Honors.

Courses

The courses listed below are offered by the FMST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the FMST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Film and Media Studies Major

Major Requirements

The major consists of nine courses, as follows:

Foundational Course

- FMST 200 - Introduction to Film and Media Studies and FMST 200L

Media Practice Course

Courses fulfilling this requirement have an attribute of FMMP in the course offerings.

One course from the following:

- ARTS 201 - Digital Studio: Code, Recipes, Spells (SA)
- ARTS 202 - Digital Studio: Distribution and Intervention (SA)
- ARTS 221 - Video Arts (SA) and ARTS 221L
- ARTS 223 - Analogue Filmmaking
- ARTS 241 - Analog Photography (SA)
- ARTS 242 - Digital Photography
- ARTS 251 - Printmaking (SA)
- ARTS 302 - Advanced Digital Studio (SA)
- ARTS 322 - Advanced Filmmaking and ARTS 322L
- ARTS 342 - Advanced Photography (SA)
- ARTS 354 - Printmaking II
- FMST 235 - Independent Film Production (Study Group)
- MUSI 220 - Digital Music Studio
- THEA 358 - Narrative Screenwriting

Additional Courses (Six)

Six additional courses, at least three of which are at the 300-level or above, and at least two of which are FMST-prefix courses.

No more than three courses from a single department or program outside of FMST may be counted toward the major.

Students are welcome to choose the six courses from any (and as many) of the below categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

FMST 390 - Special Topics in Film and Media Studies (variable focus)

Additionally, students may work with their major adviser to select up to two elective courses not listed here that constitute a focus area within film and media studies. In order to count towards the major, focus area courses must be approved by the major adviser and the program director. Examples of possible focus areas are: mass/popular culture, gender/sexuality, language, representation/subjectivity, narrative/narratology, digital and new media, etc. Please note that this is not an exhaustive list of possible focus areas.

Senior Seminar Course

- FMST 410 - Senior Seminar in Film and Media Studies

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Film and Media Studies program page.

Additional Information

Courses comprising the major may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the major in film and media studies.

No more than one course counted toward this major may also count toward another major or minor.

Major Declaration

Students may declare the major after successfully completing FMST 200 with a grade of C or better.

Film and Media Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Film and Media Studies program catalog page.

Film and Media Studies Minor

Minor Requirements

The film and media studies minor will consist of five courses as follows:

Required Course

- FMST 200 - Introduction to Film and Media Studies and FMST 200L

Additional Courses (Four)

Four additional courses, at least one of which are at the 300-level or above. No more than two courses from a single department or program outside of FMST may be counted toward the minor.

Students are welcome to choose the four courses from any (and as many) of the following categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category, and at least one course from the *Media Practice* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

Additional Information

Courses comprising the minor may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the minor in film and media studies.

Film and Media Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Film and Media Studies program catalog page.

Global Public and Environmental Health

Faculty
Professors Cardelús, Frey, Holm, Ingram, Schwarzer, Shiner, Upton (*Director)* *Associate Professors* Abdul-Malak, Taye *Visiting Assistant Professor* Kolarevic *Senior Lecturer* Newman *Steering Committee* Abdul-Malak, Cardelús, Chanatry, Holm, Frey, Ingram, Schwarzer, Shiner, Taye, Upton

Colgate's Global Public and Environmental Health Program helps students to understand interdisciplinary perspectives on critical health issues and the skills needed to address them, both locally and on a global scale. Students in public health learn to think critically, speak, and write clearly and articulately about health issues from a variety of perspectives. The global public health curriculum combines interdisciplinary breadth with depth in a chosen field of study.

The Global Public and Environmental Health Program is an interdisciplinary program located within the Division of University Studies and staffed by faculty from the four academic divisions who apply their knowledge and expertise to teaching and research endeavors that cross disciplinary boundaries. The program administers a minor that includes a common introductory course to ensure a common interdisciplinary experience. Students achieve depth in analytical ability by taking a set of courses chosen in consultation with their adviser. To fulfill the global public and environmental health minor graduation requirements, students must possess a minimum overall GPA of at least 2.00 in all courses counted toward the minor, both the introductory course and those taken in other departments and programs.

Courses

Use the minor link below to find courses that count toward the GPEH requirements.

Global Public and Environmental Health Minor

Minor Requirements

The minor consists of six courses. Courses cannot be double counted within the minor. Only one of the five elective courses for the minor can be at the 100-level.

Required Course

- GPEH 100 - Introduction to Global Public and Environmental Health

One course on Methodological Perspectives

Courses fulfilling this requirement have an attribute of GPMP in the course offerings.

- ANTH 211 - Ethnographic Methods
- BIOL 302 - Systems Biology
- CORE S143 - Statistics in Real Life
- BIOL 310 - Epidemiology
- BIOL 316 - Bioinformatics

- BIOL 320 - Biostatistics
- ENST 250 - Environmental Policy Analysis
- GEOG 245 - Geographic Information Systems
- PSYC 309 - Quantitative Methods in Behavioral Research
- SOCI 250 - Sociological Research Design and Methods
- MATH 105 - Introduction to Statistics

One course from at least three of the four disciplinary groups

Scientific Perspectives

Courses fulfilling this requirement have an attribute of GPSP in the course offerings.

- BIOL 301 - Parasitology and BIOL 301L
- BIOL 313 - Microbiology and BIOL 313L
- BIOL 318 - Human Physiology and BIOL 318L
- BIOL 330 - Conservation Biology
- BIOL 336 - Advanced Ecology
- BIOL 337 - Cancer Biology
- BIOL 373 - Virology
- BIOL 374 - Immunology
- CORE S172 - The Biology of Women: Sex, Gender, Reproduction, and Disease
- CORE S177 - Critical Analysis of Health Issues
- PSYC 275 - Biological Psychology

Environmental Perspectives

Courses fulfilling this requirement have an attribute of GPEP in the course offerings.

- BIOL 330 - Conservation Biology
- BIOL 336 - Advanced Ecology
- CORE S128 - Global Change and You
- ENST 234 - Case Studies in Global Environmental Health
- ENST 450 - Community-Based Study of Environmental Issues
- GEOG 105 - Climate and Society
- GEOG 319 - Population and Environment
- GEOG 321 - Transnational Feminist Geography
- GEOG 326 - Environmental Hazards
- GEOL 101 - Environmental Geology

Social Perspectives

Courses fulfilling this requirement have an attribute of GPSO in the course offerings.

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ALST 334/GPEH 334 - Public Health in Africa
- ALST 371 - Medicine, Health and Healing in Africa
- ANTH 102 - Culture, Diversity, and Inequality

- ANTH 226 - Critical Global Health
- ANTH 244 - Who Owns Culture?
- ANTH 245 - Nature, Culture & Politics
- ANTH 222 - Medical Anthropology: Culture, Health, and Social Justice
- ECON 348 - Health Economics
- LGBT 321 - Gay's Anatomy
- POSC 361 - Humanitarian Interventions
- PSYC 363 - Developmental Psychopathology
- PSYC 365 - Cross-Cultural Human Development
- SOCI 212 - Power, Racism, and Privilege
- SOCI 310 - Sociology of the Body
- SOCI 312 - Social Inequality
- SOCI 324 - Medical Sociology
- SOCI 335 - Sociology of Death, Dying and Grieving

Humanities Perspectives

Courses fulfilling this requirement have an attribute of GPHP in the course offerings.

- HIST 210 - The History of Health, Disease and Empire
- HIST 302 - Global Toxic History
- HIST 304 - Sex and Sexualities in U.S. History
- HIST 387 - Epidemic Histories
- LGBT 340 - Rural Sexualities and Genders
- PHIL 202 - Environmental Ethics
- PHIL 214 - Medical Ethics
- RELG 252 - Religion, Plagues, Pandemics
- RELG 265 - Global Public Health Ethics, Bioethics and Religion

Global Public and Environmental Health Program

For more information about the program, including Faculty, transfer credit, awards, etc., please visit the Global Public and Environmental Health catalog program page.

Jewish Studies

Faculty
Professor Cushing *Associate Professor* Shenker *Assistant Professor* Doron *Senior Lecturers* Guez, Stahlberg *Visiting Assistant Professor* Blackshear *Advisory Committee* Cushing, Dauber (*Director)*, Doron, Guez, Nemes, Shenker, Stahlberg

The Jewish Studies Program at Colgate encompasses a wide range of studies in Jewish religion, history, politics, and arts. In recognition of the complex interaction between religion and culture in Jewish life and the diversity of Jewish historical experience, the program in Jewish studies at Colgate is necessarily

interdisciplinary. The Jewish studies minor makes use of faculty and course offerings in the arts and humanities, social sciences, and university studies, and encourages students to explore their particular interests, be they religious, literary, or political.

The Saperstein Jewish Center

The Saperstein Jewish Center was dedicated in 1993 as a campus home for Jewish studies, as well as for Jewish religious and secular life. The center houses a Jewish book, music, and film library, as well as computer facilities. All students and faculty are encouraged to make use of these resources.

Extended Study

The Program offers two extended study courses: JWST 181 - The Many Faces of Israel and JWST 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study).

Awards

The Jewish Studies Award — awarded by the program to an outstanding student of Jewish studies for continuing study in the field.

Courses

The courses listed below are offered by the JWST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the JWST minor requirements. Use the minor link below to find other courses that count toward these requirements.

Jewish Studies Minor

Minor Requirements

To complete the minor in Jewish studies the student must consult with a member of the advisory committee and/or the director to identify a course of study

Hebrew Language

- At least one HEBR course

Electives

Courses fulfilling this requirement have an attribute of XJWS in the course offerings.

Four electives from the list below:

- ENGL 368/PCON 368 - After Genocide: Memory and Representation
- FMST 319 - Holocaust in Film

- HEBR 121 - Elementary Hebrew I
- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II
- HEBR 291 - Independent Study
- HEBR 295 - Intermediate-Level Hebrew Language Abroad
- HEBR 391 - Independent Study
- HEBR 395 - Advanced-Level Hebrew Language Abroad
- HEBR 491 - Independent Study
- HIST 272 - War and Holocaust in Europe
- JWST 181 - The Many Faces of Israel
- JWST 204 - Jewish Fiction since Holocaust
- JWST 208/RELG 272 - Hebrew Bible in America
- JWST 213/RELG 273 - The Bible as/and Literature
- JWST 222/RELG 222 - Comparative Scripture
- JWST 226/RELG 226 - Reason, Religion, and God
- JWST 243 - From Borscht Belt to Borat: Jews in American Popular Culture
- JWST 250/CORE C143 - Jewish Diasporas: Ukraine, Moscow, Jerusalem, New York
- JWST 260 - Rabbis Reinventing: The Making of Judaism as We Know It
- JWST 275/HIST 275 - Between Homelands and Promised Lands: The Modern Jewish Experience
- JWST 276/HIST 276 - Racial States: The Jim Crow South and Nazi Germany
- JWST 283/RELG 205 - Introduction to Judaism
- JWST 291 - Independent Study
- JWST 329/POSC 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)
- JWST 339/RELG 339 - Modern Jewish Philosophy
- JWST 343/RELG 343 - Gender and Judaism
- JWST 374/HIST 374 - Jews and Autobiography
- JWST 391 - Independent Study
- JWST 463/GERM 463 - Contemporary Jewish German Literature
- JWST 491 - Independent Study
- MIST 215/POSC 215 - Comparative Politics: Middle East
- RELG 230 - Feasting and Fasting: Religion and Food

Jewish Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Jewish Studies Program catalog page.

Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Faculty
Associate Professor Barreto (*Director,* spring 2026), Humphrey, Woolley *Assistant Professor* Toman

Lecturer Sprock
Advisory Committee Barreto (*Director,* spring 2026), Gorshkov, Hill, Humphrey, Julien, Kuan, Loe, Maitra, Sanya, Simonson, Sprock, Stern (*Director,* fall 2025), Toman, Woolley

The minor in lesbian, gay, bisexual, transgender, and queer studies (LGBT) examines the lives and representations of individuals and groups considered sexual minorities, as well as the various forces that have affected them across cultures and throughout time. Sexuality offers a critical lens to analyze communities, cultures, and subcultures; institutions, discourses, and literatures; economic and political movements; the social construction of power, status, and hierarchies; and identity categories configured on the basis of age, ability, class, ethnicity, gender, race, and religion. Moreover, sexuality is considered as the subject of biological, medical, and psychological research. LGBT studies is an interdisciplinary and multidisciplinary minor that emphasizes the application of new theories and methodologies (e.g., queer, feminist, critical race, and multicultural theories) to established disciplines as it promotes the generation of new knowledge within traditional fields. Through the minor, students gain critical understandings of normative categorization, query unspoken assumptions, examine social stratification and distributions of power, and explore the diversity of forms that sexuality has taken historically and in contemporary contexts.

Related Major

- Women's, Gender, and Sexuality Studies Major

Awards

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Award for Academic Excellence, in honor of Marilyn Thie — awarded by the program to a senior, on the basis of completion of the minor or three or more courses, a GPA of 3.30 or higher, and significant scholarly achievement in LGBTQ studies.

The Ken Valente Award for Leadership in LGBTQ Studies and Community, in honor of Ken Valente — awarded by the program to a senior who has demonstrated outstanding leadership in LGBTQ studies and community.

Courses

Use the minor link below to find courses that count toward the LGBT minor requirements.

Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor

Minor Requirements

The minor consists of 5 courses. Completing the minor requires students to work closely with their course instructors, their advisers, and the LGBT director. Students are encouraged to incorporate a capstone experience, such as pursuing an independent study or undertaking a thesis within one's department that meaningfully incorporates LGBTQ-related scholarship.

The requirements are as follows:

Introductory Course

Courses fulfilling this requirement have an attribute of LGIN in the course offerings.

One course must be taken from the following list and completed prior to declaring the minor:

- FMST 230 - Global Queer Cinema and Television
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 241/EDUC 241 - Queering Education
- LGBT 242/ALST 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- SOCI 220 - Gender, Sexuality, & Society
- WGSS 279 - Black Feminist Thinkers

Electives

Courses fulfilling this requirement have an attribute of LGEL in the course offerings.

At least four additional courses chosen from the following lists and in consultation with an adviser typically selected from the LGBT Advisory Committee:

- CORE C140 - Queer Origins
- ENGL 208 - Sex and the Global City
- FMST 230 - Global Queer Cinema and Television and FMST 230L
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- HIST 304 - Sex and Sexualities in U.S. History
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 241/EDUC 241 - Queering Education
- LGBT 242/ALST 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- LGBT 303 - Queer Identities and Global Discourses
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 321 - Gay's Anatomy
- LGBT 340 - Rural Sexualities and Genders
- LGBT 350 - Sexuality, Gender, & the Law
- LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film
- LGBT 360 - Special Topics in LGBTQ Studies
  LGBT 369/ENGL 369 - Queer Literature
- RELG 253 - Love, God, and Sex
- SOCI 220 - Gender, Sexuality, & Society
- WGSS 279 - Black Feminist Thinkers

Other Courses

Other courses may be counted toward an LGBT minor, depending on the orientation of the course and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the LGBT director to be counted toward an LGBT minor. These courses include, but are not necessarily limited to, the following:

- ANTH 315 - Gender and Culture

- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- CORE C158 - Puerto Rico
- EDUC 315 - Pedagogies and Publics
- ENGL 340 - Critical Theory: Language, Semiotics, and Form
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- FREN 445 - Writing the Self in the 20th Century: Autobiography in French
- FREN 450 - 20th-Century French Literature
- JAPN 240 - Gender and Sexuality in Japanese Culture
- LGBT 391 - Independent Study
- LGBT 491 - Independent Study
- NAST 310 - Indigenous LGBTQ and Feminist Studies
- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- WGSS 202 - Women's, Gender and Sexuality Studies

Additional Stipulations

- At least three of the five courses should have an LGBT prefix.
- No more than two courses should come from a single department or program other than LGBT
- No more than one course should earn credit for an LGBT minor and the student's major

Lesbian, Gay, Bisexual, Transgender, and Queer Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Lesbian, Gay, Bisexual, Transgender, and Queer Studies program catalog page.

Linguistics

Faculty
Advisory Committee Abdal-Ghaffar, Ahmed, Campbell, Davies, Davis, Duclos, Hirata, Kelly (Director), Lennertz, Prasad, Ries, Stolova, Tober, Witherspoon *Lecturer* Roman

This academic minor focuses on the rigorous study of language from the perspectives of several contributing disciplines: the study of a specific language or language group in its contemporary condition or historical development; classical philology; philosophy; psychology and neuroscience; acoustic analysis; computer science. Students pursuing a minor in linguistics will encounter a wide variety of methodologies: careful data collection and classification, rigorous philosophical analysis, sociological surveys, psychological experiments, ethnographic and ethnolinguistic methodologies, and the writing of computer programs to analyze and interpret language data. The themes addressed by the linguistics minor include the sounds of language; word structure and etymology; styles and dialects; syntax, semantics, and pragmatics of language; language acquisition by children and adults; language in society; language and culture, historical development and language families; language and mind; language and the brain; language processing by computer; psychological perspectives on language.

Linguistics minors will give a presentation in the last semester of their senior year showing how their study of linguistics has informed their understanding of the world and the academic disciplines they have studied. The presentation can be based on a paper or papers they will have written in their linguistics-related courses.

Students pursuing the linguistics minor are strongly encouraged to undertake a capstone experience. This might consist of an independent study, a thesis presented at the annual end-of-year event, or both. Consult the department for faculty that may supervise the capstone experience.

Courses

The courses listed below are offered by the LING program. As an interdisciplinary program, select courses from other departments/programs may also count toward the LING minor requirements. Use the minor link below to find other courses that count toward these requirements.

Linguistics Minor

Minor Requirements

To complete the minor in Linguistics, the student must consult with a member of the advisory committee and/or the director to identify a study path that includes five courses from the list below. The five-course minor will normally include one of the courses listed in section 1 and three or four courses from section 2, with restrictions as outlined below. The courses can be taken in any sequence:

Section 1 - Linguistics Foundations

Courses fulfilling this requirement have an attribute of LILF in the course offerings.

At least one of the following courses

- CORE S140 - Language and Cognition
- LING 200 - Science of Language Acquisition
- LING 222 - The Theories and Practice of Second Language
  Note: If more than one course from the list above is taken, the additional course(s) can count toward the elective requirement below.

Section 2 - Electives

Courses fulfilling this requirement have an attribute of LIEL in the course offerings.

Three or Four additional courses selected from among those listed below, subject to the following conditions:

- No more than two courses can be taken in the same department.
- At least two courses must be at the 300 or 400 level. Three or four courses may come from the Other Courses listed below, with two of them at the 300 or 400 level; or one course may be an advanced language course, and the other courses from the Other Courses list, with one of them at the 300 or 400 level. Only one course from the Other Courses list may be an independent study course.

Advanced Language Courses

Courses fulfilling this requirement have an attribute of LIAL in the course offerings.

Advanced language courses taken abroad on a study group also qualify with approval by the director.

- ARAB 301 - Advanced Arabic I
- ARAB 302 - Advanced Arabic II
- ARAB 401 - Topics in Arabic Language and Culture I
- ARAB 402 - Topics in Arabic Language and Culture II
- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature
- FREN 361 - Advanced French Composition, Grammar, and Conversation
- GERM 341 - Advanced Conversation and Composition (Study Group)
- GERM 351 - Introduction to German Literary Studies
- GERM 353 - Proseminar in German Studies
- GREK 301 - Greek Tragedy
- GREK 302 - Aristophanes
- GREK 310 - Homer
- GREK 320 - Greek Historians
- GREK 321 - Thucydides
- GREK 350 - Plato
- ITAL 361 - Advanced Grammar, Composition, and Conversation
- JAPN 301 - Advanced Japanese I
- JAPN 302 - Advanced Japanese II
- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese
- LATN 340 - Roman Oratory
- LATN 350 - Roman Comedy
- LATN 360 - Roman Love Poetry
- LATN 370 - Ovid
- LATN 450 - Cicero and the Roman Republic
- REST 303 - Russian in Context
- REST 306 - Advanced Russian
- SPAN 361 - Advanced Composition and Stylistics
- LATN 430 - Horace

Other Courses

- COSC 480 - Topics in Computer Science: Natural Language Processing
- ENGL 301 - History of English Language
- NEUR 355/PSYC 355 - Language and Thought
- PHIL 225 - Logic I
- PHIL 342 - Philosophy of Language
- PSYC 250 - Human Cognition
- SPAN 475 - Spanish as a Global Language
- SPAN 476 - Linguistic History of Spain
- WRIT 210 - The Rhetoric of Style
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America

Linguistics Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Linguistics program catalog page.

Medieval and Renaissance Studies

Faculty
Professors Cerasano, Davies, Frank, Harsin, Martin, Maurer, Plata Parga, Staley *Associate Professors* Barrera, Coluzzi, Cooper *(Director)*, Dauber, Guile, Riley, Worley *Assistant Professors* Brown, Clayton, Ramirez Velazquez, Stenberg *Senior Lecturer* T Tomlinson

The Medieval and Renaissance studies (MARS) minor enables students to explore the richness and variety of civilizations from the late Roman and medieval eras tinto the early modern period. While focused on the cultures of Europe and the Mediterranean, it examines cross-cultural onnections both within and beyond this area. Broadly interdisciplinary, it spans the arts and humanities and social sciences, engaging history, art, literature, archaeology, architecture, music, philosophy, science, and religion from the fourth to the seventeenth centuries. As such, the minor encompasses topics from the Fall of the Roman Empire, the development of early medieval culture, the birth of Islam, the Viking Age, the Commercial Revolution, the origins of vernacular literature, Romanesque and Gothic Architecture, Polyphony and the Baroque, the Black Death, the flourishing of medieval religiosity, the Reformation, the Renaissance, Europe's colonial and imperial expansion, the slave trade, the Scientific Revolution, the Enlightenment, and the beginning of the modern industrial world.

Through deep study of the distant past, students develop skills of interpretation and analysis of fragmentary and tantalizingly cryptic evidence. They develop an appreciation for the aesthetic wonders of vanished cultures as well as an understanding of how the past shapes and informs who we are today.

Award

Award for Excellence in Medieval and Renaissance Studies — awarded by the program for excellence in medieval and Renaissance studies.

Courses

Use the minor link below to find courses that count toward the MARS requirements.

Medieval and Renaissance Studies Minor

MInor Requirements

The minor consists of at least five courses selected with the approval of an adviser belonging to the MARS faculty. The requirements are as follows:

History Elective

Courses that fulfill this requirement have a HIST subject code with an attribute of XMAR in the course offerings.

One of the following:

- HIST 202 - Europe in the Middle Ages, c. 300 - 1500
- HIST 232 - The Crusades
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 241 - Life and Death in Early Modern Britain
- HIST 331 - Medieval Italy, c. 1000 - 1500
- HIST 332 - Medieval England
- HIST 333 - The Medieval Church
- HIST 338 - The Age of Absolutism in Europe
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 370 - The Mongol Empire

Additional Electives

Courses fulfilling this requirement have an attribute of XMAR in the course offerings.

Three electives from the following list:

- ARTH 207 - Roman Art
- ARTH 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages
- ARTH 210 - Contemporary Art and Politics in the Middle East
- ARTH 216 - Nature's Mirror: Renaissance Arts 1400-1550
- ARTH 220 - Early Modern European Architecture
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 311 - Arts in Venice Golden Age/SG
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- ENGL 200 - British Literary Traditions
- ENGL 203 - Arthurian Tradition
- ENGL 301 - History of English Language
- ENGL 302 - The Literature of the Early Middle Ages
- ENGL 303 - Medieval Merchants, Knights, and Pilgrims
- ENGL 321/THEA 321 - Shakespeare
- ENGL 322/THEA 322 - Shakespeare
- ENGL 325 - Milton
- ENGL 326 - Shakespeare's Contemporaries
- ENGL 361 - Chaucer's Canterbury Tales
- ENGL 385 - Drama, Fiction, and Poetry of Tudor England
- ENGL 386 - Poetry, Prose, and Drama in the Century of the English Revolutions, 1600-1700
- ENGL 402 - Medieval Celtic Literature
- ENGL 408 - Literature of Medieval Women
- ENGL 445 - Life-Writing: The Renaissance
- ENGL 461 - Studies in the Renaissance
- FREN 351 - Introduction to Literature in French: From Chivalry to Versailles
- HIST 202 - Europe in the Middle Ages, c. 300 - 1500

- HIST 232 - The Crusades
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 241 - Life and Death in Early Modern Britain
- HIST 331 - Medieval Italy, c. 1000 - 1500
- HIST 332 - Medieval England
- HIST 333 - The Medieval Church
- HIST 338 - The Age of Absolutism in Europe
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 370 - The Mongol Empire
- LATN 121 - Elementary Latin I
- LATN 122 - Elementary Latin II
- LATN 123 - Intensive Elementary Latin
- MUSI 215 - Music History I: Medieval through Baroque Periods
- PHIL 303 - Medieval Philosophy
- POSC 380 - Reason, Faith & Politics
- RELG 202 - Introduction to Islam
- SPAN 351 - Spanish Literature: Knights and Troubadours in Medieval Spain
- SPAN 352 - Spanish Literature: Love and Honor in the Golden Age
- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 468 - Vision/Revision: Span Conquest

400-level Seminar

Courses fulfilling this requirement are at the 400-level and have the attribute of XMAR in the course offerings.

- One 400-level seminar

Note: Senior seminars and honors thesis courses in any department could provide a place for the student's capstone experience

Stipulations

The following stipulations apply:

- At least three different disciplines should be represented. (French, Italian, and Spanish are considered to be separate areas of study.)
- At least three courses should be at the intermediate level
- at least one should be at the 300- or 400- (seminar) level — either an existing seminar or an independent research paper

Additional notes:

- Additional courses (notably topical seminars) may be accepted upon petition to the director.
- One year's study of Latin at Colgate is recognized as one course toward the minor.
- Only one independent study course and only one non-Colgate course will be counted toward the minor.
- Students are encouraged to explore early literature in Old and Middle English, as well as early period courses in the foreign language departments.

- It is the responsibility of the student to recognize that certain courses might require departmental prerequisites for which he or she would not necessarily receive credit toward the MARS minor.
- While there is no mandated language requirement, it is strongly recommended that students considering graduate school in a medieval or Renaissance field should study Latin at least through the intermediate level.

Medieval and Renaissance Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Medieval and Renaissance Studies program catalog page.

Middle Eastern and Islamic Studies

Faculty
Professor Henke *(Director)* *Associate Professors* Khan, Mundy, Spadola *Senior Lecturers* Abdal-Ghaffar, El-Saeid *Program Faculty* Abbas, Bonet, Monk, Rutherford *Affiliated Faculty* Cellk, Etefa

This multidisciplinary program focuses on the Middle East and North Africa while also studying the wider Islamic world. It provides students with an understanding of the origins and development of the Islamic faith in its heartland, as well as an awareness of the global, multi-cultural character of modern Islam. Program courses train students in art, literature, history, culture, politics, and political economy of the Middle East, North Africa, and the Islamic world.

The Islamic world spans the Middle East and North Africa, Central Asia, the Indian subcontinent, and Southeast Asia. The world's nearly 2 billion Muslims comprise one-quarter of the world's population and include numerous linguistic and ethnic groups such as Arabs, Iranians, Turkic peoples, Kurds, Baluchis, Malays, and others. The Islamic world is the source of rich religious and intellectual traditions that share deep roots with Western traditions and have evolved over a long history of interaction with the West. It also plays an important role in global peace, security, and prosperity. These demographic, cultural, and strategic considerations ensure increasingly deep and dynamic relations among peoples of the Islamic world and the Euro-Atlantic West. The Middle Eastern and Islamic Studies Program (MIST) program equips Colgate students with the knowledge and conceptual tools needed to forge and understand these connections.

The themes addressed by the program include Islam's textual foundations and interpretive traditions; the development and historical spread of diverse Muslim societies; political institutions, and artistic and literary traditions; European colonialism and its impact on the cultures, economies, and polities of the region; the rise of modern nationalism and its relationship to tribal, religious, and ethnic identities; the emergence and impact of political Islam and Islamic revivalist movements; the Arab-Israeli conflict; democratization and revolutionary movements; and United States foreign policy toward the Middle East, North Africa, and the Islamic world.

GPA Requirements

Courses taken at Colgate, on a Colgate Study Group, or an Approved Program must have a grade of C or better to count toward the major or minor.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Middle Eastern and Islamic Studies Major major page.

Study Abroad

The MIST faculty and the off-campus study office have identified a small number of programs that we highly encourage students to attend for a summer or a semester. Up to three course credits toward the major may be earned through study in off-campus programs. Approved off-campus language courses may also count toward the major and are not included in the three-credit limit. Consult with MIST faculty for further details.

Awards

Award for Excellence in Middle Eastern and Islamic Studies — awarded to the graduating senior who has excelled in Middle Eastern and Islamic Studies.

The Prize for Excellence in Arabic — awarded by the faculty of Arabic to students who demonstrate excellence in studying Arabic language and culture.

Courses

The courses listed below are offered by the MIST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the MIST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Middle Eastern and Islamic Studies Major

Major Requirements

The major consists of 11 courses, only two of which may be shared with a second major such as international relations, religious studies, peace and conflict studies, history, or anthropology.

Gateway Course

Courses fulfilling this requirement have an attribute of MIMG in the course offerings.

A MIST-related CORE Communities and Identities course:

- CORE C183 - The Middle East
- CORE C170 - Islamic North Africa
- or another appropriate course, in consultation with a MIST adviser and with the MIST program director's approval.

Language

Courses fulfilling this requirement have an attribute of MILA in the course offerings.

Proficiency equivalent to four semesters of study in a single MIST-related language.

Students who wish to fulfill the language requirement through study abroad must consult with the director to determine suitable programs and the procedure for transferring credit. In some cases, students are required to successfully complete a language proficiency exam upon their return to campus.

Students who place out of two or more language courses must still complete a total of at least nine MIST courses to fulfill the requirements of the major. Students pursuing honors are strongly encouraged to undertake additional language study.

This requirement is normally met through completion of four of the following courses in a single language:

- ARAB 121 - Elementary Arabic I
- ARAB 122 - Elementary Arabic II
- ARAB 201 - Intermediate Arabic I
- ARAB 202 - Intermediate Arabic II
- ARAB 301 - Advanced Arabic I
- ARAB 302 - Advanced Arabic II
- ARAB 315 - Classical Arabic of the Qur'an
- ARAB 401 - Topics in Arabic Language and Culture I
- ARAB 402 - Topics in Arabic Language and Culture II
- HEBR 121 - Elementary Hebrew I
- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II

Additional Courses

Students must complete five additional courses selected from among those listed below, of which two must be at the 300- or 400-level. Students must complete at least one course in each group (A, B, and C) at Colgate. Students may count no more than two courses from any one group toward the major. Two affiliated electives may be counted towards the major.

Group A: Arts and Humanities

Courses fulfilling this requirement have an attribute of MIGA in the course offerings.

- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 245 - Palaces and Paintings of India
- FREN 455 - Francophone Voices from North Africa
- MIST 214 - Muhammad and the Qur'an
- MIST 262/RELG 262 - Islam in Our Post-9/11 World
- MIST 310 - Islamic Jurisprudence
- RELG 202 - Introduction to Islam
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Group B: Historical Perspectives

Courses fulfilling this requirement have an attribute of MIGB in the course offerings.

- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective

Group C: Social Sciences

Courses fulfilling this requirement have an attribute of MIGC in the course offerings.

- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age
- CORE C154 - Indonesia
- EDUC 246 - Forced Migration and Education
- EDUC 308 - Global Inequalities of Education
- MIST 215/POSC 215 - Comparative Politics: Middle East
- MIST 252/ANTH 252 - Muslim Societies in Motion
- MIST 330 - Capitalism & Imperialism in the Middle East
- MIST 351/PCON 351 - The Israel/Palestine Conflict

Affiliated Electives

Courses fulfilling this requirement have an attribute of MIAE in the course offerings.

- HIST 232 - The Crusades (with permission of the instructor and MIST director)
- Additional term-specific course offerings may be accepted, with MIST program director's approval.

Capstone Course

The capstone course, normally taken in the fall of the senior year, consists of a 400-level MIST designated seminar, UNST 410 Seminar: Area, Regional, and Global Study, or a relevant seminar in another major with permission of the seminar instructor and their program or department. This capstone course entails the completion of a substantial research paper on a topic relevant to the MIST major. Students seeking to count a single capstone course for two majors or seeking to take a seminar that is not MIST designated or is not taught by MIST faculty must have their capstone approved by their MIST academic adviser and the MIST program director.

Honors and High Honors

To be eligible for honors, students must earn a grade of A- or better in the capstone course taken in the fall of their senior year and write a thesis in the spring. The thesis is normally an extension of work done in the capstone course.

For honors, the thesis must be judged by a committee of two MIST faculty members from different disciplines and earn a grade of A- or better.

For high honors, the thesis must be judged by a committee of three MIST faculty members (or 2 MIST and a third faculty member approved by the director) from two or more different disciplines and earn a grade of A or better. An overall minimum GPA in the major of 3.50 is required for honors and 3.70 for high honors.

Middle Eastern and Islamic Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Middle Eastern and Islamic Studies program catalog page.

Middle Eastern and Islamic Studies Minor

Minor Requirements

The minor in MIST consists of five courses, as described below.

Introductory Course

Courses fulfilling this requirement have an attribute of MIMG in the course offerings.

One of the following:

- CORE C170 - Islamic North Africa
- CORE C183 - The Middle East

Electives

Courses fulfilling this requirement have an attribute of MIGA, MIGB, MIGC in the course offerings.

Four electives from the lists below, with the following stipulations:

- two courses must be chosen from among two of the three groups (Groups A, B, and C) listed below
- two courses may be chosen from these groups and from the list of affiliated electives

Group A: Arts and Humanities

- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 245 - Palaces and Paintings of India
- FREN 455 - Francophone Voices from North Africa
- MIST 214 - Muhammad and the Qur'an
- MIST 262/RELG 262 - Islam in Our Post-9/11 World
- MIST 310 - Islamic Jurisprudence
- RELG 202 - Introduction to Islam
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Group B: Historical Perspectives

- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective

Group C: Social Sciences

- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age
- CORE C154 - Indonesia
- EDUC 246 - Forced Migration and Education
- EDUC 308 - Global Inequalities of Education
- MIST 215/POSC 215 - Comparative Politics: Middle East
- MIST 252/ANTH 252 - Muslim Societies in Motion
- MIST 304/POSC 304 - Islam and Politics
- MIST 330 - Capitalism & Imperialism in the Middle East
- MIST 351/PCON 351 - The Israel/Palestine Conflict

Affiliated Electives

- One ARAB or HEBR course, at most, may count as an affiliated elective.
- Additional term-specific course offerings may be accepted, with MIST program director's approval.

Additional Stipulations

- No more than two courses from any one group may count toward the minor.
- Arabic and Hebrew language courses are considered affiliated electives; students may count one language course toward the minor.
- Two courses from transfer credit may be applied to the minor.

Middle Eastern and Islamic Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Middle Eastern and Islamic Studies program catalog page.

Museum Studies

Faculty
Professor Marlowe *Advisory Board* Hatton, Karn, Marlowe, Mendelsohn, Mercado, Peck, Upton, West *Affiliated Faculty* Ammerman, De Lucia, Guile, Harnick, Juarez, Karn, Marlowe (*Director*), Popli

The Division of University Studies offers an interdisciplinary minor in Museum Studies, overseen by an Advisory Board that includes members from many different academic departments and the University

Museums. Courses in Museum Studies may address a range of topics, including actual museums (their histories, architecture, operations, politics, ethics, etc.), collective memory, institutional critique, cultural heritage and/or property, or public history. Courses may also count toward the program if a substantial part of their pedagogy is object-based.

Courses

The courses listed below are offered by the MUSE program. As an interdisciplinary program, select courses from other departments/programs may also count toward the MUSE minor requirements. Use the minor link below to find other courses that count toward these requirements.

Museum Studies Minor

Minor Requirements

The minor program consists of 5 courses and a practicum.

- All 5 courses may come from the core course list, or 4 from the core course list and 1 from the elective list.
- One of the core courses must be at the 300-level.
- The five courses must include selections from at least two of the core Museum Studies departments (Art, Sociology & Anthropology, and History).

Museum Studies Core Courses

Courses fulfilling this requirement have an attribute of MUCC in the course offerings.

Four or five courses from the following list:

- ANTH 103 - Introduction to Archaeology
- ANTH 228 - Women and Gender in Prehistory
- ANTH 244 - Who Owns Culture?
- ANTH 253 - Field Methods and Interpretation in Archaeology
- ANTH 356 - Ethical Issues-Nat Amer Arch
- ARTH 240 - Art and Theory 1950-1980
- ARTH 243 - Art & Theory 1980 to Present
- ARTH 255 - Museum Exhibitions: Design, Rhetoric, and Interpretation
- ARTH 257 - Colonizing and Decolonizing Museums
- ARTH 262 - War and Plunder
- ARTH 270 - Critical Museum Theory
- ARTH 309 - Scandals, Controversies and Debates in the Art World
- ARTH 348 - Modern Art on Display
- HIST 251 - The Politics of History
- MUSE 120/HIST 120 - Introduction to Museum Studies
- MUSE 201 - Museum Curating in the Digital Age
- MUSE 219/ALST 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- MUSE 300 - Museum Curating

- MUSE 310 - Curating Public History: Utopia, Sex and Silver at the Oneida Community Mansion House
- WRIT 241 - Politics of Public Memory
- Other courses at the Advisory Committee's discretion

Electives

Courses fulfilling this requirement have an attribute of MUEL in the course offerings.

No more than one course from the following list:

- ARTH 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century
- ARTH 110 - Global Contemporary Art
- ARTH 210 - Contemporary Art and Politics in the Middle East
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- BIOL 305 - Vertebrate Zoology
- BIOL 315 - Biology of Plants
- CLAS 401 - Senior Seminar in the Classics
- CORE S108 - The Story of Colorants
- CORE C189 - Africa
- CORE S127 - The Artful Brain: An Exploration in Neuroaesthetics
- GEOG 319 - Population and Environment
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- PHIL 330 - Aesthetics and the Philosophy of Art
- WRIT 210 - The Rhetoric of Style
- WRIT 225 - Visual Rhetorics
- Other courses at the Advisory Committee's discretion

Additional Stipulations

- If a student majors in Art & Art History, Anthropology, or History and minors in Museum Studies, only one course may count toward their major and the Museum Studies minor.
- A student minoring in Museum Studies may petition the Advisory Board to have a course not included on the list below count toward the degree if the course addresses one or more of the themes noted above.

Practicum

Courses fulfilling this requirement have an attribute of MUPR in the course offerings.

The Practicum in Museum Studies is an opportunity for students to gain hands-on experience in a non-profit museum, gallery, cultural center, or historical society. This may take the form of paid or volunteer work or an internship, and must be at least 140 hours in duration. It is expected that the practicum will deepen the student's understanding of a substantive aspect or aspects of the institution's operations through work in a department such as Curatorial, Development, Education, Collections Management, Communications, or

Archives.

Students typically fulfill their practicum requirement in one of four ways:

1. Through an internship at one of Colgate's campus museums, the Picker Art Gallery or Longyear Museum of Anthropology, during the academic year. Students should be advised that these internships are highly selective. Occasionally, the Picker and/or Longyear Museums may offer summer internships as well.
2. Through a community-based research project organized by the Summer Field School, an initiative overseen by Colgate University's Upstate Institute. The Summer Field School places students as full-time paid research Fellows at institutions in the region such as the Munson Williams Proctor Institute, Everson Museum of Art, Oneida County Historical Society, Oneida Community Mansion House, Adirondack Museum, Iroquois Indian Museum, Fenimore Art Museum, the Shako:wi Cultural Center, the Corning Museum of Glass, and the National Abolition Hall of Fame in Peterboro. For more information about programs and opportunities, visit the Upstate Institute web page.
3. Through an established summer internship program at a museum in the U.S. or abroad, such as those offered by the Metropolitan Museum of Art, the Frick Collection, the Smithsonian American Art Museum, and the Peggy Guggenheim Collection in Venice. Career Services has a comprehensive listing of these opportunities; students should be aware that these internships are extremely selective.
4. By "cold-calling" a museum or historical institution in their hometown and offering to work there over the summer. Museum Studies students have been very successful in these outreach efforts and have had fulfilling experiences working with local institutions in their own communities. The Director of the Museum Studies Program can offer further guidance in this process.

All Museum Studies students should begin planning for their practicum experience as soon as they declare the minor. They are encouraged to consult with their Museum Studies minor adviser about the various ways this requirement can be fulfilled, and about opportunities that best meet their individual needs and interests. Students who wish to fulfill the practicum at an off-campus institution must discuss their plans with, and get approval from, the director of the Museum Studies Program in advance. They must also identify the supervisor who will write a brief evaluation upon their completion of the work. This evaluation must be submitted to the director of the Museum Studies Program, who will notify the Registrar when this requirement for the minor has been fulfilled. Financial support for internships is available through Colgate's Summer Funding, but students should be aware of the competitive nature of these grants and of their early deadlines (usually in late February; for more information and specific deadlines visit summer funding).

Museum Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Museum Studies catalog page.

Native American Studies

Faculty
Professor Vecsey *Associate Professor* Hall *Assistant Professor* Scully *Advisory Committee* Bigenho, De Lucia, Hall, Juarez, Reinbold (*Director)*, Scully, Vecsey

The Native American Studies Program offers students the opportunity to undertake a comparative study of the pre-Columbian, colonial, and contemporary cultures of North and Latin America. The required and elective courses are drawn from a wide range of disciplines, representing the various topical and regional interests of Colgate faculty whose specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion. Themes and topics of the major include the integrity, richness, and complexity of Native cultures; the reciprocal impact of contact between Native and non-Native populations in the Western Hemisphere; modes and processes of culture change; cultural disruption, resistance, and vitality; social movements; indigenous ways of knowing; and an understanding of the variety of methodological and theoretical approaches to Native American Studies, including comparisons with other indigenous cultures. A major in Native American Studies provides an excellent foundation for graduate education in the disciplines mentioned, as well as professional work in areas such as contract archaeology, environmental and cultural resource management, government services, non-governmental and non-profit organizations, law, museums, public health, and teaching.

Honors and High Honors

Majors may achieve honors by having, at graduation, a minimum GPA of 3.30 in major courses and a minimum overall grade of 3.00. The candidate for honors also completes a research paper, written either in a 400-level independent study course or revised from a paper written in a 400-level course, or the equivalent, that is arranged in advance as an honors paper in Native American Studies. The honors paper must be judged to be of honors quality by a committee of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate works with both professors (adviser and second reader) who are consulted during thesis development and provide comments on at least one substantive draft of the research paper prior to their final evaluation. The candidate for high honors must have, at graduation, a minimum GPA of 3.70 in major courses and a minimum overall grade of 3.00. The candidate for high honors produces a research paper, as described above, which is arranged in advance as a high honors paper. The paper must be judged to be of high honors by a committee consisting of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate receives high honors by defending the paper with distinction in an oral examination conducted by at least three professors identified by the Native American Studies Program director.

Santa Fe Study Group

An off-campus study group to Santa Fe, New Mexico, is offered to enable a select group of Colgate students to further their understanding of Native American history, archaeology, life, and culture. For more information, see Off-Campus Study. Majors and minors are strongly encouraged to participate in this study group.

Extended Study

In conjunction with NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep: Developing Models for Cultural Understanding, extended study in New Mexico offers students the opportunity to consider how cross-cultural understanding is developed and where and when it is frustrated.

Transfer Credit

The department allows two courses to be transferred for credit toward the major, with prior approval of the courses by the department.

Awards

The Anthony Aveni Award for Excellence in Native American Studies — awarded by the program for excellence in Native American studies.

The Carol Ann Lorenz Award for Service in Native American Studies -- awarded by the program to recognize student involvement in Native American Studies programming.

Courses

The courses listed below are offered by the NAST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the NAST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Native American Studies Major

Major Requirements

The major in Native American Studies consists of nine courses and includes the following stipulations:

- One course must be at the 300-level
- At least two courses must focus on North America and two courses must focus on Latin America
    - The 400-level course may be used to satisfy this count

North American (N) and Latin American (L) Courses

Courses fulfilling this requirement have an attribute of NANE or NALE in the course offerings.

North American (N) and Latin American (L)

- ALST 204 - Performing Bolivian Music (L)
- ANTH 228 - Women and Gender in Prehistory (L)
- ANTH 244 - Who Owns Culture? (L,N)
- ANTH 355 - Ancient Aztec Civilization (L)
- ANTH 358 - Native American Cultures (N)
- CORE C131 - Native Oklahoma (N)
- CORE C150 - Native People of Great Plains (N)
- CORE C159 - Maya (L)
- CORE C176 - Indigenous North America (N)
- CORE C188 - Haudenosaunee (N)
- ENGL 204 - Native American Writers (N)
- HIST 223 - The American West (N)
- HIST 224 - Introduction to Environmental History (L,N)
- HIST 243/NAST 243 - Native American History (N)
- HIST 356/NAST 356 - Global Indigenous History (N, L)
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas (L,N)
- HIST 360/NAST 360 - Borderlands of North America (N)

- NAST 291 - Independent Study
- NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep (N)
- NAST 302 - Contemporary Issues in the Native American Southwest (Study Group)
- NAST 303 - Service Learning in the Native American Southwest (Study Group) (N)
- NAST 391 - Independent Study
- NAST 491 - Independent Study
- RELG 203 - American Indian Religions (N)

Additional Electives (with permission)

Courses fulfilling this requirement have an attribute of NAPR in the course offerings.

With permission of the director of Native American Studies, the following courses may also be counted among the North and Latin American electives when they have appropriate course content or a research paper is undertaken in one of these areas:

- ANTH 102 - Culture, Diversity, and Inequality (L,N)
- ANTH 205 - Archaeology of Warfare (L)
- ANTH 341 - Archaeology of Death & Burial (L)
- ANTH 361 - Ancient Environments and Human Legacies (L)
- CORE C171 - Mexico (L)
- CORE C177 - Peru (L)
- CORE C193 - Brazil (L)
- CORE C199 - Bolivia (L)
- HIST 209 - The Atlantic World, 1492 - 1800 (L, N)
- HIST 359 - Resistance and Revolt in the Colonial Atantic World (L)
- SPAN 468 - Vision/Revision: Span Conquest (L)

Recommended Engagement in Archaeological or Anthropological Fieldwork

Students are strongly encouraged to participate in archaeological or anthropological fieldwork and/or first-hand curricular contact with Native American communities (e.g., NAST 303).

With the advice and consent of the director, students are encouraged to enroll for a summer or term in field schools in archaeology or social anthropology, or Native American community colleges. Such approved programs may earn Native American Studies course credit.

Students are further encouraged to participate in non-curricular opportunities such as summer archaeological fieldwork with a Colgate faculty member, hands-on research, service, and/or experience with Native American communities.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Native American Studies program page.

Native American Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Native American Studies program catalog page.

Native American Studies Minor

Minor Requirements

The minor in Native American Studies consists of five courses from the list below and includes the following stipulations:

- at least one must be at the 300-level
- at least one must focus on North America
- at least one must focus on Latin America

Native American Studies Courses

Courses fulfilling this requirement have an attribute of NANE or NALE in the course offerings.

North American (N) and Latin American (L) courses

- ALST 204 - Performing Bolivian Music
- ANTH 228 - Women and Gender in Prehistory (L)
- ANTH 244 - Who Owns Culture? (L,N)
- ANTH 355 - Ancient Aztec Civilization (L)
- ANTH 358 - Native American Cultures (N)
- CORE C131 - Native Oklahoma (N)
- CORE C150 - Native People of Great Plains (N)
- CORE C159 - Maya (L)
- CORE C176 - Indigenous North America (N)
- CORE C188 - Haudenosaunee (N)
- ENGL 204 - Native American Writers (N)
- HIST 223 - The American West (N)
- HIST 224 - Introduction to Environmental History (L,N)
- HIST 243/NAST 243 - Native American History (N)
- HIST 356/NAST 356 - Global Indigenous History (L,N)
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas (L,N)
- HIST 360/NAST 360 - Borderlands of North America (N)
- NAST 291 - Independent Study
- NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep (N)
- NAST 302 - Contemporary Issues in the Native American Southwest (Study Group) and NAST 302L (N)
- NAST 303 - Service Learning in the Native American Southwest (Study Group) (N)
- NAST 391 - Independent Study
- NAST 491 - Independent Study
- RELG 203 - American Indian Religions (N)

Additional Electives (with permission)

Courses fulfilling this requirement have an attribute of NAPR in the course offerings.

With prior permission of the director of Native American Studies, the following courses may also be counted among the North and Latin American electives when they have appropriate course content or a research paper is undertaken in one of these areas:

- ANTH 102 - Culture, Diversity, and Inequality (L,N)
- ANTH 205 - Archaeology of Warfare (L)
- ANTH 341 - Archaeology of Death & Burial (L)
- ANTH 361 - Ancient Environments and Human Legacies (L)
- CORE C171 - Mexico (L)
- CORE C177 - Peru (L)
- CORE C193 - Brazil (L)
- CORE C199 - Bolivia (L)
- HIST 209 - The Atlantic World, 1492 - 1800 (L,N)
- HIST 359 - Resistance and Revolt in the Colonial Atantic World (L)
- SPAN 468 - Vision/Revision: Span Conquest (L)

Native American Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Native American Studies program catalog page.

Peace and Conflict Studies

Faculty
Professors Balakian, Harpp, Monk, Thomson *Associate Professors* Ballvé, Karn, Mundy (*Director*) *Assistant Professor* Li

Since its creation in 1970, Colgate's Peace and Conflict Studies Program has been at the forefront of research and instruction in this interdisciplinary field. Founded with a generous gift of the Cooley family, the program presents a challenging course of study that integrates trans-disciplinary academic approaches to war and peace with research into specific regional conflicts and their aftermaths. The curriculum offers students opportunities to explore, from a global perspective, the complex origins and impacts of violence, the challenges of human security, and the possibilities for promoting and advancing human rights. With its regular symposia, lectures, film screenings, and unique electives, the program is actively involved in promoting the study of peace, conflict, and security at Colgate and beyond. After taking advantage of the distinctive combination of faculty and program resources at Colgate, peace and conflict studies majors have pursued successful careers in various international arenas, including law, government, development, journalism, academe, and the private sector.

Awards

The Dag Hammarskjöld Prize in Peace and Conflict Studies — awarded by the program to the student chosen by the peace and conflict studies faculty from among students with a major or minor or who have taken at least two courses, in peace and conflict studies, given on the basis of outstanding work in the program and usually judged on one specific written work.

The Sterling Prize — established in honor of John F. (Jay) Sterling '68, to recognize excellence in international studies and a personal commitment to peaceful cooperation among nations. The prize is awarded annually to a Colgate student whose academic work in international economics, politics, or culture exemplifies Jay Sterling's spirit of endless curiosity, university interest, and constructive work.

The Clarence Young Award — awarded in memory of Clarence W. Young, a member of the psychology department from 1929 to 1971. Established as an award for academic excellence in peace and conflict studies.

Honors and High Honors

Majors may qualify for departmental honors by achieving at graduation a GPA of 3.50 in major courses and an overall GPA of 3.30. For high honors, Majors must achieve a GPA of 3.70 in major courses and an overall GPA of 3.30 by graduation. Students who expect to qualify and who seek honors or high honors enroll in PCON 499 upon completing PCON 479. Students enrolled in PCON 479 who fail to receive a grade of A– or higher on the seminar paper may not enroll in PCON 499 without the written permission of the program director. Candidates for high honors must have grades of B- or better in all Cluster 1 courses. Working with a principal adviser (normally the PCON 499 seminar instructor) and a second reader, the student writes and submits a substantial paper for this course and orally defends it in the presence of the program faculty. The designation "honors," "high honors," or neither, is determined at or soon after the conclusion of the defense by the PCON faculty and in consultation with second readers external to the program when applicable. This paper must be a substantially different, revised, and expanded version of the student's PCON 479 seminar paper. Honors and high honors projects should demonstrate the ability to work creatively and independently and to synthesize theoretical, methodological, and substantive materials in peace and conflict studies. Such a project should be planned and initiated in the fall term of the fourth year (or earlier), with the research and final writing completed in the spring term when the student is enrolled in PCON 499. Majors seeking to qualify for high honors in peace and conflict studies are required to demonstrate competency in a foreign language equivalent to two semesters at the 200 level or higher (intermediate, advanced, or fluent).

Off-Campus Study

The Peace and Conflict Studies Program strongly encourages majors and minors to participate in Colgate study groups, extended studies, or approved programs, especially in regions relevant to their Cluster 3 geographic area. Students should consult with their PCON advisers and the director, as well as the Office of Off-Campus Study/International Programs, regarding approved off-campus study options, credit approval, and application guidelines. See Off-Campus Study for additional information.

Related Activities

The academic program in peace and conflict studies is supplemented by activities coordinated by the director and the program faculty. In addition to lectures, films, and conversations with visiting scholars, the program hosts and sponsors seminars, field trips, conferences, workshops, and collaborative research with U.S. and international partners. For more information and current details, refer to the program web page.

Courses

The courses listed below are offered by the PCON program. As an interdisciplinary program, select courses from other departments/programs may also count toward the PCON major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Peace and Conflict Studies Major

Major Requirements

The major consists of 10 courses, taken in four clusters:

> Cluster 1 (Core Approaches) – These **two courses** serve as a foundation for the program, introducing students to critical perspectives on the study of peace and conflict.
>
> Cluster 2 (Elective Offerings) – These **four elective courses** allow students to develop substantive knowledge of key thematic and topical issues and methodologies within the broader interdisciplinary field of peace and conflict studies. Two of these courses must be at the 300 level or higher.
>
> Cluster 3 (Geographic Area of Specialization) – PCON majors take **three courses** related to a specific geographic region to broaden their knowledge and to ensure in-depth understanding of particular regional conflicts.
>
> Cluster 4 (Thesis) – PCON majors in the fall of their fourth year will take one course (PCON 479) to develop a thesis project that integrates and synthesizes the knowledge gained in Clusters 1–3.

Major credit will be awarded for no more than two courses taken at another institution.

PCON majors are strongly encouraged to consult with their PCON faculty advisor at least once each semester in order to make sure all applicable requirements are being met for successful completion and graduation.

Cluster 1 – Core Approaches (2 Courses)

Courses fulfilling this requirement have an attribute of PCC1 in the course offerings.

Students are strongly encouraged to take both core approaches courses during their first and second years, and must complete Cluster 1 (PCON 201 and 202) before taking the PCON 479 Research Seminar in the fall of their fourth year. These courses may be taken concurrently or in any order.

Required Courses

- PCON 201 - Processes of Peace & Conflict: Histories, Theories, Technologies
- PCON 202 - Practices of Peace and Conflict: Politics, Cultures, Societies

Cluster 2 – Elective Offerings (4 Courses)

Courses fulfilling this requirement have an attribute of PCC2 in the course offerings.

To deepen and develop their knowledge of issues, methodologies, and current debates in peace and conflict studies, students take four elective courses (see list below). At least two of these courses must be taken at or above the 300 level.

These courses help students develop substantive knowledge of key issues/topics in the field. Courses in Cluster 2 expose students to a range of methodologies for studying peace and conflict, engage new and established frameworks for study and understanding, and incorporate critical approaches to theorizing the field. Courses in Cluster 2 deal with war, armed conflict, and genocide, transnational and human security issues, the lived experience of collective violence, and human rights and structural violence in broadly interdisciplinary ways.

- ALST 250 - Representations of Africa
- ANTH 205 - Archaeology of Warfare
- ARTH 262 - War and Plunder
- ASIA 200 - Approaches to Asia
- CORE C137 - Partition: The Division of British India
- CORE S138 - Advent of the Atomic Bomb
- COSC 311 - Security, Privacy and Society
- ENGL 151 - Literature of Survival: Genocide, Trauma, and Memory
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- GEOG 107 - Is the Planet Doomed?
- HIST 106/ALST 282 - The Making of Modern Africa
- HIST 203 - Age of the American Revolution
- HIST 210 - The History of Health, Disease and Empire
- HIST 232 - The Crusades
- HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815
- HIST 237 - Empires and Global History: 1400-1700
- HIST 245 - Russia at War
- HIST 251 - The Politics of History
- HIST 265 - War and Violence in East Asia
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 309 - Culture and Society in Cold War America
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 356/NAST 356 - Global Indigenous History
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 360/NAST 360 - Borderlands of North America
- HIST 365 - Warriors, Emperors and Temples in Japan
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 388 - The American South: From Reconstruction to the Present
- HIST 489 - Seminar on Problems in Military History
- JWST 251/RELG 251 - Faith after the Holocaust
- PCON 111 - Intro Peace & Conflict Studies

- PCON 160 - Gender (In)Security
- PCON 245 - Organizing War: Technologies, Logistics, and Infrastructures of Militarization
- PCON 301 - International Human Rights
- PCON 303/GEOG 303 - The Camp: A Global History of Civilian Internment
- PCON 304/GEOG 304 - Criminal Underworld
- PCON 310/GEOG 310 - Geopolitics
- PCON 314 - Media War: Peace & Conflict
- PCON 322 - Weapons and War
- PCON 329/GEOG 329 - Environmental Security
- PCON 330/MIST 330 - Capitalism & Imperialism in the Middle East
- PCON 337 - Forced Displacement: Refugees, Migrants and Asylum-Seekers
- PCON 340 - Terror/Counterterror: Histories and Logics of Asymmetric Warfare
- PCON 340E
- PCON 341/POSC 341 - War and the Shaping of American Politics
- PCON 345 - Transitional and Historical Justice
- PCON 351/MIST 351 - The Israel/Palestine Conflict
- PCON 356 - Is it Genocide? The Legal Bases of Settler Colonialism
- PCON 358/POSC 358 - Transnational Politics
- PCON 368/ENGL 368 - After Genocide: Memory and Representation
- PHIL 313 - International Ethics
- POSC 152 - Global Peace and War (IR)
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 353 - National Security
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 357 - International Institutions
- POSC 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 366 - Foreign Policy Analysis
- POSC 368 - American Foreign Relations with China
- POSC 374 - International Law
- POSC 383 - National Security (Extended Study)
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 421 - Seminar: Information Warfare
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 240 - Religion and Terrorism
- RELG 251 - Faith after the Holocaust
  RELG 262/MIST 262 - Islam in Our Post-9/11 World
- RELG 331 - The Problem of Evil
- RELG 347 - Religion and U.S. Foreign Policy
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 333 - Human Rights in Russia and Eurasia
- REST 358 - Russian Revolutions

- SOCI 240 - Fascism and Right-Wing Extremism: A Historical Sociology
- SOCI 304 - Sociology of Disasters
- SOCI 328 - Criminology
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WRIT 241 - Politics of Public Memory

Cluster 3 – Geographic Areas of Specialization (3 Courses)

Courses fulfilling this requirement have an attribute of PCC3 in the course offerings.

Knowledge of specific regional conflicts, and efforts to resolve them, is essential to the study of peace and conflict. To develop this knowledge base, students are required to take three approved courses on the politics, culture, history, geography, or economics of a geographic region chosen from the following:

A. Central America, the Caribbean, and South America
B. North America
C. West, East, Central, and Southern and Sub-Saharan Africa
D. Europe
E. The Middle East and North Africa
F. Russia, the Caucasus, and Central Asia
G. Asia and the Pacific Rim
H. Transregional Communities

Students may take Cluster 3 electives concurrently with courses in Clusters 1 and 2. Other courses, including Liberal Arts Core Curriculum courses, off-campus studies courses, and 300- or 400-level language courses, may count toward the geographic areas requirement, if approved by the program director. Many courses can count for Cluster 3 for each of the regions listed. Students should consult their PCON adviser about specific courses across the curriculum and off campus which may satisfy this requirement. Approved study abroad programs will normally provide two course credits towards this part of the major. Whenever possible, students should declare, in consultation with their PCON advisor, their area of geographic specialization and seek approval for any already-taken Cluster 3 courses soon after becoming a major. The "Transregional Communities" designation (see above) applies to a thematic course of study on issues such as forced migration, refugee and diaspora communities, or the violence that corresponds with global flows of illicit commodities (humans, drugs, weapons, etc.)

Cluster 4 – Thesis (1 Course)

Courses fulfilling this requirement have an attribute of PCC4 in the course offerings.

To complete the thesis requirement, students must enroll in PCON 479 in the fall semester of the fourth year. In order to advance to the thesis, students should have completed both of the Cluster 1 requirements and taken as many classes as possible in Clusters 2 and 3. Theses developed during the research seminar may be on any topic, but students are expected to integrate expertise in their Cluster 3 geographic area of specialization in their final submissions.

Declarations

Students can declare a PCON major at any time so long as they can successfully complete Cluster 1 (PCON 201 and 202) before the fall semester of their senior year when they must take their senior capstone thesis seminar (PCON 479). Prospective majors are strongly encouraged to take and successfully complete (with a grade of C or higher) at least one of the required Cluster 1 courses (PCON 201 or 202)

before making the decision, and otherwise are strongly encouraged to complete Cluster 1 (PCON 201 and 202) before their junior year if possible.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Peace and Conflict Studies program page.

GPA Requirement

To qualify for graduation, a minimum grade of C is required for all courses taken toward the major.

Peace and Conflict Studies Program

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Peace and Conflict Studies program catalog page.

Peace and Conflict Studies Minor

Minor Requirements

The PCON minor requires six courses, as described below.

Cluster 1 - Core Approaches

Courses fulfilling this requirement have an attribute of PCC1 in the course offerings.

Two courses:

- PCON 201 - Processes of Peace & Conflict: Histories, Theories, Technologies
- PCON 202 - Practices of Peace and Conflict: Politics, Cultures, Societies

Cluster 2 - Elective Offerings

Courses fulfilling this requirement have an attribute of PCC2 in the course offerings.

Four of the following:

- ALST 250 - Representations of Africa
- ANTH 205 - Archaeology of Warfare
- ARTH 262 - War and Plunder
- ASIA 200 - Approaches to Asia
- CORE C137 - Partition: The Division of British India
- CORE S138 - Advent of the Atomic Bomb
- COSC 311 - Security, Privacy and Society
- ENGL 151 - Literature of Survival: Genocide, Trauma, and Memory
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature

- GEOG 107 - Is the Planet Doomed?
- HIST 106/ALST 282 - The Making of Modern Africa
- HIST 203 - Age of the American Revolution
- HIST 210 - The History of Health, Disease and Empire
- HIST 232 - The Crusades
- HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815
- HIST 237 - Empires and Global History: 1400-1700
- HIST 245 - Russia at War
- HIST 251 - The Politics of History
- HIST 265 - War and Violence in East Asia
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
  HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 309 - Culture and Society in Cold War America
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 356/NAST 356 - Global Indigenous History
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 360/NAST 360 - Borderlands of North America
- HIST 365 - Warriors, Emperors and Temples in Japan
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 388 - The American South: From Reconstruction to the Present
- HIST 489 - Seminar on Problems in Military History
- JWST 251/RELG 251 - Faith after the Holocaust
- PCON 111 - Intro Peace & Conflict Studies
- PCON 160 - Gender (In)Security
- PCON 245 - Organizing War: Technologies, Logistics, and Infrastructures of Militarization
- PCON 301 - International Human Rights
- PCON 303/GEOG 303 - The Camp: A Global History of Civilian Internment
- PCON 304/GEOG 304 - Criminal Underworld
- PCON 310/GEOG 310 - Geopolitics
- PCON 314 - Media War: Peace & Conflict
- PCON 322 - Weapons and War
- PCON 329/GEOG 329 - Environmental Security
- PCON 330/MIST 330 - Capitalism & Imperialism in the Middle East
- PCON 337 - Forced Displacement: Refugees, Migrants and Asylum-Seekers
- PCON 340 - Terror/Counterterror: Histories and Logics of Asymmetric Warfare
- PCON 341/POSC 341 - War and the Shaping of American Politics
- PCON 345 - Transitional and Historical Justice
- PCON 351/MIST 351 - The Israel/Palestine Conflict

- PCON 356 - Is it Genocide? The Legal Bases of Settler Colonialism
- PCON 358/POSC 358 - Transnational Politics
- PCON 368/ENGL 368 - After Genocide: Memory and Representation
- PHIL 313 - International Ethics
- POSC 152 - Global Peace and War (IR)
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 353 - National Security
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 357 - International Institutions
- POSC 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 366 - Foreign Policy Analysis
- POSC 368 - American Foreign Relations with China
- POSC 374 - International Law
- POSC 383 - National Security (Extended Study)
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 421 - Seminar: Information Warfare
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 240 - Religion and Terrorism
- RELG 251 - Faith after the Holocaust
- RELG 262/MIST 262 - Islam in Our Post-9/11 World
- RELG 331 - The Problem of Evil
- RELG 347 - Religion and U.S. Foreign Policy
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 333 - Human Rights in Russia and Eurasia
- REST 358 - Russian Revolutions
- SOCI 240 - Fascism and Right-Wing Extremism: A Historical Sociology
- SOCI 304 - Sociology of Disasters
- SOCI 312 - Social Inequality
- SOCI 328 - Criminology
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WRIT 241 - Politics of Public Memory

Additional Stipulations

- Minors may take PCON 479 as one of their electives, with instructor permission.
- PCON minors are strongly encouraged to consult with their PCON faculty advisor at least once each semester.

GPA Requirement

A minimum grade of C is required for all courses taken toward the minor.

Declarations

Students can declare a PCON minor at any time. Prospective and declared minors are strongly encouraged to take and successfully complete (with a grade of C or higher) Cluster 1 (PCON 201 and 202) before their junior year.

Peace and Conflict Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Peace and Conflict Studies program catalog page.

Russian and Eurasian Studies

Faculty
Professors Graybill, Helfant *Associate Professor* Erley *(Director)* *Senior Lecturer* Domashenko *Visiting Assistant Professor* Budnitsky

Russian and Eurasian Studies (REST) is a multi- and interdisciplinary program that aims to give students an understanding of the history, politics, literature, environment, and culture of Russian, East European and Eurasian places, along with proficiency in the Russian language. Students in this program benefit from the expertise of instructors in diverse fields, including literary and cultural studies, art history, anthropology, history, geography, Jewish studies, environmental studies, and political science. Prospective majors, and those with an interest in Russian language, should begin REST 121 as soon as possible. The major requires a minimum of two years of language. Students who continue into advanced Russian are encouraged to spend a semester studying Russian abroad on one of Colgate's approved programs. Courses throughout the curriculum are interdisciplinary and culminate in a senior seminar in which majors pursue advanced research in a collaborative environment. Many of our students choose to combine Russian and Eurasian studies with a wide range of second majors or minors. Recent graduates have found work in government, journalism, law, NGOs, education, finance, and many other fields; some have gone to the Peace Corps, and a significant number have pursued graduate study.

Language Placement and GPA Requirements

Students with two or more years of high school Russian, and students who have taken an introductory level summer session course at another university, will normally matriculate into REST 122 or REST 201. Students with such previous Russian study, transfer students with coursework in Russian, and students from Russian-speaking families (heritage speakers) should consult with faculty for advice on placement.

An average of C (2.00) is required for graduation in the major or minor. All REST courses taken at Colgate are counted toward the cumulative grade.

Awards

The Robert L. Murray Award in Russian and Eurasian Studies — awarded by the program for excellence and originality in Russian and Eurasian studies at Colgate.

The Albert Parry Prize — awarded by the program for contributions to the Russian and Eurasian studies community.

The Richard Sylvester Award for First-Year Students — awarded by the department to a first-year student who has demonstrated superior progress and promise in Russian and Eurasian studies.

Honors and High Honors

Students apply in the fall of their senior year to pursue Honors in the spring semester. A minimum overall GPA in the major of 3.30 for honors and 3.70 for high honors is required, plus a written thesis of 40 to 60 pages. Students who write an honors thesis are required to complete an honors independent study (REST 490) in the semester following the senior seminar. Students may find additional requirements for Honors on the program site.

Study Abroad

The Russian and Eurasian studies faculty and Off-Campus Study/International Programs have collaborated to identify a small number of approved programs for students with at least two years of college Russian who wish to spend a semester abroad studying Russian. Two course credits toward the major or minor can be earned through study in Russia. Consult with the Russian and Eurasian studies faculty for further details.

Courses

The courses listed below are offered by the REST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the REST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Russian and Eurasian Studies Major

Major Requirements

The Russian and Eurasian studies major consists of ten courses.

If a student double majors, only one shared course can count for Russian and Eurasian studies.

The ten courses must include:

Introductory Course

- CORE C187 - Russia at the Crossroads

Russian Language

Courses fulfilling this requirement have an attribute of RELA in the course offerings.

A minimum of four semesters of Russian language:

- REST 121 - Elementary Russian I
- REST 122 - Elementary Russian II
- REST 201 - Intermediate Russian I
- REST 202 - Intermediate Russian II

Note:

Students are encouraged to pursue upper-level language study and to strive for interdisciplinary breadth, as well as to place Russia in a broader comparative context.

Four Electives

Courses fulfilling this requirement have an attribute of REEL in the course offerings.

Four additional courses, at least two of which must be at the 300 level or above.

- CORE C179 - Central Asia
- REST 150 - Russian Popaganda
- REST 210 - Oil and Water: Globalization and Resource Control in Central Asia (Extended Study)
- REST 250 - Cyborgs, Unite! Sci-Fi for Post-Humans
- REST 253 - Lust, Murder, Redemption
- REST 254/JWST 254 - Hope and Reality, Delusion and Dissent: Story-telling in the age of Communism, Nazism and Exile
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 358 - Russian Revolutions
- REST 303 - Russian in Context
- REST 306 - Advanced Russian
- REST 323/GEOG 323 - Arctic Transformations
- REST 333 - Human Rights in Russia and Eurasia
- REST 359/POSC 359 - Power in Russia from Gorbachev to Putin

Senior Seminar

- REST 412 - Senior Seminar

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Russian and Eurasian Studies program page.

Russian and Eurasian Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Russian and Eurasian Studies program catalog page.

Russian and Eurasian Studies Minor

Minor Requirements

The Minor in Russian and Eurasian Studies consists of five courses, as described below.

Introductory Course

One of the following:

- CORE C187 - Russia at the Crossroads
- CORE C179 - Central Asia

Russian Language

- Two semesters of Russian language

Divisional Courses

Courses that fulfill this requirement have an attribute of REHU (Humanities) or RESO (Social Sciences) in the course offerings.

- one 200- or 300-level Humanities course focused on Russian studies
- one 200- or 300-level Social Sciences course focused on Russian studies

Russian and Eurasian Studies Program

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Russian and Eurasian Studies program catalog page.

Women's, Gender, and Sexuality Studies

Faculty
Professors Julien, Loe, Simonson *Associate Professors* Rajasingham (*Director*), Rios-Rojas *Assistant Professors* Hill, Jordan *Visiting Instructor* Alsayyed

The Women's, Gender, and Sexuality Studies Program (WGSS) recognizes gender and sexuality as primary categories of human knowledge and action. WGSS understands the complexity of human lives as gender and sexuality intersect with race, class, ability, nationality, ethnicity, religion, and age in the constitution of experience and identities. Centering underrepresented voices and knowledge, our students analyze how social power and cultural norms shape the ways in which class, gender, race, and sexuality assign value to bodies, and why this matters.

The program is interdisciplinary, integrating knowledge from different disciplines to encourage critical engagement with all forms of experience from feminist perspectives. Interdisciplinarity leads students to question existing frameworks, concepts, and methods, enabling them to understand better both the past and the contemporary world while also envisioning a future beyond traditional roles and inequities. In other words, WGSS classes teach students to unlearn what they have been taught about institutions, people and places, a valuable lifelong skill.

Women's, Gender, and Sexuality courses are anchored in five pillars: praxis, self-reflexivity, intersectionality, gender lens, and context. In emphasizing interdisciplinarity, the program helps students acquire the intellectual and praxis-based tools to allow them to critically analyze the societal, cultural, global, and personal issues that shape their lives, and challenge them to look at these issues from multiple perspectives and with a gendered lens, across time and space.

Program courses are intersectional, meaning we encourage students to reflect on the ways in which knowledge is produced within different, intersecting, and oftentimes unrecognized systems of oppression and to examine categories that are presented as natural and permanent in their cultural and historical context. In this way, the program prioritizes self-reflexivity. Lastly, the program aims to help students acquire the skills of critical analysis and imagine alternatives that challenge the naturalizing of inequalities, by reading deeply and writing well as the basis of praxis. Our senior capstone experience invites majors and minors to move from theory to practice, and translate their values into a final praxis project that can generate dialogue and action in their communities.

Honors and High Honors

To be considered for Honors, concentrators must have a cumulative GPA of 3.30 in Women's Studies. Students who choose to pursue honors must announce their intention to do so by submitting proposals preceding their final term of study at Colgate. Additionally, these honors projects must be completed and approved by faculty sponsors and by the program's director. High honors in women's studies may be awarded to successful honors candidates who have been invited to present the results of their written projects in oral form to the Women's, Gender, and Sexuality Studies faculty. A committee of faculty will vote on granting high honors for exceptionally strong intersectional projects that engage feminist theory and communicate across disciplines.

Related Minor

- Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor

Awards

The Combahee River Collective Feminist Praxis Award — awarded to graduating seniors who have demonstrated sustained intersectional leadership and coalition-building that highlight and challenge the ways major systems of oppression are interlocking. It recognizes them for working toward a nonhierarchical distribution of power on our campus and in our community as they promote the vision of a revolutionary society.

The Women's Studies Award for Academic Excellence — awarded by the program to a senior major in women's studies on the basis of the highest grade point average within the Women's, Gender and Sexuality Studies Program.

Courses

The courses listed below are offered by the WGSS program. As an interdisciplinary program, select courses from other departments/programs may also count toward the major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Women's, Gender, and Sexuality Studies Major

Major Requirements

A minimum of eight courses in the following areas:

Introductory Course in Women's, Gender, and Sexuality Studies

- WGSS 202 - Women's, Gender and Sexuality Studies
  A student must receive a minimum grade of C in WGSS 202 in order to be admitted to the major program.

Feminist Methodology

Courses fulfilling this requirement have an attribute of WSFM in the course offerings.

One course in Feminist Methodology:

- WGSS 301 - Feminist Methodologies: Theory and Praxis

Feminist Theory

Courses fulfilling this requirement have an attribute of WSFT in the course offerings.

One course in feminist theory:

- WGSS 260 - Intersectionality in Theory and Practice
- WGSS 279 - Black Feminist Thinkers
- WGSS 341/ALST 341 - Corridors of Black Girlhood

Divisions

- At least four more courses from the following lists
- Must have two courses from each list
- At least one must count towards LGBTQ Studies (WGSS 202 does not fulfill this requirement)

List A

Courses fulfilling this requirement have an attribute of WSDA in the course offerings.

- ALST 242/LGBT 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- ENGL 208 - Sex and the Global City
- ENGL 305 - The Female Protagonist
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 158 - South Asian Fiction and Food
- ENGL 405 - The Brontes
- ENGL 408 - Literature of Medieval Women
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- FREN 353 - Introduction to Literature in French: Literary Innovations in the 20th to 21st Centuries
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- JWST 213/RELG 273 - The Bible as/and Literature
- JWST 343/RELG 343 - Gender and Judaism
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 303 - Queer Identities and Global Discourses
- LGBT 321 - Gay's Anatomy
- PHIL 360 - Feminist Philosophy
- RELG 253 - Love, God, and Sex
- SPAN 474 - Contemporary Short Fiction in Spanish
- SPAN 488 - Latin American Women Dramatists
- WGSS 260 - Intersectionality in Theory and Practice
- WGSS 279 - Black Feminist Thinkers
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 345 - Crafting Bodies: Movement, Gender, and Performance

List B

Courses fulfilling this requirement have an attribute of WSDB in the course offerings.

- ANTH 216 - Men, Masculinities, and Power
- ANTH 228 - Women and Gender in Prehistory
- ANTH 315 - Gender and Culture
- ECON 234 - Gender in the Economy
- ECON 410 - Seminar in Gender and Development
- EDUC 303 - Decolonizing Development: Gender, Power & Education in International Development
- EDUC 319 - Dreams, Love, and Education Futurities
- EDUC 339/ WGSS 339 - Critical and Feminist Disability Studies
- GEOG 321 - Transnational Feminist Geography
- HIST 211 - Women's Rights in US History
- HIST 213 - Women in the City
- HIST 304 - Sex and Sexualities in U.S. History
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 321 - Gay's Anatomy
- LGBT 350 - Sexuality, Gender, & the Law
- NAST 310 - Indigenous LGBTQ and Feminist Studies
- PCON 160 - Gender (In)Security

- SOCI 212 - Power, Racism, and Privilege
- SOCI 220 - Gender, Sexuality, & Society
- SOCI 310 - Sociology of the Body
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- SOCI 367 - Sociology of Gender
- SOCI 369 - Women, Health, & Medicine
- WGSS 302 - Special Topics: Women's, Gender and Sexuality Studies
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WGSS 341/ALST 341 - Corridors of Black Girlhood

Senior Seminar

- WGSS 490 - Women's, Gender and Sexuality Studies Senior Seminar

Other Courses

Courses fulfilling this requirement have an attribute of WSPR in the course offerings.

Other courses may count toward a Women's, Gender, and Sexuality Studies major, depending on the orientation of the course, the instructor's choice of syllabus, and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the Women's, Gender, and Sexuality Studies director to be counted toward a Women's, Gender, and Sexuality Studies major. Students must check with their WGSS adviser about which of the following courses meet WGSS concentration requirements. WGSS credit cannot be granted once the course is completed with a non-approved instructor.

These courses include:

- CORE C166 - India
- CORE S172 - The Biology of Women: Sex, Gender, Reproduction, and Disease
- EDUC 204 - Child and Adolescent Development
- EDUC 310 - Racial Capitalism and Education Policy
- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 363 - Contemporary Fiction
- ENGL 461 - Studies in the Renaissance
- JWST 208/RELG 272 - Hebrew Bible in America
- LGBT 220 - Exploration in LGBTQ Studies
- RELG 202 - Introduction to Islam
- SOCI 312 - Social Inequality
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- WGSS 291 - Independent Study
- WGSS 391 - Independent Study
- WGSS 491 - Independent Study
- WGSS 499 - Honors in Women's, Gender, and Sexuality Studies

Additional Information

Students' relationships with their advisers are a critical part of the Women's, Gender, and Sexuality Studies program. Following admission to the program, students, in consultation with their advisers, may develop a sequence of required and elective courses related to a particular topic. Some suggested topics are postcolonial and critical race studies; family studies; women in the United States; global perspectives on women; women, work, and family; women and social change; women and religion; and women, knowledge, and text.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Women's, Gender, and Sexuality Studies program page.

Women's Studies Program

For more information about the department, including Faculty, transfer credit, awards, and more, please visit the Women's Studies program catalog page.

Women's, Gender, and Sexuality Studies Minor

Minor Requirements

The women's, gender, and sexuality studies minor requires 5 courses, as described below.

Required Courses

All of the following:

- WGSS 202 - Women's, Gender and Sexuality Studies
- WGSS 301 - Feminist Methodologies: Theory and Praxis

Electives

- At least two elective courses from the list approved for the Women's, Gender, and Sexuality Studies Major .
    - These are taken in at least two different departments and are *chosen in consultation with an adviser selected from the Women's, Gender and Sexuality Studies Program staff*.

Senior Seminar

- WGSS 490 - Women's, Gender and Sexuality Studies Senior Seminar

Women's, Gender and Sexuality Studies Program

For more information about the department, including Faculty, transfer credit, awards, and more, please visit the Women's, Gender and Sexuality Studies Program catalog page.

Writing and Rhetoric

Faculty
Associate Professors Campbell, LeMesurier (*Chair*), Worley *Assistant Professors* Mills, Popli *Senior Lecturer* Spires *Visiting Assistant Professors* Ingham, Tanquary *Instructor* Walden

Rhetoric is the study of language and symbol use in written, oral, and visual communication. With roots in ancient Greece and branches in the most recent media technologies, rhetoric is simultaneously one of the oldest and newest academic disciplines, critically engaging with language, culture, and a broad range of compositional practices. As a discipline, rhetoric demonstrates how discourse generates knowledge, mediates power, and enacts social change.

Courses in Writing and Rhetoric prepare students to become critical language users and effective communicators across cultures. The department offers courses that engage the multiple histories, cultures, theories, and methods of rhetoric, public address, and writing.

Awards

The Joseph '63 and Carol Trimmer Awards for Excellence in Expository Writing — established as prizes to be awarded by the Department of Writing and Rhetoric.

The Trimmer Senior Scholar Award for Outstanding Achievement in Writing and Rhetoric — established as a prize to be awarded by the Writing and Rhetoric department to a senior for being an exceptional scholar and citizen in the discipline of Writing and Rhetoric.

Courses

The courses listed below are offered by the WRIT program. One course taken as part of a study-abroad program may count toward the minor with the approval of the chair.

Writing and Rhetoric Minor

The minor is designed to enhance students' ability to think and write critically as they explore the connections between the theory and practice of rhetoric. Students in the minor demonstrate proficiency at crafting a suitable message as they deepen their understanding of rhetoric as an art and as a disciplinary subject of study. A minor in Writing and Rhetoric provides valuable intellectual resources and practical skills for students from across the University who are considering careers that call for excellence in speaking and writing. The minor is also ideally suited for students with interest in public life and civic responsibility in the evolving context of a global culture.

Minor Requirements

With a variety of course options available, students are encouraged to tailor their minor to fit their individual interests, career goals, and majors. Students should seek advice from a member of the department when planning their course selections.

The minor requires a minimum of five courses:

- No more than one course may be at the 100 level
- At least one course must be at the 300 or 400 level

Additional Stipulations

- No more than one course from another institution may count toward the minor.
- Where appropriate, one full-credit semester of independent study in Writing and Rhetoric (WRIT 291, 391 or 491) may count as a course toward the minor.

WRIT department courses:

- WRIT 102 - Rhetoric in Liberal Arts Trad
- WRIT 103 - Rhetoric and Writing
- WRIT 110 - Academic Persuasions
- WRIT 203 - Argumentation
- WRIT 210 - The Rhetoric of Style
- WRIT 215 - Public Speaking
- WRIT 220 - Text + Analysis
- WRIT 225 - Visual Rhetorics
- WRIT 231 - Ethos and the Personal Essay
- WRIT 232 - Digital Narrative Craft
- WRIT 241 - Politics of Public Memory
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 248 - Discourses of Race and Racism
- WRIT 250 - Kairos: The Art of Rhetoric
- WRIT 260 - Biblical Rhetoric
- WRIT 280 - Rhetorical "Borderlands": Introduction to Comparative Intercultural Rhetoric
- WRIT 300 - Topics in Cultural Rhetorics
- WRIT 301 - Creativity, Exploration, and the Essay
- WRIT 303 - The Rhetoric of Data Visualization & Infographics
- WRIT 342 - Rhetoric in Black & White
- WRIT 345 - Crafting Bodies: Movement, Gender, and Performance
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 348 - Discourses of Whiteness
- WRIT 354 - Dialogue and Deliberation in Democratic Life
- WRIT 363 - Pirate Rhetoric
- WRIT 371 - The Rhetoric of Comics

GPA Requirement

A minimum GPA of 2.00 is required in all courses counted for the minor.

Department of Writing and Rhetoric

For more information about the department, transfer credit, etc., visit the Writing and Rhetoric department page.

Course Descriptions

ALST 199 - Entangled Intimacies: Introduction to Africana and Latin American Studies

An introductory course which provides a curricular entry point into productively entangled geographies that offer pathways around old geo curricular divisions. Through studies of on-going settler colonial structures and intersecting projects of liberation, the course connects Africa, Atlantic worlds, the Américas, and Abya-Yala.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 201 - Africa

An introduction to the interdisciplinary study of Africa and to the African Studies major and minor at Colgate. The goal is to introduce students to a major world area with which many, even highly educated, Westerners are unfamiliar. Africa is the original home of the human species, and the intellectual contributions of the continent and its people to the concept of a common humanity are tremendous, including agricultural and industrial technologies, artistic and aesthetic principles, and religious and philosophical ideas. Due to early patterns of globalization and European colonization in the western hemisphere, the Atlantic slave trade, and ultimately colonialism on the continent itself, Africa was configured as "the Dark Continent" in European discourses of the nineteenth century.

Credits: 1.00
Crosslisted: CORE C189
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 202 - Introduction to African American Studies

An introductory course to the field of African American studies. It is interdisciplinary and utilizes materials drawn from the fields of history, sociology, literature, social psychology, and political science. The course seeks to acquaint students with the cutting-edge work in this area and gives students a broad understanding of the place and contributions that African Americans have made to society in the United States.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 203 - The Caribbean

An interdisciplinary course that introduces students to the field of Caribbean Studies. It uses literature, film, and the music of the region to explore the historical, societal, cultural, political, and economic development of the Caribbean. It also explores gender issues in the region. It is one of the required courses for students who seek to participate in the West Indies Study Group.

Credits: 1.00
Crosslisted: CORE C163
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ALST 204 - Performing Bolivian Music

Learn to play Andean music, focusing primarily on flute and panpipe genres from the indigenous Aymara regions of Bolivia. Students will also learn about the performance contexts in which these traditions are produced. Conducted bilingually in English and Spanish. However, no prior experience is required in music or in the Spanish language. Students are encouraged to take the course for the experience of immersion in musical and Spanish language practices. Students will work towards a public performance of this music during the Bolivian musicians' residency. Additionally, students who have existing musical skills may choose to learn other Bolivian genres that utilize European-based instruments.

Credits: 0.5
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 208 - Modern Latin America

An introduction to major political and social transformations across the Spanish- and Portuguese-speaking countries of the Americas, covering the period from 1800 to the present. Students build foundational knowledge on movements for independence, postcolonial struggles for sovereignty, efforts at national building, and revolutions and political violence. Students learn about major figures from throughout the region from Benito Juárez to Che Guevara and Rigoberta Menchú. The course equally emphasizes the experiences of ordinary people, particularly members of marginalized groups such as Indigenous

communities, Afro-Latin Americans, rural peasants, and the urban poor. Class time combines interactive lectures with discussions of historical texts by Latin American actors in translation, with graded assignments including exams and analyses of primary sources. Students successfully completing the course are well-positioned for further academic study of Latin American topics across departments and for travel, work, and/or research in the region.

Credits: 1.0
Crosslisted: HIST 108
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 209 - Family Ties

Examines representations of African, African diasporic, and Latin American family structures and the role of the family as means of survival against systemic oppressions. Through the study of contemporary literature, film, and other media students analyze how each of these communities conceptualize family, the stifling or protective roles that patriarchal models of family play in different societies, and unconventional family structures that emerge when family relations enhance, instead of assuage, the damaging effects of racism, misogyny, and queerphobia for its members.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ALST 212 - The Politics of Race and Ethnicity

Examines the political dynamics of race in American society, focusing primarily on the experience of blacks as a socio-political group and to a lesser degree on that of other racial and ethnic minorities. The overriding theme is how race has influenced American politics and, conversely, how certain political phenomena have shaped the development of race. The specific topics around which the course is organized include the following: the most enduring and predominant racial issue - racial inequality; competing explanations for the origins and continuance of racial inequality; leadership approaches and ideologies for redressing the race problem; mass political strategies for dealing with the problem; majority attitudes and opinions regarding racial issues (including racial inequality); and the comparative experience of non-black minorities. These topics, individually and collectively, represent the essence of racial politics.

Credits: 1.00
Crosslisted: POSC 212
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 219 - Healing Arts: The Idea of Africa in Medicine and Museums

Explores the relationship between African arts, museums, and medicinal and public health systems. Students examine the role played by museums in crafting knowledge and perceptions of African arts through the use of and display of certain objects/subjects and the intersections of those understandings with concepts (and interpretations) of health. The over-arching goal of the course is for students to become critical readers of 'Africa', and the 'Idea' of Africa, in museums and in medicine, and through the use of material culture and ethnographic collections.

Credits: 1.0
Crosslisted: MUSE 219
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 220 - The Black Diaspora

Examines the responses of Africans and their descendants to the experiences of enslavement, racism, colonialism, and imperialism from the fifteenth century to the present; and analyzes the impact of the African presence on western "civilization." Students also explore the evolution of an African identity, particularly, an identification with the destiny of the African continent among African descendants in the Diaspora.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 227 - Civil Rights and Civil Fights: The History of the Long Civil Rights Movement in the United States

Designed as a historical and interdisciplinary course that provides a deep and thorough examination of the "long civil rights movement" among African Americans and their allies during the 20th and early 21st century United States, with attention to the structure of racial inequality, movement philosophies and strategies, white allies and opponents, relationships to other freedom movements, and the movement's historical legacies with the Black Lives Matter Movement and #SayHerName.

Credits: 1
Crosslisted: HIST 227
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 230 - Introduction to Latin American Studies

An introduction to the development of Latin America's diverse and distinctive cultural heritage and to its contemporary institutions and civilization. The study of pre-Columbian and New World cultures of Spanish and Portuguese America focuses on the interactions of Indian, European, and African cultures and the complexities of what is known as Latin American culture. The course, though not a historical survey, examines the historical origins of contemporary social, cultural, economic, and political issues in Latin America, and in those parts of the world that have been affected by significant numbers of Latin American immigrants. The approach is broadly multidisciplinary, reflecting various perspectives and materials.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 232 - Latin American Modern and Contemporary Art

Examines modern and contemporary art and visual culture in Latin America within the context of diasporic experience, transnational migration, Indigeneity, and the ongoing legacies of colonialism. Students consider a wide variety of media, including films, graphic arts, texts, and exhibitions with an eye toward the local and global events and sociopolitical structures that prompted their production--especially waves of colonial independence, Pan-Americanism, World War II, the cultural policies of the Cold War, and the rise of authoritarian political regimes. Course readings, in-class discussions, and assignments explore the various ways in which artists and artistic practice have defined, resisted, and shaped the idea of Latin America. Students probe the construction of "Latin American art" by adopting a hemispheric and transatlantic lens, exploring the circulation of artists, ideas, and objects and their framing in key exhibitions and institutional collections.

Credits: 1.0
Crosslisted: ARTH 232
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ALST 237 - Ghana: History, Culture and Politics in West Africa

Students consider how Ghana has been an active participant in international commerce, politics, and culture, whether as a global source of gold and cocoa, a producer of kente cloth, or pan-Africanism, diasporic culture and politics, or as the "Black Star" state of Africa. Ghana continues to have enormous

symbolic and pragmatic value in global relations relative to its size and place, but the course asks how has Ghana grappled with becoming a nation with many histories—indigenous, Islamic, European, migrant African, and Asian—and the different meanings those histories hold in a republic hoping to balance local, continental, and global concerns. The course also asks how indigenous communities, such as the former empire of Asante and its leader the Asantehene, has come to exercise enormous influence on the world stage, at times more than the president of Ghana.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 237E - Ghana: History, Culture and Politics in West Africa (Extended Study)

The three-week extended study component in Ghana will offers students an immersive, wide-ranging experience in Ghana's vibrant lifeways through visits to museums, pristine forests, transatlantic slave dungeons, historical monuments, markets, as well as lectures, opportunities for research, site visits, and exposure to indigenous language, cuisine and culture.

Credits: 0.5
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 238 - Transatlantic Avant-Gardes: 1880-1920

Offers a critical and historical examination of the artistic exchanges across the Atlantic — between North America, South America, Europe, and Africa — from 1880 to 1920. Students examine how modern art transformed in reaction and response to radical technological, social, and political change, addressing how industrialization, political and sexual revolution, rapid urban growth, and an expanding consumer culture defined a wide range of visual culture. Students examine painting, drawing, and sculpture alongside the newer media of photography, assemblage, film, and collage.

Credits: 1.0
Crosslisted: ARTH 238
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ALST 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean

Studies African-derived religions and practices in the Caribbean, particularly the ways in which they constitute anticolonial and decolonial perspectives and practices. By exploring texts drawn from cultural studies, religious studies, literature, theatre and anthropology, students will develop an analytical framework through which to examine concepts such as syncretism and hybridity, ritual and bodily performance, and the construction of gender and sexuality. Key concerns in this course are the empowerment of women and people of diverse gender and sexual identities in religious contexts, Black identity in the Caribbean and beyond, and the creation of new spaces for marginalized voices to be heard.

Credits: 1.00
Crosslisted: LGBT 242
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ALST 244 - African American Religious Experience

An introduction to the complex, expansive religious landscape of African American life from the transatlantic slave trade to the contemporary moment. Through an examination of specific traditions, including conjure and other folk religious practices, Black churches, the Nation of Islam, and the emergence of Black, Womanist, and Black Feminist theologies, students gain an understanding of the historical, theological, and aesthetic dimensions that make African American religions distinct. Students also consider how these traditions define broader concepts, such as death, the body, and the natural environment.

Credits: 1.00
Crosslisted: RELG 217
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 245 - Dirty South

The Dirty South offers an interdisciplinary exploration of the rich history, cultural and aesthetic traditions, as well as the environmental and architectural landscapes that make up Black southern life in the United States. The course title, which is inspired by the Black southern vernacular phrase for the region, marks the course's focus on the particularly diverse mixture of cross-cultural, diasporic traditions, beliefs and practices that define the south, from Virginia to Texas and all points in between. Course materials include readings that chronicle histories of slavery, Jim Crow, mass incarnation and gentrification, personal narratives that provide insights into historical and contemporary political realities and social movement organizing, and music, film, and visual art that lend an affective window into the sensory, spatial, and creative dimensions of the Black south. In addition to considering the profound social fabric of Black southern life and its larger impact on the United States, students also explore how this culture and region present a generative

challenge to conventional notions that posit identity and geographical boundaries as clear and distinct categories.

Credits: 1.0
Crosslisted: CORE C145
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 250 - Representations of Africa

Critique the ways in which "Africa" has been constructed as an object of Western knowledge. The course interrogates how Africa and Africans have been portrayed to outside audiences historically and contemporarily, as well as the socio-political ramifications of such portrayals. Drawing on key texts from the social sciences, the humanities as well as the creative arts, the course explores specific depictions of Africa and Africans. It examines African self-representations alongside representations that focus on Africa as a site of difference or 'othering'.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 256 - Empire and Its Afterlives: Caribbean Literature and Society

A study of Caribbean literature and society post-independence, tracing the conflicts and contradictions inherent in the post-colonial experience. The work of decolonization is at the heart of Caribbean society, and yet the Caribbean post-independence is more than this. It is a complex society still caught up in its self-definition. As it contends with the afterlives of Empire, Caribbean society negotiates identity through discourses of race, class, gender, and sexuality. Students will explore Caribbean literature, film, music, art, and ritual, placing special emphasis on the following themes: migration and diaspora; globalization and violence; music and revolution; religion and other politics.

Credits: 1.0
Crosslisted: ENGL 156
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 257 - Public Health in the Caribbean (Study Group)

Highlights public health in the Caribbean and examines key pressing global public and environmental health issues in the contemporary cultural and economic context of Jamaica. Throughout the semester students examine the history, structure, and practice of public health in the Caribbean, with Jamaica as the particular focus. Students explore the main causes of morbidity and mortality in the region, and how collaboration within and outside of the Caribbean region is leveraged to support health responses within small island nations. Key national health programs along with donor-funded and supported projects are examined, and their successes and challenges analyzed given local responses and health outcomes.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 273 - Contemporary African American Drama

A study of the dramatization of African American experiences and perspectives, examined through close readings, viewings, and informed discussion of works by current contemporary black American playwrights, scholars, and drama critics.

Credits: 1.00
Crosslisted: THEA 273
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 281 - Slavery and the Slave Trade in Africa

Slavery and the slave trade are global phenomena with historical roots in the earliest civilizations. The course examines the long history of slavery and the slave trade in African societies, exploring the role that slavery played in African economic, political, and social life, as well as how the export of human beings as slaves transformed African societies. The course also considers how slaveholders and slaves shaped early African societies, the logic and consequences of African participation in the Atlantic slave trade, the aftermath of abolition in 20th-century colonial Africa, and how coercive forms of labor control have persisted into the 21st century.

Credits: 1.00
Crosslisted: HIST 281
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 282 - The Making of Modern Africa

Surveys the history of Africa from the 1880s to the contemporary period. Major themes will include: the imperial scramble and partition of Africa; African resistances; colonial rule in Africa; independence and problems of independence; socio-economic developments in independent Africa; ethnic conflicts; crises and contemporary issues.

Credits: 1.00
Crosslisted: HIST 106
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 284 - Decolonization in Africa

Surveys the history of the growth of anti-colonial nationalism, the end of colonial rule, and post-independence Africa to the contemporary period. It focuses on the comparative analysis of the winning of independence from French, British, Italian, Portuguese, and Belgian colonization. Major themes include African responses to colonial rule, wind of change, independence and problems of independence, pan-African movement, socio-economic developments, cold war, colonial legacies, political systems, and contemporary issues.

Credits: 1.00
Crosslisted: HIST 284
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 290 - Model African Union

The Model African Union is an annual national student simulation of the workings of a large multilateral organization, the African Union. Composed of 55 member states, the African Union was constituted in 2000 as the successor to the Organization of African Unity (OAU). Its objectives are to achieve continental integration, similar to that of the European Union, in balance with recognizing the national sovereignty of its member states. The Model African Union is in session for four days in late February, hosted by Howard University in Washington D.C., and students from more than 30 colleges and universities around the country participate. The on-campus portion of the course meets weekly for the five weeks prior to the trip and one week after, for debriefing. Students are assigned to specific country delegations and committees, research and prepare position papers, draft resolutions, debate and vote on action items, and generally take on the roles of African diplomats. The trip includes a visit to the embassy of the country each delegation is representing. May be taken more than once, with different country and committee assignments each year.

Credits: 0.50
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State

An interdisciplinary course exploring the complex history of the mass incarceration of African American girls and women within the U.S. penal system. Students investigate the complexities of the U.S. carceral state while unearthing the harsh realities that Black girls and women endured as they faced a system that criminalized their race, gender, and social status. Students further investigate the historical nature of African American girls and women's lived experiences, both within and right outside of a criminal justice system that, in many ways, has worked to criminalized their very being. Coursework is meant to illustrate that African American girls and women have not had one singular experience within the criminal justice system while illustrating that their experiences differed over time and across lines of age, class, regional, organizational, and sexual orientation. Students consider multiple issues that African American girls and women have faced while confined, both physical and mentally, by the United States penal system including their struggle for freedom, the exploitation of their labor, physical and mental abuse within the penal system, their personal practices of self-salvation, family life and love relationships, and their ongoing efforts to not only denounce the prison industrial complex while pushing for the abolition of carceral state.

Credits: 1.00
Crosslisted: WGSS 312
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 320 - African American Women's History

An interdisciplinary exploration of the complex history and experiences of African American women's lives beginning with their enslavement in the United States through the present day. Students investigate the complexities of the social constructions of race, gender, and class as each has shaped African American

women's experiences, racial identity, and other relations of power. Coursework illustrates that African American women did not have one singular experience but their experiences differed over time and across lines of age, class, regional, organizational, and sexual orientation. Students consider issues that African American women have faced in the United States including their fight for freedom, the exploitation of their labor, their practices of leisure, institution building, social and political activism, family life and love relationships, and their subsequent re-enslavement through the prison industrial complex.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 321 - Black Communities

Uses a social scientific approach to examine the circumstances and dynamics characterizing black communities in the contemporary United States. Key areas of inquiry include the operation of major social institutions shaping community life, social class divisions, health and housing prospects, and the ways that the intersections of racial/ethnic identity, class, and gender shape the experiences of community members.

Credits: 1.00
Crosslisted: SOCI 321
Corequisite: None
Prerequisites: ALST 199 or ALST 202 or SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ALST 331 - The Sexual Politics of Hip-Hop

For more than 30, years Hip-Hop has been one of the most significant cultural identifiers for youth in the United States. Hip-Hop may be one of the largest cultural movements the world has ever experienced – a cultural movement that has influenced everything from the music to which we listen, the clothes with which we adorn ourselves and to, the cars that we drive, the food that we eat and the words we speak. However, Hip-Hop culture is more than the music, the fashion and the style that is popular today. It transcends the commercialized products sold to mainstream U.S. America and the around globe. How so? Why did Hip-Hop emerge? What does mainstream Hip-Hop today represent? How do women fit into this narrative? Through a close examination of critical feminist and queer theory, students explore the cultural and political implications of hip-hop music and culture – specifically its impact on Black sexual politics and gender performance.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 334 - Public Health in Africa

A critical analysis of the cultural, social, political, and economic processes related to the field of global public health in Africa. Taking an anthropological approach, students identify the main actors, institutions, practices, and forms of knowledge production at work in contemporary public health interventions as they have arisen in African contexts. Coursework places current interventions in historical perspective, gauging their benefits as well as any unintended consequences. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students become familiar with how to conduct and produce a "hands-on" needs assessment and community health evaluation.

Credits: 1.0
Crosslisted: GPEH 334
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 340 - Art & Cult Contemp Jamaica/SG

Introduces students to ways of reading and interpreting Jamaican culture using a broad interdisciplinary approach. In keeping with a cultural studies framework, students examine literature, theatre, music, dance, and film as expressions of Jamaican subjectivities and identities. The contexts and conversations out of which these artistic representations have emerged are considered through historical, sociological, and political texts that help to map the larger cultural matrix. Textual explorations are accompanied by field trips and guest lectures (from experts in the various disciplines) with the understanding that Jamaican culture is not fixed but evolving and dynamic, multifarious, and heterogeneous.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ALST 341 - Corridors of Black Girlhood

An introduction to the emergent field of Black Girlhood Studies. An interdisciplinary journey, it engages theories, methods, and analytical approaches that recognize the power and potential of Black girlhood. Through interpretive and pragmatic inquiry of Black girls' lives, students will develop and enact an intersectional approach to interrogate the ways power, systems of oppression, and culture mediate girlhood. To expose discrepancies in popularized narratives of Black girls and women in the United States, the course is organized around the tenet of celebration and other foundational concepts and scholars within the field. Drawing on theories and concepts derived from Black feminist thought, budding scholars will approach Black girlhood as a political category of identity and symbol of agency. Working within and beyond hip-hop feminist and womanist frameworks, learning will involve critical thinking and embodiment of theories and practices as produced by Black girls, artists, and scholars. With attention to knowledge and creativity engendered amidst legacies of anti-Black racism and racialized femininity, Corridors of Black Girlhood reveals the contributions of Black girls, girlhood, and Black feminist thought to the expansion of theory, praxis, and power analyses.

Credits: 1.0
Crosslisted: WGSS 341
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ALST 342 - Dancing Across Africa and the Diaspora

From ceremonial practice to avant-garde experimentation, dance serves a variety of functions across the African continent and the diaspora. Students will study diverse forms of social and concert dance that have been central to African and African descendent lives through scholarly and embodied approaches. Alongside the study of dance in Africa, retentions and transformations of African dance practices across the diaspora are explored, based on the premise that people of African descent share certain historical and political experiences and relationships to Blackness. Through the study of dance, students will learn how African and Afro-diasporic expressive cultures intersect with broader global phenomena, including colonialism, decolonization, and neocolonialism.

Credits: 1.0
Crosslisted: THEA 342
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ALST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)

Caribbean environmental issues and concerns are usually overshadowed by the images of sea and sun, yet the region, which is composed of a multiplicity of countries, face both individual and common environmental threats. Trinidad and Tobago provide a unique perspective on the Caribbean given its cultural cosmopolitan richness and its label as the most industrialized. Students seek to understand the main ecosystems, environmental threats, and the ways in which the country has responded to these threats. While studying in Trinidad and Tobago students get hands-on experience with these ecosystems and threats in addition to learning from a number of stakeholders – NGOs, community-based organizations, and government – to understand the complexity of responses for small island states.

Credits: 1.0
Crosslisted: ENST 358
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ALST 360 - ALST Interdisciplinary Research Design

A methods seminar designed to prepare students to complete interdisciplinary research in Africana and Latin American Studies. Besides gaining a familiarity with key readings within these interdisciplinary fields, students become familiar with how one designs and conducts research in the humanities and social sciences, learning different research methods that can be applied in multiple areas of inquiry.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 371 - Medicine, Health and Healing in Africa

Designed as a reading seminar, students are introduced to major themes and the ways in which scholars approach them. Students read and discuss several recent books of history and anthropology on varied topics relevant to medicine, health and healing in Africa. These range from historical forms of healing to training African medical students to the history of malaria to the complexity of pharmacological discoveries and patenting to psychiatry and decolonization.

Credits: 1.00
Crosslisted: HIST 371
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None
Formerly: ALST 351

ALST 381 - Theories and Intellectual Traditions

Examines a specific Black, Latinx and/or Indigenous intellectual tradition. Through active engagement with theorists and thinkers central to a tradition, students trace their genealogies over time and, at times, across multiple geopolitical spaces. An interdisciplinary lens is used to examine the multiple perspectives which lay the groundwork for as well as expand this tradition. Students encounter archives and counter archives, methodologies, and different kinds of academic material and forms of cultural production. Students are also introduced to classic and paradigm-shifting works in a tradition. This course functions as a bridge towards the senior capstone interdisciplinary research project in the ALST major.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ALST 388 - The American South: From Reconstruction to the Present

Examines the historical and social changes of the American South from the end of the Civil War throughout the twentieth century. The South, a region left almost destitute following the Civil War, underwent a major transformation which saw enslaved labor replaced with prison labor, industrialization driven by southern progressives who envisioned a "new South" and race relation struggles that would and still do plague the region. Material and visual culture, literature, journalism, music, food, religion, and recreation serve as course materials. Discussions cover a variety of topics including race, class, gender, southern agriculture, Jim Crow, the southern penal system, immigration, the South and the New Deal, southern labor, religion, cultural expressions through jazz, blues, country, and hip-hop, the civil rights movement, Southern conservatism, and voting rights.

Credits: 1.0
Crosslisted: HIST 388
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ALST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ALST 410 - Capstone: Intellectual and Community Empowerment

Provides majors and minors a curricular space to design and carry out research within Africana & Latin American Studies. Taught by members of the program's faculty, students focus on community engagement, interdisciplinarity, and intellectual expansion. While the topic of the capstone seminar will depend on the instructor, student projects are framed as an intervention in or in service of Black and Latinx studies and communities. ALST capstone projects may vary in form–for example, a presentation, artistic project or performance, educational curriculum, portfolio, or thesis; regardless of the format, significant research and critical thinking that showcase the knowledge and skills that students have developed through their program of study is required.

Credits: 1.0
Corequisite: None
Prerequisites: ALST 199 and ALST 381
Major/Minor Restrictions: Only Africana & Latin Amer Studies Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

ALST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ANTH 102 - Culture, Diversity, and Inequality

Provides an introduction to cultural anthropology and is intended to help students come to a better understanding of contemporary human cultures and societies through the analysis and comparison of specific cases. Students study diverse societies from a wide range of geographic areas and examine topics such as race and ethnicity, kinship and gender, political and economic organization, religion, globalization, and social change. Students learn about some of the major theories and theorists in cultural anthropology and examine the way cultural anthropologists collect and interpret data, particularly in the course of fieldwork.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 103 - Introduction to Archaeology

Introduces students to the basic concepts and issues of archaeology today through an examination of both method and theory. Topics include data analysis and interpretation, advancements in scientific knowledge, heritage preservation, cultural resource management, and archaeologists' roles in understanding past and present human societies. Students examine case studies in world prehistory to explore major societal transitions, including population shifts, agriculture, social inequality, and political hierarchies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 205 - Archaeology of Warfare

Considers the development of warfare across the ancient civilizations across the globe. Utilizing a massive body of data, archaeology is in a unique position to study how warfare evolved alongside the emergence of civilizations. Students focus on several civilizations, such as Mesoamerica, the Mediterranean, and the Andes to compare and contrast various models of warfare in the ancient world. In some cases, warfare results in the utter annihilation of millions of people. In other cases, warfare is limited to a ceremonial gathering of armies that result in few to no deaths. By understanding the different models of human warfare, students engage with universal questions such as, how and why warfare happens. Is warfare an innate part of humanity? What is and is not warfare?

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 210 - Otherworldly Selves in Science Fiction and Anthropology

Anthropology and science fiction often evoke thoughts of strangers in a strange land, but what does each actually consider "strange"? What are the problems and possibilities that differentiation or assimilation present? Fusing ethnography, theory, film, and literature, this course enhances students' ability to think critically about questions of (non)human difference, including race, gender, culture, species, time, and space. Themes include the boundaries of self and other, real and imaginary, past/present/future, (post)apocalypse, human and machine, the body and its parts, and familiar and strange, while also challenging these distinctions. Provides opportunities for creative expression, empowers students to utilize literary works and media as interpretive tools for social scientific research, and encourages thinking across the disciplinary divides of science, social studies, and humanities.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ANTH 211 - Ethnographic Methods

Introduces students to the research methods that anthropologists use to study human beings in all their complexity: the range of qualitative, in-depth, and participatory techniques that comprise ethnography. Through a series of hands-on active research projects, students learn how to investigate the complex social world we live in, and analyze what they find. Coursework covers the research process from asking compelling questions, to collecting qualitative data and critically analyzing it, to choosing how to present it. Coursework also addresses the ethical implications and responsibilities that accompany learning about human beings by interacting with them, and then representing them to others. The readings, lectures, and discussions explore how anthropological knowledge is generated and anthropology's relationship to political-economic power, historical experience, and personal identity. Students also gain valuable research methods skills for career choices.

Credits: 1.00
Corequisite: None
Prerequisites: ANTH 102 or ANTH 103 or SOCI 101
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None
Formerly: SOAN 211

ANTH 216 - Men, Masculinities, and Power

Explores discourses and practices of diverse masculinities across cultures, with particular attention to relationships between gender and power. Students engage with anthropological works that critically examine how masculine myths and ideology are mobilized in different global contexts - reinforcing gendered hierarchies in some settings, while challenging gender discrimination in others. Drawing on ethnographic studies of the complex range of cis and trans men's experiences across race, class, sexuality, age, religion, ability and other intersections, students develop theoretical and methodological skills to think about power and gender in more rigorous ways.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 222 - Medical Anthropology: Culture, Health, and Social Justice

Introduces students to medical anthropology—the study of the relationships among cultures, social systems, the environment, and disease and healing. Interpretations of health and illness, and the experience of one's body are often taken for granted. Yet our ideas about and experiences of health, disease, and medicine are profoundly shaped by culture; by transnational flow of people, ideas, and resources; by histories of colonialism and structural inequalities; and by the development of new technologies. Students are introduced to approaches used by medical anthropologists to study the social, cultural, economic, and political dimensions of the human experience of the body, health, illness, and healing. Topics covered include cultural interpretations of sickness and healing, cultural ideas about the body, social and environmental causes of illness, the effects of poverty and racism on health, the roles of doctors and healers in society, cultural clashes and ethical issues in health care delivery, anthropological critiques of Western biomedicine, and the place of medical anthropology in the study of public health.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: ANTH 322

ANTH 226 - Critical Global Health

In contemporary American society, Western medicine-or biomedicine-is seen as offering quick, effective, and technologically advanced solutions to pain and suffering. Biomedicine is a medical system that privileges the physiological and biological causes of disease. As a clinical science, biomedicine is usually seen as culture-less, as universally effective on all bodies. But what happens when Western medicine goes "global," that is, when it encounters cultural values or beliefs that conceptualize illness, healing, or the body in different ways? Is medicine itself "cultural," and if so, how? This course examines how people experience, use, and critique global health interventions across the globe, and why sociological and anthropological approaches to global health are critical to improving these interventions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 228 - Women and Gender in Prehistory

Takes a feminist perspective to the study of gender and identity in prehistoric societies and ancient civilizations. By looking at the variation of gender roles and relations throughout history and cross-culturally, students help to deconstruct many modem-day assumptions about gender and gender roles in the present. The course will provide an overview of how material remains are used for understanding social identities in the past. It will review feminist critiques of archaeology and how feminism has impacted the discipline of archaeology. Students examine archaeological resources for gendering the past (burials, art, artifacts) and explore gender in a range of prehistoric cultural contexts (hunter-gatherers, farmers, states, and empires) using archaeological case studies as examples. Students additionally look at the ways in which historical archaeology has helped to better understand gender relations in historical contexts. Students critically examine how gender and identity have been represented in academic research, museums, and popular media, in order to deconstruct modern-day assumptions about gender. Case studies derive from the earliest human origins, ancient complex civilizations, and recent colonial America. This course is designed for students with little or no background in archaeology or anthropology.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 244 - Who Owns Culture?

Who owns a song? Who owns the tango dance? Who owns knowledge about medicinal plants? Key anthropological questions about culture and property intersect in each of these questions. Native and indigenous societies, whose views on cultural property and heritage have long been marginalized, bring their own perspectives to these questions. With reference to critical anthropological literature, this course uses specific case studies to examine local and global intellectual property and cultural heritage regimes. The topics in this course intersect with the fields of legal anthropology, cultural studies, Native American studies,

museum studies, and indigenous studies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 245 - Nature, Culture & Politics

The words "nature" and "the environment" conjure up visions of wild animals and open landscapes, but are people part of nature, too? Shows how nature and human culture are intertwined, both in terms of how we shape our environment as well as how it shapes us. Through a series of case studies, students explore this relationship, focusing especially on the way that nature and culture are "political": inequalities, social problems and movements, and power relations all flow from the way that we interact with our environment. Takes a global, comparative, and historical view of this process, and includes the following special topics: the rise of environmental awareness and environmental social movements; globalization and environmental values; consumption and the environment; environmental inequalities and justice; risk, technology, and environmental politics; and public policy and the environment.

Credits: 1.00
Crosslisted: SOCI 245
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 252 - Muslim Societies in Motion

How have contemporary global markets, media, and mobility fueled a worldwide Islamic revival? Has expanded access to public schooling and digital media among ordinary Muslims challenged state power and authority—or enhanced it? If pious Muslims rejected Islam's mystical (Sufi) traditions in the twentieth century, why are many embracing these traditions today? This course poses and answers such questions by exploring Muslim-majority societies across time and place, emphasizing the changing technologies, institutions, practices, and identities that bind them. Major historical topics addressed in the course include Islam's foundational texts and interpretive traditions, colonial modernity and market capitalism, the rise of nation-states and national identities, and contemporary globalization. Major social-cultural topics include changing media technologies and usage, current Islamic revivalism and Islamic feminist movements, gender and sexuality, knowledge and power, and secularism and non-Muslim religious minorities.

Credits: 1.00
Crosslisted: MIST 252
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 253 - Field Methods and Interpretation in Archaeology

Provides students with hands-on experience in procedures archaeologists employ in collecting, processing, and reporting data. The course revolves around two basic premises: learning about archaeology includes doing archaeology, and doing archaeology involves more than just digging. Training in archaeological fieldwork and data processing is based upon an ongoing research project in Central New York. Each student has the opportunity to participate in various aspects of this research from excavation and field recording to cataloguing and analysis. The culmination of the course is a detailed report based upon research conducted during the semester.

Credits: 1.00
Corequisite: ANTH 253L
Prerequisites: ANTH 103
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ANTH 253L - Field Methods and Interpretation in Archaeology Lab

Required corequisite for ANTH 253. Provides a hands-on experience conducting archaeological research through the excavation of an archaeological site in Central New York. Students learn how to plan research, how to collect data, how to analyze data, and how to report results. Coursework is divided into three components: 1. Research design and planning 2. Excavation 3. Analysis and reporting. Each student has the opportunity to participate in all aspects of this research. The culmination of the course is a detailed archaeological report and presentation based upon research conducted during the semester.

Credits: 0.25
Corequisite: ANTH 253
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: None
Core Component: None

ANTH 305 - Science and Society

Critically examines science as a global social-cultural phenomenon. Using the tools of anthropology, students explore how science is embedded in social, cultural, political and economic systems and processes. Case studies drawn from around the world show how the context in which science is produced and consumed matters. They also demonstrate how science is a transnational phenomenon, in which ideas, objects, methods and practices change as they travel. Critical examination of different sciences and scientists teaches us as much about the social world as it does about the natural one, and challenges the divide between the two.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 315 - Gender and Culture

Focuses on gender as a culturally constructed, historically variable, and politically contested category rather than an immutable biological "given." Students have two major objectives: first, to develop a cross-cultural understanding of femininity, masculinity, androgyny, and gendered phenomena generally by examining and comparing gender relations and gender ideologies in a wide variety of human societies, ranging from small bands of hunters and gatherers to post-industrial states; and second, to develop a critical understanding of the types of theories, methods, and data that are relevant to the study of gender and sexuality - including heteronormativity, same-sex relations, transgender practices and identities, "third sexes," and "third genders" - in anthropology and related disciplines.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 316 - Religion, Culture, and Media

Explores the media practices through which people create and negotiate religious value and meaning. It takes as its starting premise the idea that all religious activity is mediated as well as sensual and that, through anthropological theories of religion, culture, and media, one can gain insight into religions' growing political power today. The course involves active participant observation of ritual performances and media as well as substantial engagement with theoretical questions anthropologists have posed about religion, ritual, and media over the last century.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 323 - Language and Medicine

How does language shape the medical sphere? How does the medical sphere shape language? Fusing two anthropological subfields, medical anthropology and linguistic anthropology, coursework provides concepts, tools, and training to understand and analyze the intersections between language, medicine, and society. Students explore how patients, medical professionals and other people communicate in healthcare settings. Students also examine the role of language and perception in people's understandings of the body, care, and healing. Topics include health communicative justice, visual/graphic communication, language ideologies, translation, narrative, metaphors of illness, and more. Offering an applied dimension, students engage with archiving practices, health media/communication materials, and information systems.

Credits: 1.0
Crosslisted: GPEH 323
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 339 - Corporations and Power

Business corporations are among the most influential institutions on the earth today. This course examines the place of corporations in the contemporary world, focusing on their roles in global political-economic and social systems, and in our own lives. It considers how studying business corporations can help to better understand capitalism, globalization, work, consumerism, law, inequality, cultural change and personhood. The course delves into case studies that follow transnational corporations from Silicon Valley, to Papua New Guinea, and back again. In addition, the course includes a research component in which students will conduct and analyze original interviews.

Credits: 1.00
Corequisite: None
Prerequisites: ANTH 102 or ANTH 103 or SOCI 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 341 - Archaeology of Death & Burial

People across the globe and through time have had understandings of death that may appear strange or even shocking to many today. For anthropologists and archaeologists, burials provide evidence for

understanding conceptions of death, grief, mortuary rituals, and belief systems in the past. They also learn about the world of the living through the study of human remains and burials. Bioarchaeologists study how social identity, political change, colonialism, social inequality, warfare, and other large-scale social processes manifest physically in the human body. Students will take a close look at cross-cultural variation in understandings of death and mortuary practices through archaeological evidence.

Credits: 1.0
Corequisite: None
Prerequisites: ANTH 102 or ANTH 103
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 342 - Cultures of Incarceration

Explores incarceration from a global perspective, considering how carceral practices and ideologies vary across contexts. Each individual prison has its own complex, internal social dynamics - and each prison exists within a broader community with its own history. Drawing on ethnographic research and first-person narratives, students consider day-to-day experiences of life in prison, not as a site of exception, but as a place from which to better understand life beyond prison walls as well. Students engage with the work of prison ethnographers and incarcerated scholars to consider how sites of incarceration shape, and are shaped by, the diverse communities of which they are a part. Through collaboration with community-based organizations, students consider how prison reform and abolitionist activists have sought to change the cultures that support incarceration, locally and globally.

Credits: 1
Corequisite: None
Prerequisites: ANTH 102 or ANTH 103 or SOCI 101
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 343 - Race in Biosciences and Technologies of Empire

Examines how biological sciences and technology have shaped racial and indigenous identities, colonial empires, and contributed both toward empowering and marginalizing contemporary communities. Students are introduced to the ethnographic/anthropological study of how racism and imperialism intersect with scientific research and biomedicine. Coursework covers the history and role of anthropology and the biological sciences in dually challenging and reinforcing hierarchies of race and colonial rule, alongside some science fiction possibilities for reimagining race and decolonial futures. Focuses on critical BIPOC, postcolonial, and Global South perspectives. Featured assignments include multimedia-based work (e.g. podcast production) and close reading analysis to unpack colonial history and complicated relationships between race and biological sciences.

Credits: 1
Corequisite: None
Prerequisites: ANTH 102 or ANTH 222 or ANTH 226 or SOCI 101 or SOCI 212
Major/Minor Restrictions: None
Class Restriction: No First-year

Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 350 - Theorizing Contemporary Cultures

Anthropologists are philosophers of the social. With firm roots in classical social theory, anthropologists have always questioned the relationship of materiality and imagination in human culture, the dialectic of individual and social, the structures of power and authority, the pull of kinship and cosmology, and the cultural patterning of time, space, gender, and story. Anthropology trains our attention on big questions of comparative and global import, but seeks answers in concrete things that people do, say, and make. Anthropological theory thus rests on the empiricism of ethnography, archaeology, and material studies, and provides the questions that drive research. This course links contemporary theoretical work in the discipline with essential forerunner texts and projects. It also considers influential texts from theorists outside the discipline proper, recognizing that anthropology takes insights from many theoretical quarters, and in turn informs theoretical endeavors across the social sciences and humanities.

Credits: 1.00
Corequisite: None
Prerequisites: ANTH 102
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ANTH 355 - Ancient Aztec Civilization

Debate key issues surrounding the Aztecs of Central Mexico using archaeological and written evidence to understand ancient Aztec culture. This course explores the great technological achievements of Aztec civilization, its complex rituals and beliefs, bustling marketplaces and cities, and the everyday lives of ordinary people. Questions addressed include: Who were the Aztecs? Why did the Aztecs practice human sacrifice and cannibalism? How did the Aztecs become the largest empire in ancient Mesoamerica? Did the Aztec Empire promote the well-being of its commoners? Was religion used as a tool of domination? What was the role of women in Aztec society? Why did the Aztec Empire fall to the Spanish? What happened to people following the fall of the Aztec Empire? Students will integrate primary sources, archaeological research, and ethnohistory to uncover the Aztec past.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 356 - Ethical Issues-Nat Amer Arch

Examines a range of significant ethical issues relating to the archaeology of Native Americans in North America primarily, but also to some extent in Central and South America. Students not only read about and discuss conflicting perspectives leading to ethical dilemmas, but also propose solutions and evaluate

existing policies to combat such problems. Some of the key topics covered in the course include the conservation ethic and stewardship; excavation and repatriation of Native American skeletal remains and sacred objects; looting, collecting, and commodification of Native American archaeological sites and artifacts; and public and postgraduate education. In short, the class actively engages in the critical ethical, theoretical, and legal debates surrounding Native American archaeology that have emerged over the past 30 years.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 358 - Native American Cultures

Focuses on the comparative and historical study of Native American cultures and societies throughout the Americas. Through the reading of several ethnographies, students compare and contrast Native American social, religious, political, and economic institutions and practices from the time of European contact to the present day.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 361 - Ancient Environments and Human Legacies

Many, if not most of today's geopolitical problems can be traced to how people interact with the environment. Warfare, globalization, market economies, food production, ethnic conflicts, and disease are all contingent on the relationship between human beings and their environments. Focuses on the complexity and nuance of those relationships through both space and time by utilizing an archaeological perspective. While many academic fields now focus on topics relating to environments, archaeology works with a dataset that spans the entirety of human history. Such a dataset allows archaeological researchers to ask powerful and fundamental questions, such as: How do human societies respond to environmental change? Have human beings ever successfully found a balance between themselves and their natural world? What events created today's environmental challenges? What leads to the downfall of a society? Students consider questions like these through various case-studies across the globe that deal with the diversity of human societies and the specific environments from which they emerged.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 368 - Power, Politics, and Social Change

Examines the relationship between power, politics, and social change with a special focus on social movements. Considers questions such as: What leads to social movement? What do social movements do? What are the tools they use? The approach is historical and comparative. Students consider what social movements can tell us about society, and apply key social scientific concepts to considerations of collective action. Students also consider the building blocks of social movements from the perspective of a social movement participant. By studying social movements through the perspectives of both scholar and activist, students gain helpful tools for collective action and social change.

Credits: 1.0
Crosslisted: SOCI 368
Corequisite: None
Prerequisites: ANTH 102 or SOCI 101 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ANTH 378 - Social Theory-Everyday Life

Since classical times, philosophers and historians have studied and recorded the details of everyday life with an eye to grasping the meaning of social practice. The past 50 years, however, have seen the burgeoning of an exciting body of critical theory on the quotidian. Much of this work is concerned with profound questions about how the systems, structures, and practices of modernity shape basic human interactions with things, with places, and with other persons, and how these, in turn, reproduce social structures. This course presents sociological and anthropological texts concerned with everyday domesticity, cuisine, gesture, movement, activity, entertainment, talk, schooling, and bureaucracy, and explores the theoretical paradigms of knowledge, practice, and power to which these texts are ultimately addressed.

Credits: 1.00
Crosslisted: SOCI 378
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age

Muslims today belong at once to a global community of the faithful and to particular ethnic and national bodies. Students examine the social significance of these intersections of identity and community: What political, cultural, and religious conflicts and negotiations mark Muslim identity in the global age? Initial readings survey the colonial age, which forced the integration of Muslim communities into the global capitalist and state systems. With this foundation students then address specific conflicts and congruencies

of contemporary Muslim identity in both the Muslim world and the West: between Islamic law and national-state laws; between local Islamic norms and transnational flows of media, persons, and products; between popular Islam and political power. How do these issues affect Muslims and their neighbors? How do they affect geopolitics? What is the present and future of the "global village"?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ANTH 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 452 - Senior Seminar in Anthropology

In this capstone seminar for the anthropology major, students design original research projects grounded in recent anthropological theory and relevant literature on their topics and collect and analyze appropriate ethnographic or cultural data; and each student writes a significant thesis paper. Seminars also focus on intensive reading about select theoretical issues in contemporary anthropology; the specific focus of the seminar reading depends on the instructor.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: (ANTH 102 or ANTH 103 or ANTH 211) and ANTH 350
Major/Minor Restrictions: None
Class Restriction: Only Senior
Recommended: All anthropology majors should plan to take this course in fall term of their senior year.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ANTH 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ANTH 495 - Independent Study for Honors and High Honors

This independent study is for candidates for honors and high honors in anthropology.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: ANTH 452 or ANTH 454
Major/Minor Restrictions: Only Anthropology Majors
Class Restriction: Only Senior
Restrictions: Enrollment limited to seniors with a major GPA of 3.50
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ARTH 105 - Introduction to Architecture in Cultural Context

An introduction to the analysis of architecture and the understanding of it within its cultural frameworks. Students develop tools for the analysis of spaces and structures and become familiar with the vocabulary and the conceptual frameworks essential for understanding the built environment. Historical styles, significant individual structures or complexes, basic principles of urbanism, and the relationship between theory and practice are integrated through select case studies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 220 - Early Modern European Architecture

Explores European architectural history and theory from c.1400-1800. Designed to give students with little or no exposure to architectural history and thinking, or to the period in question, an understanding of issues ranging from the most fundamental to the more advanced, across a number of contexts and case studies. Engages with architectural history as it relates to the body, place, and site; draws heavily on primary source texts as well as foundational and recent scholarship.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Recommended for students wishing to prepare for advanced studies in architecture.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 244 - Housing the Sacred in Ancient India

Begins with South Asia's most ancient civilization (ca. 2500 BCE) and then tracks the classic forms of Buddhist stupas, rock-cut cave temples, early mosques, and the increasingly grand stone temples dedicated to the worship of Hindu gods. Elegant figures, carved in an aesthetic language that persists in Indian dance, guide visitors through these monuments, teaching them about the nature of the divine. Special attention is devoted to analyzing elements that lend South Asian art its distinctive character.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 245 - Palaces and Paintings of India

As South Asian temple complexes expand, they become entire cities and they share the form of kings' palatial fort-complexes. Expanding outward in concentric rings from their sacred, private cores, these temples and palaces, as well as garden-tombs and houses of government for the British Raj, create visions of divine transcendence on earth, transformative spaces where every visitor has a chance to engage with the ultimate order of creation. Students also explore the paintings made for the people who inhabited these palaces, with special attention to delicate Mughal portraits, impassioned love lyrics favored by Rajput princes, and spaces magically transformed by the presence of the sacred--Hindu, Jain, Buddhist, and Muslim. Special attention is devoted to analyzing elements that lend South Asian art its distinctive character.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 262 - War and Plunder

Studies the destruction, appropriation, reconstruction, and restitution of European art and architectural heritage. Temporal focus on the fifteenth to twentieth centuries with special attention given to the Nazi and Soviet invasion and occupation of Poland during WWII with respect to the fate of cultural heritage. Considers local and international conflict and post-conflict responses.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ARTH 275 - American Campus Architecture: Colgate

The American Campus, a distinctive planning and architectural tradition, is the topic considered, with a special emphasis on the Colgate campus. Students undertake an in depth research project investigating how an aspect that has been influential in their educational experience has evolved over Colgate's two century history. Work within the University Archives is central to the research project.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 277 - Modern Architecture 1880-1970

Focuses on the emergence of a self-consciously modern architecture in European and the United States at the turn of the 20th Century, follows its maturation in the interwar period, and explores its international proliferation following World War II. Students become familiar with many key buildings and architects as well as the theory associated with them. All students execute three projects during the course of the semester in which they study and emulate the design strategies of select major modern architects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: necessary Experience of ARTS/ARC 105 is valuable but not necessary
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture

From rock-cut halls carved into cliffs to elaborately ornamented constructions with multiple interior spaces, the buildings that have housed worship of the Goddess Shiva, Vishnu, and other deities of the Hindu pantheon honor the ideals of the divine palace and of the silent caves embedded in a mountain. Students explore what characteristics the wide range of Hindu temples share, how they vary from one region to another, and how they changed from the 3rd century BCE to 12th century CE. What do they share with structures for Buddhist, Jaina, and Muslim worship? How did ritual shape buildings and sculpture, and can we reconstruct ritual from material remains?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ARTH 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTH 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTS 271 - Architectural Design I

Introduces students to the basic elements of architectural research and design. Beginning with basic exercises in the construction and arrangement of all given shapes, students progress to increasingly more complex design challenges. They learn about programming, circulation, structure, and form in architecture. Design exercises are accompanied by regular lectures on relevant techniques and problems in architecture. Most importantly, students are challenged to address the social implications of the design factors and skills they focus on in this course. Priority is given to juniors, seniors, and students concentrating in art and art history.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century

Examines some of the best-preserved monuments from ancient Mesopotamia, Egypt, Greece, Rome, Byzantium, the early and medieval Islamic world, and medieval Europe. Lectures, readings and discussions consider why, how and for whom these works were originally created, by examining ancient history, religion, politics, trade, and other social structures. Equal attention is given to recent historical factors that have shaped this "canon" of art history, including colonialism, nationalism, tourism, UNESCO, the art market, museums, and academia, as well as some of the "decolonizing" methodologies that have emerged to push back against those forces.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ARTH 103 - Arts of Asia

Analyzes the development of Buddhist visual cultures as the religion spread over numerous centuries, from South Asia (present-day India and Pakistan) to China, Korea, Japan, Tibet, and Southeast Asia. Lectures and selected readings focus on key elements for understanding artistic and architectural production in the many cultures where Buddhism flourished, with a particular focus on the interplay between religious issues and other factors that resulted in specific changes. Students investigate transformations and continuities in the styles and subjects of Buddhist art forms, including how monuments mark or articulate sacred space as well as the myriad ways that images play a part in Buddhist beliefs and practice.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 107 - What is Modern Art?

A survey of art from the turn of the 19th century to the present. Students learn how to analyze the visual strategies of a variety of artworks, and to pose critical questions about their context, especially in relation to political changes, exhibition practices, and modes of circulation. Also an introduction to the discipline of art history, training students for more advanced art history courses by teaching basic vocabulary and techniques of close looking and analytical thinking about visual material.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 109 - Buddhist Arts in Asia

Analyzes the development of Buddhist visual cultures as the religion spread over numerous centuries, from South Asia (present-day India and Pakistan) to China, Korea, Japan, Tibet, and Southeast Asia. Students focus on understanding artistic and architectural production in the many cultures where Buddhism flourished, with a particular focus on the interplay between religious issues and other factors that resulted in specific changes. Students investigate transformations and continuities in the styles and subjects of Buddhist art forms, including how monuments mark or articulate sacred space as well as the myriad ways that images play a part in Buddhist beliefs and practice.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 110 - Global Contemporary Art

An introduction to some of the central artists, themes, works, and debates that comprise the history and current state of global contemporary art (roughly 1950 to present), with a particular focus on the social movements and cultural politics that have informed major artistic developments and strategies of representation during these decades. Examines contemporary art's shifting relationship to sea changes in the world at large: the pressures and challenges, as well as the possibilities, that arise with globalization, decolonization, technological growth, social reforms, geopolitical conflicts, climate change, and the volatility of the art market.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTH 207 - Roman Art

Introduces students to some of the riches of Roman material culture, including painting, sculpture, architecture, coinage, and urbanism, from the 6th century B.C.E. to the 6th century C.E. Despite this broad time-frame, the aim is not exhaustive chronological coverage. Rather, the focus is on the social and political contexts that generated the production of particular artworks in the Roman world. Students explore the question of how these works' formal qualities met the needs of ancient patrons, and how they were reused or reinterpreted in subsequent generations.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages

A study of art, architecture, and material culture in Europe and the Mediterranean world, from the end of the Roman Empire (marble), to the rise of Christianity and the development of new visual vocabularies to convey its message of salvation (gold), to the emergence of rich, widely circulating and highly influential artistic practices in the Islamic world (silk), and finally to the emergence of pilgrimage routes and prosperous cathedral cities by the 13th century (glass).

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 210 - Contemporary Art and Politics in the Middle East

Major developments in contemporary art movements of the Islamicate Middle East, from decolonization in the mid-twentieth century until the present are considered. Thematic areas include debates about cultural heritage, museum policies, and preservation, networks of digital exchange, censorship under authoritarian regimes, art as public diplomacy, and questions of representation amidst an environment of rising conservative Islamic activism. Students examine multi-media artistic production from Morocco to Afghanistan, chronologically contextualizing the politics of cultural production in the colonial period, during

decolonization, and against the backdrop of critical global events, such as the Iranian Revolution and the 2011 Arab Spring.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 216 - Nature's Mirror: Renaissance Arts 1400-1550

Considers painting and sculpture of Europe ca. 1400–1550, examining major artists and regional practices within their social, political, and cultural settings. Themes include the development of linear perspective, the inheritance and interpretation of classical tradition, technologies of art, Renaissance "self-fashioning," and narrative strategy as approached through visual analysis, primary source readings, and recent critical literature.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 226 - Nature's Order: Baroque Arts 1550-1750

European painting and sculpture ca. 1550-1750 in its cultural, political, and social settings. Themes include the impact of the Counter-Reformation on the visual arts; Caravaggio and international Caravaggism; "realism" and "verisimilitude"; the intersection of mysticism, spirituality, and art; art and science; art and optics; theatricality; art as propaganda; intersections between visual arts and architecture.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 232 - Latin American Modern and Contemporary Art

Examines modern and contemporary art and visual culture in Latin America within the context of diasporic experience, transnational migration, Indigeneity, and the ongoing legacies of colonialism. Students consider a wide variety of media, including films, graphic arts, texts, and exhibitions with an eye toward the local and global events and sociopolitical structures that prompted their production--especially waves of colonial independence, Pan-Americanism, World War II, the cultural policies of the Cold War, and the rise of

authoritarian political regimes. Course readings, in-class discussions, and assignments explore the various ways in which artists and artistic practice have defined, resisted, and shaped the idea of Latin America. Students probe the construction of "Latin American art" by adopting a hemispheric and transatlantic lens, exploring the circulation of artists, ideas, and objects and their framing in key exhibitions and institutional collections.

Credits: 1.00
Crosslisted: ALST 232
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTH 236 - Art and Politics in the 19th Century

From the early 19th to the turn of the 20th century, artists working in traditional media such as painting and sculpture as well as emerging technologies in photography and film, engaged subjects and themes of everyday life in an environment transformed by urbanization, industrialization, and imperialism. During this period, modern art developed some of its characteristic strategies: an emphasis on and critique of artistic originality, ambivalent relations with tradition, problematic ties with cultural and economic institutions, and a strained allegiance to radical politics. Students explore the art works, exhibitions, institutions, and discourses of 19th century art and politics with particular attention paid to the impacts of nationalism and globalization on the production, reception, and dissemination of art objects and the developments of global modernisms.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 238 - Transatlantic Avant-Gardes: 1880-1920

Offers a critical and historical examination of the artistic exchanges across the Atlantic — between North America, South America, Europe, and Africa — from 1880 to 1920. Students examine how modern art transformed in reaction and response to radical technological, social, and political change, addressing how industrialization, political and sexual revolution, rapid urban growth, and an expanding consumer culture defined a wide range of visual culture. Students examine painting, drawing, and sculpture alongside the newer media of photography, assemblage, film, and collage.

Credits: 1.00
Crosslisted: ALST 238
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 240 - Art and Theory 1950-1980

Surveys international art movements of the late 20th century that broadly interrogate the definition of art, the status of the art object, and the role of the artist. Engages with critical theory that informs artistic practice (and vice versa) in the context of rapid and radical social change, emergences of new media, the breakdown of conventional artistic boundaries, impacts of decolonization and post-colonial thought, and the explosive growth of the art market and the global circulation of art.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTH 243 - Art & Theory 1980 to Present

Focuses on the artistic and political upheavals of the late 20th and 21st centuries, and the theories, philosophies, methods, and sensibilities that shaped the production of contemporary art and its written and critical histories in this dynamic period. Emphasis is placed on the social uses and contexts of art, rather than on its formal and aesthetic properties. Along with studying specific artists, movements, and art practices, students discuss the increased importance of curators, exhibitions, and the biennial system, as central to the circulation and production of contemporary art.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan

This is a class about what objects can teach people, and specifically about many kinds of pictures - from temple murals to anime film - in the culturally diverse regions that are now called China and Japan. These sophisticated pictorial forms ask their viewers to employ forms of visual literacy that are in some cases quite different from the ways of seeing the European pictures require. Students are taught to do visual analysis, to see carefully and analyze what they see.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Previous coursework in art history or Asian studies is helpful

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 255 - Museum Exhibitions: Design, Rhetoric, and Interpretation

Takes advantage of special learning opportunities that arise in conjunction with temporary museum exhibitions and/or permanent installations. Normally focuses on at least two related exhibitions that are currently on view either on Colgate's campus or at nearby institutions. Students meet with curators to learn about the exhibit and the decision-making process behind it. Students examine how museums use wall text, labels, juxtapositions, frames, cases, lighting, architecture, and, above all, their choices of what to include and exclude, to craft particular narratives and encourage particular interpretations of objects and historical phenomena. May also include a hands-on practicum as well, giving students the opportunity to curate and install a real exhibition of their own design.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 257 - Colonizing and Decolonizing Museums

Museums have meant many things to different people over the centuries. The mandate to display and preserve objects of historical interest is a relatively recent meaning. But museums have always had agendas, implicit judgements about the structure of history and the value of culture. Museums came to serve new and quite specific purposes during the 18-19th centuries as European presence expanded around the globe as colonialism and imperialism. Students explore the thinking driving the collecting processes that fed these museums and the display strategies that animated them, both in Europe and in the spaces Europeans colonized. India serves as the main case study, with comparison cases drawn from Africa and North America.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 270 - Critical Museum Theory

Teaches critical approaches to the study of museums as cultural, political, and didactic institutions. Integrates history, theory, and practice to give students an overview of how the museum as a phenomenon came to be, how exhibitions are made, what stories they tell, and the ways in which these stories are experienced by diverse audiences. Students gain insight into the professional practices of museums, as well as their identities as cultural institutions and public resources that also operate according to the priorities of particular communities, municipalities and private patrons. Engages with aspects of art collection,

conservation, curation, and restitution of works of art, and the various challenges of visual representation and display, in examples ranging from the deep past to cutting-edge contemporary projects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTH 280 - Visual Culture of Fascism

Through a close analysis of cultural production and ideological statements, students examine the relationship between the politics of fascism and its visual practices, analyzing the role of art in the formation of the regimes' self-identity and in the formation of the fascist subjects. Students consider the related but diverse manifestations of fascist culture in Japan, Germany, France, Spain, and Italy in order to compare and contrast the heterogeneous modes of fascist visual culture in the interwar period. As well as examine responses to fascism in countries such as Great Britain, the United States, and Mexico, in order to understand the ways in which liberal regimes reacted to the visual propaganda of totalitarianism. Materials include painting, sculpture, architecture, photography, graphic design, film, and forms of public spectacle and pageantry.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTH 309 - Scandals, Controversies and Debates in the Art World

Students research, read, think, discuss and write critically about recent moments (mostly in the last ten years) when art's complicated relationship to money, private property, expertise, race, identity, memory, and colonialism erupted into public consciousness. A second objective is to guide students through the process

of writing a research paper, in which they explore not only a particular event that sparked a debate, but also the deeper causes, issues, and histories it exposes. Finally, students learn how to translate their research for a general, public audience.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ARTH 311 - Arts in Venice Golden Age/SG

The republic of Venice offers a special opportunity to study the interaction of the various fine arts that flowered simultaneously at the peak of one of Europe's greatest cultural centers. Students examine artistic achievements of the Renaissance and early Baroque ages (ca. 1400-1700), chiefly in architecture and music. Students make frequent excursions to exemplary churches and palazzi, may attend local concerts, and learn to sing some Italian Renaissance music.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 348 - Modern Art on Display

Explores the history of group exhibitions of modern art and related debates on the nature of display. Using visual, historical, and theoretical materials to study select case studies from the late 19th to the mid-20th centuries, students focus on how the history of art display impacts our understanding of modernism today, studying installations of art as creations that manifest ideologies and aesthetics. An important aspect of the course is thinking about how photography — the primary medium through which we can now know how past exhibitions looked like — operates as a medium of visual representation as well as a force of cultural innovation by circulating modern art. In addition to the study of the history of exhibitions, students also investigate the changing role of the art critic and the curator. Students study exhibitions on campus, applying to contemporary shows the critical skills learned by studying art displays from the past.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 360 - Borderlands

Examines the form and transmission of art and architecture in the eastern and southeastern borderlands of Europe from the 15th through the early 19th centuries. By focusing on early modern "cultural fault lines," students study the ways in which traditions and identities particular to the area shaped visual expression and the built environment. Draws on examples chiefly from within the former Polish-Lithuanian Commonwealth, the Kingdom of Bohemia, the Kingdom of Hungary, the Holy Roman Empire, the Ottoman Empire, and the Venetian Republic. Students consider what is particular about the arts and architecture in the borderlands, and by extension the impact of geography on visual culture.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ARTH 361 - Boundary Consciousness: 1960s Art

Examines the "long" or the "global" 1960s and the ways in which many of its notable artists and thinkers made work that engaged with the plasticity and expansiveness of boundaries, both physical and immaterial, during a politically charged, transnationally interconnected moment in which many seemingly fixed and supposedly natural boundaries were tested and compromised. Engages with a range of artistic, political, and cultural boundary-formations and their breeches, drawing out connections between representation, interpretation, visibility, space, and power in select global case studies of 1960s art. Introduces new and emerging methodologies in the field, and engages with the challenges and the possibilities of writing art history from beyond installed categories of knowledge. Also gives students a methodological context for historicizing the discipline itself, which came of age in the 1960s in the academy and still largely understands fields of artistic production as territorially bound to nation-states and ethnic regionalisms.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ARTH 381 - Seminar in Art History: Pre-1300

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and geographical areas during the centuries before 1300 CE.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 382 - Seminar in Art History: 1300-1800

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and geographical areas at any time between 1300 and 1800 CE.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 383 - Seminar in Art History: After 1800

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and geographical areas during the centuries since 1800 CE.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTH 475 - Senior Project: Art History

The student works closely with a faculty member to develop and complete a substantive independent research paper. Majors with an art history emphasis are required to take and complete ARTH 475 in the fall of their senior year.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Art & Art History Majors
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTH 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

AHUM 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

AHUM 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

AHUM 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

LCTL 191 - Less Commonly Taught Languages

Part of Colgate's Less Commonly Taught Languages Program (for further description of LCTL see the program description).

Credits: 0.50
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Core Component: None

ASIA 200 - Approaches to Asia

Asia is home to over half of the world's population. Its dozens of countries feature a stunningly diverse array of languages, religions, cultures, political and economic systems, art forms, histories, etc. How then should we study "Asia?" The instructor and other Asian Studies faculty at Colgate share their multidisciplinary approaches to studying Asia. Over the course of the semester, students learn to understand the diversity and interconnectedness of Asia, gain a sense of the history of Asia, and learn the value of various analytical approaches to the study of Asia.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ASIA 270 - Deep Asia

What does "taking Asia seriously" mean? Coursework focuses on the area that is generally known as Asia, not by providing a broad survey of the region, but by showing how it can challenge our intellectual norms and practices when we try to understand their everyday lives, aspirations, and struggles in their own terms. To that end, students critically examine such taken-for-granted ideas in the English-speaking world as nature, justice, democracy, or civil society when analyzing and working in places with distinct historical experiences. Empirically, students focus on how households and communities in contemporary Asia cope with various crises and opportunities (e.g., natural disasters, financial crises, developmental projects, and demographic changes) in locally specific and ingenious ways in order to sustain their lives and livelihoods.

Course materials are drawn widely from various parts of East, South, and Southeast Asia, with specific emphasis on Japan.

Credits: 1.0
Crosslisted: GEOG 270
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ASIA 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ASIA 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ASIA 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

ASIA 499 - Special Studies for Honors

Students pursuing honors research enroll in this course.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ASTR 101 - Solar System Astronomy

Deals with the exploration of the solar system through ground-based observations and spacecraft missions. Topics include motions of solar system objects, properties of the solar system, origin and evolution of the solar system, uncovering the nature of objects in our solar system through comparative planetology, detection techniques and characteristics of planets orbiting other stars, and the possibility of life elsewhere in the universe. Evening observing and Ho Tung Visualization Lab sessions supplement lectures.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 102 - Stars, Galaxies, and the Universe

Explores our modern view of the universe. Building on several basic observational techniques and physical principles, students demystify the science of astronomy and illuminate the evidence that establishes our physical understandings of stars and planetary systems, galaxies, and the universe. Students seek evidence-based answers to questions including: Of what stuff are stars made? What powers the Sun and other stars? How do stars and planetary systems form and evolve? Do other Earth-like planets exist? What determines the distribution and nature of galaxies in the universe? How did the universe begin and what is its future? Ho Tung Visualization Lab and observing sessions supplement lectures.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 165 - How Old is the Universe?

The last 20 years is often characterized as the Golden Age of modern astronomy due to the number of paradigm-shifting discoveries that have revolutionized our vision and understanding of the universe. This course explores several of these ground-breaking discoveries in great detail by focusing on the physical concepts and observations as well as the historical narrative that traces the progression of the scientific endeavor that made these discoveries possible. This course is distinctly different from ASTR 101 and 102, and allows for the interested non-science student to delve more deeply into the many discoveries that lead us to conclude that the universe is 13.77 +/- 0.059 billion years old; a number, by cosmological standards, that is staggeringly precise. No prior course work in physics, astronomy, or mathematics is required for this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ASTR 210 - Intermediate Astronomy and Astrophysics

A discussion of the fundamental physical principles of astronomy and astrophysics emphasizing topics of current interest such as stellar structure, evolution, neutron stars, black holes, and the interstellar medium.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: (MATH 161 or MATH 162 or MATH 163) and PHYS 233 (All pre-reqs must have a grade of C- or better; PHYS 233 may be taken concurrently)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 220 - Deciphering the Sky: Practical and Historic Astronomy

An investigation of the observed motions of the stars, Sun, Moon and planets in the celestial sky. Study of the physical models that explain these motions. The historic and cultural development of our understanding of celestial motions will be considered. Using the planetarium capabilities of the Ho Tung Visualization Laboratory, observations will be made of the night sky from different locations on Earth over time intervals ranging from minutes to centuries. Basic algebra, trigonometry and graphs will be used to quantify and visualize these motions. Additional outdoor observing sessions will supplement the class instruction.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 312 - Astronomical Techniques

A laboratory course introducing students to basic astronomical observations, methods of data acquisition and reduction using the university's 16-inch telescope, CCD electronic camera, and image-processing workstation. Students are instructed in methods of astronomical imaging including detector calibration and atmospheric effects; in fundamentals of photometric reductions, including obtaining a light curve for a selected variable star; and in astronomical spectroscopy and spectral classification.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: ASTR 312L
Prerequisites: PHYS 232 or ASTR 101 or ASTR 102 or ASTR 210

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 312L - Astronomical Techniques Lab

Required corequisite to ASTR 312.

Credits: 0.25
When Offered: Fall semester only, in alternate years

Corequisite: ASTR 312
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ASTR 313 - Planetary Science

Study of the solar system with emphasis on physical processes. Topics include formation of the solar system, planets, moons, asteroids, comets, meteorites, orbital mechanics, tides, atmospheric structure, planetary surfaces and interiors, impact cratering, and rings. Although challenging in breadth, this course is intended to be accessible to juniors and seniors majoring in physics, astronomy-physics, astrogeophysics, chemistry, or geology.

Credits: 1.00

When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: PHYS 232 or (MATH 161 and a 200-level GEOL course)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ASTR 392 - Independent Study - Research

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

Credits: variable
Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Junior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ASTR 414 - Astrophysics

Predominantly a study of stellar atmospheres and interiors, students develop a fundamental understanding of stars and their evolution through the application of basic principles found in atomic physics, electricity and magnetism, Newtonian mechanics, statistical mechanics, and quantum mechanics. Topics include stellar formation and death, energy generation and transport, equations of stellar structure, and stellar remnants (e.g., white dwarfs, neutron stars, and black holes).

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: PHYS 334

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 416 - Galactic and Extragalactic Astronomy

Study of the astronomical techniques, methods, and fundamental data relating to the Milky Way Galaxy and objects located outside our galaxy, such as normal galaxies, radio galaxies, and quasars. Topics include galactic stellar populations, large-scale structure and rotation of the galaxy, the structure and content of other galaxies, galaxy classification, clusters of galaxies, active galactic nuclei, quasars, and the large-scale structure of the universe. The physical processes responsible for the radio, infrared, visual, and x-ray radiation from these objects are studied in detail.

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: PHYS 233
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ASTR 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ASTR 492 - Independent Study - Research

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

Credits: variable
Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

BIOL 101 - Topics in Organismal Biology

Introduces students to the complexities of biodiversity, from the ecosystem to the genetic level. By examining the factors affecting the structure and function of terrestrial, marine, and freshwater communities, students learn about the diversity of organisms in these systems. Students gain an appreciation for the roles of evolutionary and ecological history, as well as modern ecological interactions, in shaping biodiversity across the globe. Students are exposed to the many ways that human activities affect biodiversity.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 102 - Topics in Human Health

Human beings are composed of nearly 100 trillion cells of over 200 different specialized types. For an individual to remain alive and healthy, these cells must be effectively organized into tissues and organs that perform specific functions. This course examines external and internal factors that influence both normal and abnormal cell, tissue, and organ function, providing students without an extensive science background with exposure to the biology of human health and disease. Course topics include human diet and nutrition and the cell biology of disease. Students examine how biologists address issues relating to health and disease and how our understanding of basic biology contributes to enhancing human health. The course is composed of lectures and discussions, and may include in-class laboratory-based exercises.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: First-year students and non-science majors. May be beneficial for entering students who do not have extensive biology background in preparation for enrollment in the foundation courses (BIOL 181 and BIOL 182). Not intended for students who have completed a biology foundation course.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 181 - Evolution, Ecology, and Diversity

Concentrates on the evolutionary biology of organisms and the ecological processes that influence the distribution and abundance of plants and animals, as well as their interactions. The history of biological diversification (including the origin of life; the evolution of prokaryotes and eukaryotes; and the invasion of land by plants, fungi, and animals) is discussed. In addition, the mechanisms of evolution, including natural selection, adaptation, and extinction, are studied. Topics in population ecology as they relate to evolutionary processes including physiological and behavioral ecology, population growth, and species interactions (e.g., competition, predation, mutualism) are also covered; there is a strong focus on the physical, chemical, and

biological factors that affect populations. The course ends with studying ecosystem ecology and the impacts of global warming and anthropogenic impacts on the environment.

Credits: 1.00
Corequisite: BIOL 181L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 181L - Evolution, Ecology, and Diversity Lab

Required corequisite to BIOL 181. Projects in the laboratory and field include experiments designed to understand evolutionary principles and to test ecological hypotheses.

Credits: 0.25
Corequisite: BIOL 181
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 182 - Molecules, Cells, and Genes

At the level of molecules and cells, the different forms of life on earth are surprisingly similar. This course introduces aspects of life at the cellular and molecular level that are broadly applicable to all living things. The course begins by examining the basic chemistry of life. Building on this chemical foundation we develop an appreciation for cellular structure, the central role of cellular membranes, cellular energetics, and cell growth and reproduction. Special emphasis is placed on proteins and nucleic acids as the informational macromolecules, and how cells use these molecules to encode and express a genetic program. Mechanisms of inheritance are examined from both a classical and a modern molecular perspective.

Credits: 1.00
Corequisite: BIOL 182L
Prerequisites: CHEM 101 or CHEM 111
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 182L - Molecules, Cells, and Genes Lab

Required corequisite to BIOL 182. This laboratory features experimental approaches in both modern cell biology and genetics.

Credits: 0.25
Corequisite: BIOL 182

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 201 - Evolution

Uses the study of evolutionary biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides for a study of how evolutionary theory illuminates and unifies our vast and growing knowledge of the biological world and affects many aspects of our lives. Emphasis is on the observations and experiments that have led to our current understanding of evolutionary processes and on the dynamic nature of evolutionary research.

Credits: 1.00
Corequisite: BIOL 201L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 201L - Evolution Lab

Required corequisite to BIOL 201. The laboratory includes investigative experiments that familiarize students with the approaches used to address questions in evolutionary biology.

Credits: 0.25
Corequisite: BIOL 201
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 202 - Genetics

Uses the study of genetics to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides students with a firm foundation in classical, quantitative and molecular genetics and covers topics in population genetics. Emphasis is on understanding how organisms encode, regulate, and inherit their genomes; current genetic applications; and the social and ethical issues that result from these technologies.

Credits: 1.00
Corequisite: BIOL 202L

Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 202L - Genetics Lab

Required corequisite to BIOL 202. The laboratory includes investigative experiments that familiarize students with the classical techniques used to address questions in genetics.

Credits: 0.25
Corequisite: BIOL 202
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 203 - Ecology

Uses the study of ecology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Emphasizes the quantitative aspects of ecology by exploring concepts of population and community ecology including competition and predation, the use of diversity and community similarity indices, population regulation models, island biogeography, food web analysis, and community and ecosystem-level processes. In addition to textbook readings, students also read papers from the primary literature on topics covered in class.

Credits: 1.00
Corequisite: BIOL 203L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 203L - Ecology Lab

Required corequisite to BIOL 203. The laboratory includes field trips to examine terrestrial and aquatic communities, exposing students to field methods that quantitatively measure population and community parameters.

Credits: 0.25
Corequisite: BIOL 203
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 204 - Molecular Biology

Uses the study of molecular biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides for a study of biological processes at the molecular level, including transcription, RNA processing, translation, DNA replication and recombination. Emphasis is on understanding the experiments that have led to our current knowledge of molecular processes and, in particular, the means by which these processes are regulated.

Credits: 1.00
Corequisite: BIOL 204L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 204L - Molecular Biology Lab

Required corequisite to BIOL 204. The laboratory includes investigative experiments that familiarize students with the molecular techniques used to analyze problems in molecular biology.

Credits: 0.25
Corequisite: BIOL 204
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 205 - Cell Biology

Cells are the basic units of life. This course uses the study of cell biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like all 200-level courses, this course focuses on the "process" of exploring biology. Course topics include regulation of the cell cycle and cell division, cell structure and motility, inter- and intracellular communication, and organelle structure and function. Students learn how to critically read and evaluate primary journal articles and will integrate content from the course and published literature into multi-week, lab-based investigative research projects.

Credits: 1.00
Corequisite: BIOL 205L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None

Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 205L - Cell Biology Lab

Required corequisite to BIOL 205.

Credits: 0.25
Corequisite: BIOL 205
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 206 - Organismal Biology

Organismal biology is the study of how structure and function of individual organisms shape ecology, evolution, and biological diversity. This course uses the study of organismal biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like all 200-level courses, BIOL 206 focuses on the "process" of exploring biology. Students focus on physiological and ecological problems that arise as organisms interact with their environment, and examine these interactions between and within major groups of organisms.

Credits: 1.00
Corequisite: BIOL 206L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 206L - Organismal Biology Lab

Required corequisite to BIOL 206. Includes field trips to terrestrial and aquatic environments that expose students to local diversity and to techniques frequently used in the field.

Credits: 0.25
Corequisite: BIOL 206
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 250 - Human Anatomy & Physiology

An introduction to the human organism with particular emphasis on maintenance of an internal steady state. Topics include nervous, endocrine, musculoskeletal, cardiovascular, respiratory, digestive, urinary, immune and reproductive systems. Human anatomy and morphology are underpinned in the discussion of all systems previously listed.

Credits: 1.00
Corequisite: BIOL 250L
Prerequisites: BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 250L - Human Anatomy & Physiology Lab

Required corequisite to BIOL 250.

Credits: 0.25
Corequisite: BIOL 250
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 301 - Parasitology

Introduces students to the range of eukaryotic organisms that cause parasitic diseases in humans. The focus is on globally important helminths, protozoans, and arthropods. The latter will be covered as both agents and vectors of human parasitic diseases. Topics covered include biology, geographical distribution, sources of infections, life cycles, route(s) of transmission, clinical disease, and control/preventive measures. The basic principles of laboratory diagnosis and treatment of parasitic diseases are included in the course to enhance the practical parasitology knowledge of the students. The course includes reading of the primary literature, and requires oral and written critical analysis of the literature.

Credits: 1.00

Corequisite: BIOL 301L
Prerequisites: BIOL 181 with a grade of C- or better and BIOL 182 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 301L - Parasitology Lab

Parasitology labs provide students with an opportunity to identify and study the various developmental stages of common parasites of humans. Labs focus on examining preserved specimens and prepared slides. Required corequisite to BIOL 301.

Credits: 0.25
Corequisite: BIOL 301
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

BIOL 302 - Systems Biology

Systems biology is an emerging interdisciplinary field that employs quantitative methodologies to gain a system-level understanding of the complex interactions of biological processes. Students focus on the applications of mathematical techniques such as differential equations, machine learning, network science, and modeling (e.g., Boolean and stochastic modeling) to the study of gene regulation, signal transduction pathways, small- and large-scale biological networks, and human diseases. Students also learn how to analyze biological questions using computer software.

Credits: 1.00
Crosslisted: MATH 302
Corequisite: None
Prerequisites: (MATH 161 or MATH 162) and (BIOL 182 or MATH 163 or PHYS 201 or COSC 101)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

BIOL 304 - Invertebrate Zoology

Covers the biology of the major animal groups. Attention is given to the phylogenetic history, functional morphology, development, physiology, medical importance, and ecology of representative invertebrates.

Credits: 1.00
Corequisite: BIOL 304L
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

BIOL 304L - Invertebrate Zoology Lab

Required corequisite to BIOL 304. Laboratories include field collections of freshwater and terrestrial invertebrates, as well as the study of major groups of marine invertebrates.

Credits: 0.25
Corequisite: BIOL 304
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 305 - Vertebrate Zoology

Has an evolutionary theme and investigates the diversity of vertebrate animal life. Emphasis is on evolutionary origins and phylogenetic relationships, basic structure and function, development and reproduction, behavior, zoogeography, and interrelationships with the environment.

Credits: 1.00
Corequisite: BIOL 305L
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 305L - Vertebrate Zoology Lab

Students examine the morphology of selected vertebrates with dissection of preserved materials and also includes study of vertebrate natural history of local species in the field.

Credits: 0.25
Corequisite: BIOL 305
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 306 - Medical and Forensic Botany

The great majority of people understand that plants are fundamental to life: they produce life sustaining oxygen, cleanse the air of carbon dioxide, provide material for construction, and more. Yet few people appreciate that modern medicine has its roots in the chemistry of plants. From headaches and malaria to

AIDS and hypertension, most modern drug treatments originated from plant extracts. Even in the modern world of sophisticated synthetic chemistry, 25 percent of all prescriptions contain plant extracts or active principles prepared from plants. More than providing pain relief and disease cures, the search for effective medical botany has shaped cultures, created fierce wars, and contributed to the modern issues of bio-prospecting, drug wars, and crime scene investigation. This course delves into issues of medical and forensic botany from multiple perspectives. Students develop a greater understanding of basic plant biology and phytochemistry, and learn how many cultures have utilized plants for curative and destructive means. Students also examine how plant-derived drugs have disrupted both ancient and modern cultures, and have shaped the scientific method and modern drug creation. Finally, the class examines how plants play significant roles in early and modern forensics by focusing on major cases whose decisions have hinged on plant evidence.

Credits: 1.00
Corequisite: BIOL 306L
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 310 - Epidemiology

Provides an introduction to epidemiology, the basic science of public health. Epidemiology provides a systematic approach for acquiring and evaluating information on the distribution and causes of disease and other health outcomes in populations. Topics include the history of epidemiology, an overview of epidemiologic methods (e.g., study design, measures of disease distribution and association, interpretation), and the application of epidemiologic research to the development and evaluation of disease prevention and control strategies. Current or historically relevant infectious and chronic diseases are explored through lectures, interactive exercises, and independent assignments.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 311 - Comparative Physiology

All animals are faced with similar fundamental problems, namely, acquiring and using energy, exchanging nutrients and wastes with the environment, balancing water and electrolytes, and reproducing. This course is about how animals address these problems in the context of the varied (and sometimes extreme) environments in which they live. With evolution as a unifying theme, both the general principles of animal function (the similarities among different animals) and the exceptions to the general rules are investigated. Topics include size and scaling, energy metabolism, temperature tolerance and regulation, gas exchange, water and osmotic regulation, respiration and circulation, excitable tissue, and global climate change physiology. General principles of animal physiology are also explored using examples of animals that live in extreme environments. When offered, BIOL 311L is a required corequisite.

Credits: 1.00

Corequisite: BIOL 311L
Prerequisites: (BIOL 181 and BIOL 182)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 311L - Comparative Physiology Lab

Required corequisite to BIOL 311. This laboratory involves hypothesis-guided experimentation with quantitative analysis of data.

Credits: 0.25
Corequisite: BIOL 311
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 313 - Microbiology

Microbiology is an incredibly broad field that involves the study of organisms that cannot be seen without the aid of a microscope. Despite their small size, microbes are critical components of our bodies and ecosystems. This course examines the diversity of microbes in nature and their importance in human affairs from disease to agriculture. It also examines the characteristics of individual microorganisms that enable them to inhabit particular environments. Topics include microbial cell biology, genetics, metabolism, ecology and pathogenesis.

Credits: 1.00
Corequisite: BIOL 313L
Prerequisites: BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 313L - Microbiology Lab

Required corequisite to BIOL 313. Projects in the laboratory include identification of microbes and experiments aimed at understanding their growth, physiology, and genetics.

Credits: 0.25
Corequisite: BIOL 313
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

BIOL 315 - Biology of Plants

Covers organisms in three kingdoms: Protista, Fungi, and Plantae. Topics include cell structure, reproduction, transport, and metabolism. There is an emphasis on photosynthesis, diversity, and evolution in fungi, protists, and land plants. Features of seed plant morphology, anatomy, translocation of water and minerals, gas exchange, and reproduction are discussed.

Credits: 1.00
Corequisite: BIOL 315L
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 315L - Biology of Plants Lab

Required corequisite to BIOL 315.

Credits: 0.25
Corequisite: BIOL 315
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 316 - Bioinformatics

Recent developments in biological data collection have led to the creation of large-scale experimental data sets of DNA and protein sequences and structures of biological molecules. These data are available for public use from an array of databases, and their analysis is intriguing. This course provides an introduction to the use of computational methods and tools to extract useful information from these large datasets, and focuses on interpreting this expanding biological information. Students discuss the basics of bioinformatics and focus on the identification and characterization of functional elements from protein and DNA sequences. Students also learn to use public databases and web-based sequence analysis tools, focusing primarily on human genome data.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

BIOL 318 - Human Physiology

Examines the relationship between structure and function in the vertebrate body, starting at the level of molecules and cells, and moving through tissues, organs, and organ systems. Major topics include the endocrine, nervous, and cardiovascular systems; digestive physiology; and water, salt, pH balance in the body and the effects of global climate change on vertebrate physiology.

Credits: 1.00
Corequisite: BIOL 318L
Prerequisites: BIOL 181 and BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 318L - Vertebrate Physiology Lab

Required corequisite to BIOL 318. Includes hypothesis-guided experiments with quantitative analysis of data.

Credits: 0.25
Corequisite: BIOL 318
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 320 - Biostatistics

Explores issues of experimental design, data collection, parameter estimation, and hypothesis testing as they apply to the life sciences. Topics include samples and populations, tests for goodness of fit, hypotheses about samples drawn from normally distributed populations, the binomial and Poisson distributions, analysis of variance, correlation analysis, linear regression, non-parametric tests, and power analysis. Students learn computer software applications for the analysis and graphing of data. Course material is beneficial to students planning to do research.

Credits: 1.00
Corequisite: BIOL 320L
Prerequisites: BIOL 181 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Recommended: The course could count as one of the two courses in mathematics required by some health science professional schools or graduate schools in the sciences.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

BIOL 320L - Biostatistics Lab

Required corequisite to BIOL 320. Students apply principles learned in lecture using computer software in realistic situations.

Credits: 0.25
Corequisite: BIOL 320
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 328 - Field Ecology

Examines the role of plants in the ecological world by studying the biological and historical factors affecting the structure of plant communities, with an emphasis on field and lab work. The topic is approached by viewing plants as individuals, members of populations, communities, and as key integrators of ecosystems. The course examines individual plants from a functional perspective by relating morphological and physiological traits with biological and biochemical processes, to understand spatiotemporal patterns of plant distribution in their natural environments. Beyond the individual, the course explores population and community dynamics and combines this knowledge to understand better the organization of plant communities and the roles they play in ecosystems.

Credits: 1.00
Corequisite: BIOL 328L
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 328L - Field Ecology Laboratory

Required corequisite to BIOL 328.

Credits: 0.25
Corequisite: BIOL 328
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 329 - Tropical Ecology

Addresses tropical ecology starting with the discoveries and theories of early explorers to modern theories of biogeography of species richness. Students also learn about the human impacts on tropical diversity and the sustainability of tropical ecosystems. Students use seminal papers as readings and discuss questions that are still debated by tropical ecologists: Why are the tropics so diverse? How is this diversity maintained? How do communities respond to disturbance? And how does global warming affect communities and

species richness? Students design experiments and write proposals on field projects that are executed during the extended study portion of the course.

Credits: 1.00
Corequisite: BIOL 329E
Prerequisites: BIOL 181
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

BIOL 329E - Tropical Ecology Extend Study

A three-week trip to the tropics, where students conduct fieldwork, complete group projects, and present their findings. The trip combines hands-on research with cultural immersion, offering a comprehensive view of the interconnectedness of ecology and local traditions

Credits: 0.50
Corequisite: BIOL 329
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

BIOL 330 - Conservation Biology

The widespread loss of species and concerns over how to maintain maximum genetic variability in populations are at the heart of this course. Topics include biological diversity, its measurement, and differences in diversity among habitats. The course also considers threats to biological diversity such as habitat loss, exotic species introductions, pollution, and catastrophic events. This information is used to consider various conservation strategies and sustainable development. Students take a global perspective in this course and consider how globalization affects biodiversity directly and indirectly.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

BIOL 335 - Freshwater Ecology

Introduction to freshwater ecology, including the study of the effects of physical, chemical, and geographical factors on the structure and function of freshwater lakes and streams. The effects of human activities on water quality are also examined. There are field trips to local lakes and streams.

Credits: 1.00

Corequisite: BIOL 335L
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 335L - Freshwater Ecology Lab

Required corequisite to BIOL 335. Laboratories develop skills in water chemistry; sampling, identification, and quantification of algae, aquatic plants, and animals; and the quantitative presentation of data.

Credits: 0.25
Corequisite: BIOL 335
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 336 - Advanced Ecology

Emphasizes the quantitative aspects of ecology by exploring mathematical models of competition and predation, the use of diversity and community similarity indices, population regulation models, island biogeography, key factor analysis, food web analysis, and examining community and ecosystem level processes.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 337 - Cancer Biology

Provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Focuses on understanding how changes in the normal growth and division processes lead to human cancer. Highlights multiple areas of cancer biology including the nature of cancer, signals in tumor cells, oncogenes, tumor suppressors, cancer-causing viruses, unregulated cell proliferation, DNA damage, epigenetics, apoptosis, angiogenesis, metastasis, and current therapeutic approaches to cancer treatment.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

BIOL 340 - Marine Biology

Provides students with a comprehensive analysis of marine ecological processes and in-depth examination of the biology of marine organisms. Broad ecological concepts are emphasized in a survey of marine habitats ranging from the intertidal rocky shore to deep sea hydrothermal vents. The diversity of marine organisms is considered in the context of their physical and chemical environments, and their interspecific interactions. In addition, students deliberate on specific ways in which humans impact the marine environment, particularly focusing on the effects of climate change.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206 or GEOL 135
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 341 - Animal Behavior

Explores behavior patterns of both invertebrate and vertebrates with emphasis upon their ontogeny, evolution, and adaptive significance. Lecture topics include social organization, communication and sensory systems, molecular mechanisms behavior, and mating behavior. Laboratory exercises include observational and experimental studies of the behavior of diverse species.

Credits: 1.00
Corequisite: BIOL 341L
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 341E - Cognition, Behavior and Conservation of Marine Mammals (Extended Study)

This extended study course to the Florida Keys focuses on current theories, research, and methods in behavioral and cognitive studies of marine mammals, with an emphasis on bottle-nosed dolphins. Because animal behavioral research and conservation are intimately linked, the course also considers conservation issues relevant to marine organisms and their environment. The course includes hands-on and interactive experiences with the resident pod of dolphins at the Dolphin Research Center, as well as classroom seminars and workshops, live marine mammal demonstrations and observations, and discussions with expert trainers, researchers, and educators.

Credits: 0.50
Corequisite: None
Prerequisites: BIOL 341 or NEUR 385 or BIOL 385 or PSYC 385
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

BIOL 350 - Biophysics

An introduction to biological physics including a survey of topics such as diffusion, Brownian motion, non-Newtonian fluids, self-assembly, cooperativity, bioenergetics, and nerve impulses, as well as experimental techniques and analytical approaches. Students first develop the interdisciplinary knowledge needed to address biophysical questions. The course then focuses on the reading, presentation, and critique of current biophysics research literature. Although challenging in its breadth, this course is intended to be accessible to juniors and seniors majoring in physics, chemistry, or biology.

Credits: 1.00
Crosslisted: PHYS 350
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 161 and (PHYS 111 or PHYS 112 or PHYS 131 or PHYS 232 or PHYS 233) with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 351 - Topics in Advanced Cellular Physiology

The physiology of a cell is determined by a complex set of interactions between a large number of proteins. Cells, whether they are unicellular organisms or individual parts of a multicellular organism, need to respond to changing conditions. Students examine particular aspects of cellular physiology from the molecular, cellular, or biochemical perspective. The topic addressed will vary by semester and will utilize the current scientific literature to address questions raised by the topic.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 355 - Advanced Topics in Organismal Biology

Over the past few decades there has been increasing focus on multicellular organisms at the level of expression of genomes and interactions within and among cells. Recent advances in integration of scientific perspectives from across disciplines are leading to a renewed holistic approach to the study of organismal biology. In this course, the roles of organisms in environments, their functional and behavioral diversity, their evolutionary history, and their representation of physical and living systems are explored through historical and recent literature, case studies, and consideration of how the current growth in integrative science

influences our understanding of organismal ecology and evolution. Different groups of organisms are used to illustrate the history, current state of understanding, and emerging principles in the study of whole organisms.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 355L - Advanced Topics in Organismal Biology Lab

Corequisite to BIOL 355

Credits: 0.25
Corequisite: BIOL 355
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 356 - Developmental Biology

Examines fundamental processes in animal and plant development, including fertilization, the establishment of embryonic polarity, the determination of cell fate in the early embryo, and the mechanisms by which cells generate the specific organizational pattern of a developing embryo. Additionally, potential medical applications resulting from the study of developmental biology are considered. Emphasis is on understanding experimental systems (including sea urchins, fruit flies, frogs, and mice) and approaches (molecular genetics, biochemistry, and classical embryonic manipulations).

Credits: 1.00
Corequisite: BIOL 356L
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 356L - Developmental Biology Lab

Required corequisite to BIOL 356.

Credits: 0.25
Corequisite: BIOL 356
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 357L - Plant Evolution Lab

Required corequisite to BIOL 357 . Laboratory sessions provide hands-on experience in analyzing plant structures, using identification keys, and working with herbarium specimens.

Credits: 0.25
Corequisite: BIOL 357
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 361 - Biochemistry of Gene Expression

Provides students with an in-depth study of biological processes at the molecular level, focusing on topics such as the regulation of transcription, RNA processing, translation, DNA replication and recombination. Emphasis is on critical reading of the scientific literature and examining current experiments that lead us to our understanding of molecular processes.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206. Biochemistry majors require only BIOL 182 and should contact the instructor before registration.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 373 - Virology

Viruses infect every organism and are a fundamental driver of biologic processes. This course is an in-depth examination of the biology of viruses, focused on general virus replication strategies; specific viruses and their impacts on human health; and specialized topics in virology, including cancer virology, vaccines, and the use of viral vectors in biotechnology. Critical reading of the primary virological literature is an important element of the course.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 374 - Immunology

Provides an investigation of the molecular and cellular components of the vertebrate immune system, emphasizing human immunology. Investigates the general principles that govern different components of the immune system and integrates those principles to develop a broad understanding of immune function. Topics include the generation of immunologic memory, consequences of immune system malfunction, manipulation of the immune system to positively impact human health, and methods that facilitate investigation of new questions about immune system function.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 375 - Advanced Genetics

Provides students an in-depth study of modern genetics, focusing on topics that may include quantitative genetics, molecular genetics, medical genetics, conservation genetics or the applications of technology in genetics. Emphasis is on critical reading of the scientific literature and examining current experiments that lead us to our understanding of these topics. When offered, BIOL 375L is a required corequisite.

Credits: 1.00
Corequisite: None
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 375L - Advanced Genetics Lab

Required corequisite to BIOL 375. This laboratory is a semester-long investigative project in which students have some responsibility for experimental design.

Credits: 0.25
Corequisite: BIOL 375
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 384 - Neurophysiology

This seminar and laboratory course examines the physiology of the nervous system. Topics include ion channel structure and function, synaptic transmission, second messenger systems, neuromodulation, the

neurophysiological basis of behavior in "simple" animals, the evolution of neural circuits, the cellular basis of learning and memory, and the cellular basis of selected human nervous system diseases.

Credits: 1.00
Crosslisted: NEUR 384
Corequisite: None
Prerequisites: NEUR 201 or NEUR 202 or PSYC 275 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 385 - Neuroethology

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

Credits: 1.00
Crosslisted: NEUR 385 & PSYC 385
Corequisite: BIOL 385L
Prerequisites: NEUR 201 or PSYC 275 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Recommended: PSYC 309 or BIOL 320 (formerly BIOL 220) is recommended.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 385L - Neuroethology Lab

Required corequisite to BIOL 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

Credits: 0.25
Corequisite: BIOL 385
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 389 - Molecular Neurobiology

Examines the cell biology behind the functioning of the nervous system. Students explore how cells make fate decisions during neural development, how neurons elaborate the complex structures they take on, how they form and refine specific connections, and how these together allow the precise transmissions of complex signals. Students also examine the molecular pathways by which sensory systems transduce physical stimuli into electrochemical signals and integrate that information into the nervous system.

Credits: 1.00
Crosslisted: NEUR 389
Corequisite: None
Prerequisites: BIOL 182 and BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206 or NEUR 201 or NEUR 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 392 - Topics in Molecular Biosciences (NIH Study Group)

This classroom-based course will meet one day weekly. Students take turns leading a discussion summarizing the primary literature relating to each individual's research project. Each student also is required to write a summary of the literature presented by the other students in the course. Students are evaluated on the basis of their oral presentation, weekly summaries, and class participation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 393 - Study Group Research (Bethesda Biomedical Research Study group)

Together, this course and BIOL 493 comprise the research component of the study group experience in Bethesda. Students choose a research lab and spend a minimum of 30 hours each week engaged in a research project under the direction of a researcher at the National Institutes of Health. Projects are meaningful and authentic, pushing the frontier of science in some area of biomedical science.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 407 - Biology of Stem Cells

Multi-cellular plants and animals develop from totipotent stem cells that are capable of making every cell type within the organism and also preserving the information needed to make additional generations. In addition, stem cells within the body contribute cells to organs throughout life and can in many cases regenerate large amounts of tissue following damage. This course examines the biology behind stem cells, both embryonic and adult cells in plants and animals, focusing on the genes and pathways that make stem cells unique in their proliferative and differentiating capacity. Additionally, this course explores the basis for regeneration, including both stem cells and cellular dedifferentiation, and examines what may limit regeneration in certain systems where it does not occur. It also explores what happens when tight control over cell proliferation and differentiation is disrupted, leading to cancer.

Credits: 1.00
Corequisite: BIOL 407L
Prerequisites: BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 407L - Biology of Stem Cells Lab

Required corequisite to BIOL 407.

Credits: 0.25
Corequisite: BIOL 407
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 474 - Global Health Epidemiology

This research tutorial provides students the opportunity to plan, conduct, and present original research in the area of global health and infectious disease epidemiology. Projects involve investigations in the field, laboratory, and/or data analysis. Potential topics for projects include mapping neglected tropical disease (specifically soil transmitted helminths parasite), and their impact on maternal and child health. In addition the role of H. pylori infection in extra-gastroduodenal diseases in general, in child growth development, anemia and allergic disorders in particular will be investigated in this research tutorial laboratory.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 475 - Molecular Analysis of Development

This research tutorial investigates the molecular mechanisms that regulate development in the nematode C. elegans. With the help of the instructor, students design and implement experiments that utilize genetic, molecular, and microscopic techniques to understand how small RNAs, called microRNAs, and the proteins that control their expression regulate development.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 476 - Investigations in Biodiversity, Community, and Ecosystem Ecology

Research in the lab centers on the causes of species richness patterns and how perturbations (climate change) affect those patterns. Research projects often apply the lens of climate change (e.g., biodiversity loss, global warming, increased carbon dioxide, pollution) and test explicit hypotheses on plant, community, and ecosystem responses (i.e., N deposition, fire frequency) to perturbations. Students have the opportunity to use cutting-edge laboratory, computer, and field-based methods (e.g., mass spectrometry, ecophylogenetics, carbon dioxide flux) to address these questions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

BIOL 477 - Molecular Control of Neural Development

This research tutorial explores the molecular and cellular basis of the development and growth of the nervous system. With the guidance of the instructor, students design and carry out an experimental plan that applies techniques from molecular biology and cell biology to open questions in developmental neurobiology. Potential topics include signaling pathways that control neural stem cells, neural plasticity, and control of regeneration following damage.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 478 - Animal Systematics & Phylogeny

This research tutorial exposes students to the theory and practice of systematics and their application to the study of animal ecology, evolution and diversity. Topics include population genetics of marine and terrestrial invertebrates, biogeography of deep-sea hot vent animals, the spread of invasive species, and the biodiversity of threatened ecosystems. In the laboratory, students pursue independent research projects using molecular techniques, and phylogenetic analytical methods.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 479 - Investigations in Evolutionary Ecology

Evolutionary ecology is the study of how ecological interactions among organisms (e.g., pollination, predation, competition, etc.) influence evolutionary change. With the guidance of the instructor, individual students or small teams test novel hypotheses in evolutionary ecology using field and/or laboratory research methods. Projects usually fall under the umbrella of plant-animal interactions, evolutionary genetics, the maintenance of variation in natural populations, or disease ecology.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 480 - Cell Cycle Regulation

In a normal eukaryotic cell cycle, the chromosomal DNA and the centrosome of a cell are replicated once, and only once, during S phase to ensure that each daughter cell receives exactly one complement of genomic material and centrosomes. In this research tutorial, students use cellular and molecular techniques to understand the mechanisms underlying this complex phenomenon. Specifically, they investigate mechanisms through which transcription factors regulate genomic stability, normal centrosome duplication, cellular senescence, autophagy, and DNA repair.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 481 - Investigations in Computational Biology

Quantitative techniques have become a crucial tool in recent years for analyzing biological systems, a field which has been flooded with highly detailed experimental data due to new advanced data acquisition techniques in the biological sciences. This interdisciplinary research tutorial explores the analysis of biological systems using quantitative approaches such as mathematical modeling, statistical learning, and computer programming. The research themes include (but are not limited to) mathematical modeling of key biological systems including human circadian clock, as well as analysis of human diseases using genomic datasets and machine learning.

Credits: 1.00
Crosslisted: MATH 481
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 482 - Adaptation to Environment

This laboratory-based, research-oriented course examines the molecular and cellular mechanisms that enable animals to withstand a variety of environmental conditions. Students design, implement, and report on their own original research using various approaches, from classical physiology and biochemistry to modern molecular biology.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 483 - Investigating the Microbiome

Microorganisms, including both prokaryotic and eukaryotic microbes, can be found in nearly every environment on earth, from oceans to soils and from plant roots to the mammalian gut. The "microbiome" describes the total of all of the microbes (and their genes) found within a particular environment, and the composition and activity of the microbiome contributes greatly to the health and function of that environment. Students examine the composition of specific microbiomes to better understand the function of microbial communities and how the environment can impact their composition and activity. Students use molecular techniques and bioinformatics to identify the microorganisms found in an environment and to explore the function of the microbes within the microbiome.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 484 - Cell Responses-Viral Infect

This research tutorial examines the mechanism and regulation of cellular gene expression in response to infection by mammalian reovirus. Students address these questions by conducting independent laboratory research projects using biochemical, molecular biological, and cell biological approaches.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 485 - Experimental Animal Behavior

This research tutorial explores issues, methodology, and experimental designs in fields associated with animal and human behavior including molecular ecology, behavioral ecology, conservation biology, and behavioral genetics of social insects and humans. Research can involve both field and laboratory work.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 486 - Prokaryotic Molecular Genetics

This research tutorial allows students to learn a variety of molecular genetic and bioinformatic techniques to address questions of how genetic variation affects function in prokaryotic organisms. With the guidance of the instructor, students design projects to address questions on DNA repair mechanisms and gene expression in bacteria.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 488 - Investigations in Terrestrial Ecology

This research tutorial provides students the opportunity to plan, conduct, and present original research in terrestrial ecology. Projects involve investigations in the field, laboratory, or both. Students focus on a particular species or group of species according to interest and feasibility. Potential topics for projects include invasive species, acid deposition, and competition among similar species. Emphasis is placed on the application of ecological, behavioral, and physiological principles to understanding the abundance and distribution of species in real landscapes.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 489 - Plant Physiological Ecology

This research tutorial uses plants to investigate the relationships between internal events (physiology) and external events (ecology) by combining current readings from the primary scientific literature with laboratory and field experiments. Topics include energetics, reproductive strategies, and seed dormancy and germination. The goal is completion of a project suitable for publication in a scientific journal. Students learn how to search literature, critique articles, design experiments, collect and analyze data, and present information in manuscript form to submit for publication.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

BIOL 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

BIOL 493 - Study Group Research (NIH Study group)

Together, BIOL 393 and this course comprise the research component of the study group experience in Bethesda. Students choose a research lab and spend a minimum of 30 hours each week engaged in a research project under the direction of a researcher at the National Institutes of Health. Projects are meaningful and authentic, pushing the frontier of science in some area of biomedical science.

Credits: 1.00
Corequisite: BIOL 393
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

CHEM 100 - The Chemistry of Altered and Natural Environments

An introduction to chemical principles as they are applied to environmental issues. Students learn the chemistry behind some of the most pressing modern environmental challenges and how chemistry has been used to address past problems. Topics covered include air and water chemistry, as well as energy production and climate. Designed for students interested in environmental science and environmental studies. There is no prior chemical knowledge expected and there are no prerequisites. Not part of, and cannot be taken after, the CHEM 101/102 sequence of general chemistry.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who have already taken or received credit for CHEM 101/102 or CHEM 111 are ineligible for CHEM 100. Students who have taken CHEM 100 may take CHEM 101/102.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 101 - General Chemistry I

The first half of a two-term sequence that introduces chemical principles that apply to all areas of chemistry. This course deals with molecular and reaction stoichiometry, gases, the first law of thermodynamics, the electronic structure of atoms, the periodic table, chemical bonding, and molecular geometry.

Credits: 1.00
Corequisite: CHEM 101L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 101L - General Chemistry I Lab

Required corequisite to CHEM 101.

Credits: 0.25
Corequisite: CHEM 101
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 102 - General Chemistry II

The second half of a two-term sequence that introduces principles applicable to all areas of chemistry. Covers condensed phases, chemical kinetics, equilibria, acids and bases, electrochemistry, the second law of thermodynamics, free energy, and the spontaneous evolution of chemical systems. Additional topics may include nuclear chemistry and transition-metal complexes.

Credits: 1.00
Corequisite: CHEM 102L
Prerequisites: CHEM 101 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 102L - General Chemistry II Lab

Required corequisite to CHEM 102.

Credits: 0.25
Corequisite: CHEM 102
Prerequisites: CHEM 101 or CHEM 101L
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 111 - Chemical Principles

A one-term course designed for the well-prepared first-year student. CHEM 111 covers many of the same fundamentals covered in CHEM 101 and 102, but treats those ideas in greater depth. Enrollment requires a score of 4 or 5 on the AP exam, an A or B on A-level exam in chemistry, a score of 6 or 7 on the higher level IB chemistry exam, or a 650 or higher on the SAT II Chemistry Exam. Students enrolled in CHEM 111 who meet the standards by the AP exam may receive only one advanced placement credit for CHEM 100. CHEM 111 (or CHEM 101-102) serves as a prerequisite for CHEM 263 - Organic Chemistry I, or CHEM 333 - Physical Chemistry I.

Credits: 1.00
When Offered: Fall semester only

Corequisite: CHEM 111L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only first-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 111L - Chemical Principles Lab

Required corequisite to CHEM 111.

Credits: 0.25
When Offered: Fall semester only

Corequisite: CHEM 111
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 212 - Inorganic Chemistry

An introduction to structure, bonding, and reactivity across the periodic table. Students begin by comparing the valence-bond and molecular-orbital models of bonding for small covalent compounds. Then these models are expanded in order to examine bonding and structure of transition-metal complexes as well as the corresponding properties and solution-phase reactivity of these species. Finally the solid state is explored, focusing on how bonding in ionic compounds, metals, and network-covalent compounds affects their behavior as materials. Additional topics include the use of physical methods such as spectroscopy and crystallography to elucidate elements of structure and reactivity.

Credits: 1.00
When Offered: Spring semester only

Corequisite: CHEM 212L
Prerequisites: CHEM 102 (may be taken concurrently) or CHEM 111
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 212L - Inorganic Chemistry Lab

Required corequisite to CHEM 212.

Credits: 0.25
When Offered: Spring semester only

Corequisite: CHEM 212
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 214 - Inorganic Chemistry

An introduction to structure, bonding, and reactivity across the periodic table. The course begins by comparing the valence-bond and molecular-orbital models of bonding for small covalent compounds. Then, the solid state is explored, focusing on how bonding in ionic compounds, metals, and network-covalent compounds affects their behavior as materials. Additional topics include bonding in transition-metal complexes, reactivity in solution, and the use of physical methods such as spectroscopy and crystallography to elucidate elements of structure and reactivity.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 102 or CHEM 111
Major/Minor Restrictions: None
Class Restriction: No first-year, sophomore
Restrictions: Limited to juniors and seniors who have not taken CHEM 212
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 263 - Organic Chemistry I

Structure, bonding, and properties of organic molecules; reactivity of organic molecules as exemplified by substitution and elimination reactions involving alkyl halides, alcohols, ethers and related functional groups, and addition reactions of alkenes and alkynes, including addition polymers; and characterization of organic molecules by spectroscopy.

Credits: 1.00
When Offered: Fall semester only

Corequisite: CHEM 263L
Prerequisites: CHEM 102 or CHEM 111 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 263L - Organic Chemistry I Lab

Required corequisite to CHEM 263 . This laboratory affords hands-on experience in the synthesis, purification, and characterization of representative organic compounds using modern analytical instrumentation.

Credits: 0.25
When Offered: Fall semester only

Corequisite: CHEM 263
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 264 - Organic Chemistry II

Further study of structure, bonding, properties, and reactivity of organic molecules extended to conjugated molecules, aromatic compounds, carbonyl containing functional groups, and amines; application of a knowledge of organic reactivity to the planning of synthesis of organic compounds, including condensation polymers; characterization of organic molecules by spectroscopy; and consideration of biologically relevant organic molecules such as carbohydrates, amino acids, proteins, nucleic acids, and lipids.

Credits: 1.00
When Offered: Spring semester only

Corequisite: CHEM 264L
Prerequisites: CHEM 263 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 264L - Organic Chemistry II Lab

Required corequisite to CHEM 264. This laboratory affords hands-on experience in the synthesis, purification, and characterization of representative organic compounds. Students are also exposed to the use of modern analytical instrumentation.

Credits: 0.25
When Offered: Spring semester only

Corequisite: CHEM 264
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 333 - Physical Chemistry I

Introduction to quantum mechanics, fundamentals of chemical bonding, spectroscopy and methods of molecular structure determination, statistical thermodynamics, and miscellaneous topics.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: (CHEM 102 or CHEM 111) and (PHYS 111 or PHYS 232) and (MATH 112 or MATH 162) PHYS 111 may be taken concurrently with instructor permission.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 334 - Physical Chemistry II

Fundamentals of physical chemistry, particularly those most commonly applied in related fields such as organic, biological, and geological chemistry: classical thermodynamics of ideal and real systems, electrochemistry, and chemical kinetics.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 333
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 336 - Physical Chem-Life Sciences

This physical chemistry course is designed for students interested in majoring in biochemistry or biology. The topics discussed include thermodynamics, chemical kinetics, electrochemistry, quantum chemistry, chemical bonding, and spectroscopy. The course introduces the basic concepts of physical chemistry within the context of biological systems and emphasizes how physical chemistry provides insight into modern

biochemical and biological problems.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 263 and MATH 162 and (PHYS 112 or PHYS 121 or PHYS 232)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 353 - Proteins and Nucleic Acids

A survey of biological polymers and of the physical and chemical methods of biopolymer research. Focuses on amino acids; protein structure; the function of proteins as cell structural materials and catalysts; and the structure, function, and chemistry of nucleic acids.

Credits: 1.00
Corequisite: None
Prerequisites: CHEM 264 with a grade of C- or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 371 - Instrumental Methods

An introduction to the theory, practice, and applications of modern instrumental methods of chemical analysis. The theoretical background and principles of operation of modern chemical research instrumentation are examined.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: CHEM 263 (may be taken concurrently)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

CHEM 381 - Practical Quantitative Analysis

This half-semester integrated laboratory course involves experiments that emphasize the calibration, operation, and application of analytical instruments to real-world samples. Students solve quantitative problems from the fields of food, environmental, and medicinal chemistry.

Credits: 0.25

When Offered: Fall semester only

Corequisite: None
Prerequisites: CHEM 371 (may be taken concurrently)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 382 - Molecular Spectroscopy

This half-semester laboratory-based course explores the relationship between a molecule's structure and its discrete energy levels. Students measure these energy levels through a variety of spectroscopies including infrared absorption, ultraviolet-visible absorption, fluorescence, Raman scattering, and NMR.

Credits: 0.25
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 333 or CHEM 336
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 384 - Molecular Dynamics

This half-semester laboratory-based course explores the effect of molecular motion and intermolecular forces on both the microscopic and bulk properties of matters. The topics investigated include viscosity, surface tension, isomerization kinetics, and relaxation phenomena.

Credits: 0.25
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 334 or CHEM 336 (may be taken concurrently)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 385 - Biophysical Chemistry Methods

This half-semester integrated laboratory course is designed to be an introduction to modern methods of biophysical chemistry and a bridge to independent research in biological chemistry. This course includes techniques of protein purification from heterologous overexpression or natural sources. This course also focuses on modern methods of protein characterization, including electrophoresis, spectroscopy, enzyme kinetics, dynamic light scattering, and/or X-ray crystallography.

Credits: 0.25
Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 387 - Special Topics: Structure and Analysis

This half-semester integrated laboratory course offers an in-depth study of quantitative and structural analysis. Students complete an independent project employing techniques that may include advanced NMR (selective decoupling, variable-temperature, NOESY), mass spectrometry including MALDI and MS/MS, chromatographic separations, cyclic voltammetry, and small molecule X-ray crystallography.

Credits: 0.25
When Offered: Fall semester only

Corequisite: None
Prerequisites: CHEM 264 (may be taken concurrently with instructor permission)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHEM 413 - Molecular Symmetry

This half-semester course provides an introduction to the use of group theory to describe the symmetry of molecules, and to aid in understanding their structure, bonding, and spectroscopy. The focus is on small molecules in the main group and transition-metal complexes.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 212 or CHEM 214

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 415 - Organometallic Chemistry

This half-semester course is a survey of the organometallic chemistry of the transition elements, focusing on synthesis, bonding, structure, elementary reactions, and application to homogenous catalysis.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 263
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 431 - Molecular Modeling/Simulation

This half-semester course introduces modern simulation techniques in computational chemistry, divided into the areas of theoretical chemistry, molecular modeling, and computational chemistry. Topics may include a focus on *ab initio* calculations such as Hartree Fock theory and configuration interaction, density functional theory, and classical molecular dynamics. Students learn the underlying theory of these methods at a basic level while also getting hands-on experience using computational software.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 333 or CHEM 336
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 440 - Materials Chemistry

This half-semester course builds on the foundational background of solid materials from general and inorganic chemistry with a thorough description of the structure and properties of extended solids, surfaces, and nano-materials. Students will cover synthetic and physical techniques used to prepare and characterize solids and the properties that make solid materials useful. Students will consider the bonding and electronic, magnetic, and optical properties of solids in detail. Students will focus on materials with significant societal importance, including materials for renewable energy, energy storage, and for creating a sustainable society.

Credits: 0.5

When Offered: Alternate Years

Corequisite: None
Prerequisites: CHEM 263
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 452 - Metabolic Chemistry

This half-semester course is dedicated to exploring the chemical themes and mechanisms of biological metabolism. Specifically, the metabolism of lipids, carbohydrates, amino acids, and nucleotides is investigated.

Credits: 0.50
When Offered: Fall semester only

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 454 - Bioenergetics

This half-semester biochemistry course covers the energy processes in living systems. The major focus of the course is mammalian biochemistry and cellular respiration in the mitochondria, but bacterial biochemistry and photosynthesis are also discussed.

Credits: 0.50
When Offered: Spring semester only

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 456 - Bioinorganic Chemistry

This half-semester course provides an introduction to the field of bioinorganic chemistry, a discipline at the interface of chemistry and biology. Topics and theoretical principles from coordination chemistry are applied to the study of metallo-enzymes and other systems involving metal ions. Emphasis is placed on mechanisms and structures in which metals play an essential role. Biological oxidation, nitrogen fixation, photosynthesis, DNA-metal complexes, and organomercury compounds are some of the examples that may be considered.

Credits: 0.50
Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 458 - Bioorganic Chemistry

This half-semester introduction to modern bioorganic chemistry surveys the chemical synthesis, reactivity, and characterization of nucleic acids, peptides, proteins, and carbohydrates. Emphasis is placed on the use of synthetic methods to model, probe, modify, and control biological systems. Case studies drawn from the current literature highlight recent advances in the field.

Credits: 0.5
Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 461 - Organic Reaction Mechanisms

In this half-semester course, a detailed study of organic reaction mechanisms is presented. Key mechanistic pathways are examined. Proposal of plausible mechanisms for organic reactions, experiments used to gain insight into reaction mechanisms, and the importance of mechanistic insight toward the practical application of organic reactions are considered. Classic organic reactions as well as recent examples from the primary literature are discussed.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 464 - Organic Synthesis

In this half-semester course, a detailed study of the synthesis of organic compounds is presented. Particular attention is given to functional group compatibility, diastereoselectivity and enantioselectivity, recent developments in organic reactions, as well as reaction catalysis. The primary literature is examined with an eye to better understand the design of the synthetic approach.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 468 - Medicinal Chemistry

In this half-semester course, the basic principles of the drug discovery process are explored. Topics include traditional and novel approaches, mode of action, quantitative structure activity relationships, absorption, distribution, metabolism, and inactivation of medicinal agents. In addition, major drug classes are presented along with specific case studies for each category.

Credits: 0.50
When Offered: Annually

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 477 - Environmental Chemistry

This half-semester course uses a firm grounding in chemistry to seek answers to the complex environmental questions faced by modern society. Students use the scientific literature, public data sets, chemical modeling, and/or field or laboratory experiments to explore a topic of interest such as energy production, pollution or natural cycles and their anthropogenic perturbations.

Credits: 0.50
When Offered: Alternate years

Corequisite: None
Prerequisites: CHEM 264
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 481 - Advanced Chemistry Research

Original research projects designed for student collaboration with faculty members to build on and consolidate the previous experiences in research, project design, use of modern instrumentation for data acquisition and analysis, problem solution, and oral and written communication of results. A minimum of

eight hours of laboratory work per week is required.

Credits: 0.50
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Chemistry, Biochemistry Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 482 - Advanced Chemistry Research

Original research projects designed for student collaboration with faculty members to build on and consolidate the previous experiences in research, project design, use of modern instrumentation for data acquisition and analysis, problem solution, and oral and written communication of results. A minimum of eight hours of laboratory work per week is required.

Credits: 0.50
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Chemistry, Biochemistry Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHEM 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

CHIN 121 - Elementary Chinese I

This introduction to modern standard Chinese emphasizes understanding and speaking, with practice in reading and writing approximately 300 characters in either simplified or traditional forms. It covers basic structural patterns and vocabulary needed for ordinary conversation as well as future development.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 122 - Elementary Chinese II

This introduction to modern standard Chinese emphasizes understanding and speaking, with practice in reading and writing approximately 300 characters in either simplified or traditional forms. It covers basic structural patterns and vocabulary needed for ordinary conversation as well as future development.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 195 - Elementary-Level Chinese Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 201 - Intermediate Chinese I

Offers continued training in Modern Standard Chinese, with emphasis on reading and writing skills. Grammar review is combined with introduction to variations in speech and writing. Recitation and conversation sessions, role-play, and skits reinforce listening and speaking ability. By the end of the year, students may expect to communicate in both speech and writing on everyday topics.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 202 - Intermediate Chinese II

Offers continued training in Modern Standard Chinese, with emphasis on reading and writing skills. Grammar review is combined with introduction to variations in speech and writing. Recitation and conversation sessions, role-play, and skits reinforce listening and speaking ability. By the end of the year, students may expect to communicate in both speech and writing on everyday topics.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 222 - China through Literature and Film

Offers an introduction to representative works of Chinese literature in English translation, as well as works of Chinese film with English subtitles. Specific focus and selections vary from year to year. Readings can include novels, short stories, poetry, and drama from the traditional and modern periods. Films, whether live-action, animated, or documentary, illuminate their historical periods and cultural contexts. No knowledge of Chinese is expected.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CHIN 225 - China and the West

Ever since antiquity, China and the West, specifically Europe, have been coming into contact with each other. The many meetings of the two sides took place either through actual encounters, or through cultural imagination that they had of each other or, as it was often the case, through both at the same time. That is, the two parts of the world in history not only have collided and exchanged for commercial, military, political and ideological purposes, but also have actively and persistently developed numerous perceptions and misperceptions of each other. Based mainly on primary texts evidencing China-West exchanges in history, students examine the impact and influence that the two had on each other, and at the same time exposes some of the understanding/images of the other formed and reformed during the many conflicts and coordination between China and the West. It is hoped that the reading and discussion in and out of class on these texts that include historical records, travelogues, religious writings, philosophical works, literature, political documents and other works will facilitate students' development of a new understanding of the relationship between China and the West.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

CHIN 266 - Visual China: Moving Pictures

Explores the visual culture of China by asking: How do we move through pictures, and how do pictures move us? To answer these questions, the course examines in depth a series of representative works, from traditional Chinese scroll painting to China's modern visual culture of image and word, including Jazz Age popular magazines, classic Shanghai film, woodcut prints, propaganda posters, and a range of comics genres, from pantomime to graphic novel. Students acquire skills in media interpretation while learning the cultural history of China. Taught in English.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 266E - Visual China: Moving Pictures (Extended Study)

Brings students into direct and interactive contact with the sites, works, and even some of the individual artists they have studied during the spring semester course, CHIN 266. Students travel in turn to Beijing, Shanghai, and Huangshan, with each location offering specific insights into the history and current practice of China's modern and contemporary visual culture.

Credits: 0.5
Corequisite: CHIN 266
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CHIN 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 292 - Chinese Language (Study Group)

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 122 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 295 - Intermediate-Level Chinese Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 299 - Chinese Medical Culture and Practice

Adopting interdisciplinary materials ranging from medicine, philosophy, science, engineering, history, art, and architecture, students look at Chinese understandings of health in relation to the Chinese world outlook and in comparison with the western counterpart. There are no prerequisites. Students with native knowledge of Chinese language are also encouraged to enroll.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

CHIN 303 - Films and Media

By focusing on film and media, coursework increases students' fluency in all aspects of Chinese language. Students improve listening and speaking skills through viewing and discussion of materials that can range from film and television shows to online videos and podcasts; they improve reading, writing, and narration skills through work with written scripts. Through discussion and essay assignments, they learn to express personal responses, thoughts, and feelings.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 202 or equivalent experience
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 304 - Readings in Social Issues

Through readings on developments in contemporary Chinese society, this course introduces students to the vocabulary and sentence structures specific to written Chinese. Exercises accompanying the readings and essay assignments help develop writing skills. The topics presented in the essays, such as women's issues, economics, family, and trends in popular culture, provide rich material for class discussion and improve the students' speaking, listening, and narration skills.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 202 or equivalent experience
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 392 - Chinese Language (Study Group)

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

CHIN 395 - Advanced-Level Chinese Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 405 - Reading Chinese Newspapers

Introduces the styles and conventions of Chinese newspaper language. Emphasis is on vocabulary expansion, forms, and structures that differ from everyday spoken Chinese, and tactics and skills for rapid reading. Aural-oral skills are reinforced through classroom discussions and supplementary materials.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 303 or CHIN 304 or equivalent experience
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 406 - Readings in Modern Literature

Designed to expand and consolidate students' aural and oral mastery of advanced vocabulary and grammatical patterns through the study of modern Chinese writers and their work. All readings are original works of literature (poetry, short fiction, familiar prose) written for Chinese readers.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 303 or CHIN 304 or equivalent experience
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 450 - Advanced Readings in Chinese Worldview

Using interdisciplinary materials in Chinese, in both print and other media, students explore Chinese understandings of the world and how humans relate to it and to one another. Both traditional and contemporary perspectives are explored. Class is conducted mostly in Chinese.

Credits: 1.00
Corequisite: None
Prerequisites: CHIN 405
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 481 - China in Transition (Study Group)

Focuses on topics central to social, economic, and political transitions in China, Taiwan, and Hong Kong, with a special emphasis on Shanghai. It adopts a culturally immersive, interdisciplinary approach to comprehending changing Chinese lifestyles from perspectives that may include consumer culture, gender, workplace relations, ethnic diversity, and the environment. The course typically includes a cultural immersion internship and is enriched by readings, video viewings, guest lectures, and discussion. The goal is to arrive at an understanding of contemporary issues in China through both analysis and experience.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 482 - Topics in Chinese Culture (Study Group)

Explores many of the topics introduced in its companion course, CHIN 481. Materials from literature, film, art, music, performance, and popular culture allow glimpses of the personal experience of people living through the changes and continuities discussed in CHIN 481, with an emphasis on cultural heritage and creative renovation of tradition. Guest lectures, readings, and discussion are enriched by culturally immersive field trips, visits to museums and temples, attendance at performances, and face-to-face meetings with scholars, artists, performers, and others. The course challenges students to develop sensitivity and imagination as well as understanding.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CHIN 492 - Chinese Language (Study Group)

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

CHIN 499 - Honors Project in Chinese

Students pursuing honors research enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 191 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: Variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 221 - Greek and Roman Epic

Beginning with the first poems in the Western tradition, students study the epic genre in all its distinctiveness and variety. Students explore the themes and ideology of epic, ranging from the heroic to the philosophical and didactic, and consider how the poet deals with fundamental questions: the nature of heroism, life and death, individual and community, mortals and immortals, memory, and the power of poetry. Students also examine the craft of the epic poet, uniquely situated between orality and writing. Authors studied include Homer, Hesiod, Apollonius, Lucretius, and Vergil.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

CLAS 222 - The Tragic and Comic Muse

Examines selected plays of the three great Greek tragedians—Aeschylus, Sophocles, and Euripides—and of the comedian Aristophanes. Focuses on the tragic view of human existence, questions of fate and the gods, and comedy's response. Other topics for discussion include the role of Athenian politics, religion, and sociology within the plays and the importance of the drama in Athenian life.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

CLAS 223 - Sports and Spectacles in Ancient Greece and Rome

The Olympic Games, gladiators, chariot racing: the sports and spectacles of ancient Greece and Rome still loom large in the modern imagination. The summer and winter Olympic and Paralympic games, for example, are staged at cities across the globe every four years, and NFL football players are routinely called "modern-day gladiators" and compete in annual Super Bowls designated by Roman Numerals. This course provides an interdisciplinary examination of the history and nature of sports and spectacles in the Greco-Roman world, from the legendary foundation of the Olympic Games in 776 BCE to the violent spectacles of the Roman Empire, and it compares the role of sports in Classical antiquity to the position they now occupy in contemporary society, with special focus on the revival of the Olympic Games in 1896 and the rise of televised, spectator sports in the 20th century.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 230 - Classical Mythology

Introduces students to the myths of the ancient world, focusing on those of the Greeks, Etruscans, and Romans, with consideration also of those of the Near East, south Asia, and northern Europe. Students not only acquire a thorough knowledge of the major myths surrounding both gods and heroes but also gain an appreciation of the variety of approaches to understanding and interpreting them, exploring questions of the universality, transferability, and common inheritance of myths across cultures. Readings are drawn from ancient texts and modern critical works.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 231 - Greek Religion

Introduces students to the development and diversity of Greek religious experiences from the Bronze Age to the Roman conquest. Through a variety of ancient sources (literary, epigraphical, archaeological, and architectural), students explore the gods, rituals, and beliefs of the ancient Greeks. Topics include the phenomenon of anthropomorphism; the connection between mythology and ritual; the status of the dead; the function of the sanctuary; the role of the priest and the seer; hero-worship; evidence for human sacrifice; ecstasy, madness, and possession; the place of religion within the Greek city-state; prayers, curses, and inherited guilt; festivals and spectacles; pollution-belief; Orphism; the rise of mystery religions; and the relationship between Olympian and chthonian religion.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 232 - Sexuality and Gender in Ancient Greece and Rome

Considers concepts of sexuality and gender in the Graeco-Roman world. It explores the portrayal of gender in classical mythology and examines the legal, economic, social, and religious positions of women and men as reflected in historical documents and the archaeological record. Special attention is given to comparing mythological images with the realities of people's lives in Greek and Roman society.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 233 - Greek Art

Surveys the pre-Hellenic, Archaic, Classical, and Hellenistic art and architecture of Greece with a special emphasis on the political, social, and religious contexts in which art was produced and how it reflects the ideas and concerns of the ancient Greeks, both individually and collectively.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 234 - Archaeology of Greece

An introduction to Minoan, Mycenaean, and Archaic and Classical Greek civilizations, including a survey of major sites and monuments. Attention is given to ways in which historical arguments are developed from the archaeological record.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 235 - Archaeology of Italy

An introduction to the archaeology of the Italian peninsula from earliest prehistoric to late imperial times, including the major sites and monuments of native Italic cultures, Greek and Phoenician colonization, Etruscan civilization, Rome, and Pompeii. Attention is given to the ways in which historical arguments are developed from the archaeological record.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 236 - Greek History I: From the Bronze Age to the Death of Socrates

Provides an overview of political, economic, social, religious, and intellectual developments in the Greek world from the Bronze Age to the death of Socrates. The aim is to gain familiarity not only with a general narrative of archaic and Classical Greek history but also with the materials (archaeological, numismatic, epigraphical, artistic, literary, and historiographical) from which we build such a narrative as well as with the

problems inherent in such an enterprise. A primary goal in this course is to situate the Greeks in a wider context, exploring their interactions with other peoples of the Mediterranean and Middle East and working to illuminate the pathways and networks along which structures, ideologies, artifacts, and technologies moved from East to West and then from West to East.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: May be taken for history major credit.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 237 - Roman History I: The Roman Republic

Provides an overview of the history of Rome from its foundation in the eighth century BCE, though its conquest of Italy and rise as a Mediterranean power, to its transition from Republic to Principate under the rule of Augustus. The aim is to gain familiarity not only with a general narrative of the history of the Roman Republic but also with the materials (literary, historiographical, artistic, archaeological, epigraphical, and numismatic) from which we build such a narrative. Two questions are central to the exploration: (1) How did the Romans grow from a small village in central Italy into one of the largest empires the world has ever known, encompassing some 60 million people and stretching from Spain to Syria, from Egypt to England? and (2) How did the Romans themselves understand this growth? Rome is the focus, but students shall also situate the Romans in a wider Mediterranean context, examining their interactions with e.g. Etruscans, Greeks, Carthaginians, Egyptians, Gauls, and Parthians.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Recommended: May be taken for history major credit.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 238 - Greek History II: From Alexander to Actium

Surveys political, economic, social, religious, and intellectual developments in the Greek world from the rise of the kingdom of Macedon in the middle of the fourth century BCE to Rome's final conquest of East over 300 years later. Through a variety of ancient sources (literary, historiographical, artistic, epigraphical, and archaeological), students investigate how the Greek city-states fell to the Macedonians, to the kingdoms that emerged in Asia Minor, the Near East, and Central Asia in the wake of Alexander the Great, and finally to the Romans. Special attention is given to the life and career of Alexander the Great; the formation and operation of the Ptolemaic, Seleucid, and Antigonid kingdoms; the nature of Hellenistic kingship; Greco-Macedonian colonization and the "Hellenization" of the East; post-Classical developments in art, literature, philosophy, and religious expression; and the nature of Roman imperialism. This course chronologically follows but does not require prior completion of CLAS 236 (Greek History I: From the Bronze Age to the Death of Socrates).

Credits: 1

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

CLAS 239 - Roman History II: The Roman Empire

Provides an overview of Roman history from Augustus's foundation of the Principate in 27 BCE to the collapse of the monarchy some 500 years later. Through a variety of ancient sources (historiographical, literary, epigraphic, artistic, and archaeological), students explore the changing role of the Roman Emperor, the challenges inherent in ruling so extensive and diverse an empire, and the reasons why this rule deteriorated. Other topics include Roman religious expressions (from the imperial cult to Mithraism and Christianity); tensions between state and society and between personal and institutional power; sport and spectacle; and the development of the Roman military. Students also have the opportunity to survey modern approaches to the problem of Rome's fall, with particular attention to Gibbon's Decline and Fall. This course chronologically follows but does not require prior completion of CLAS 237 (Roman History I: The Roman Republic).

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

CLAS 250 - The Ancient Roman City

Private and public life in the urban centers of Roman Italy forms the focus of this course. It traces the history of the city of Rome, with all of its political, economic, social, and religious institutions, from its origins in the 8th century BC to the end of the Roman Empire in the 4th century CE. Students acquire a foundational knowledge of the political and social history of Rome while discussing many of the ancient written sources that have a bearing on the subject of the private and public lives of Romans. Readings include Virgil, Livy, Tacitus, Juvenal, Petronius, Pliny the Younger, and Suetonius. Through the different approaches of archaeological, epigraphical, art-historical, topographical, environmental, and historical studies, students explore the material culture of the ancient Roman city. Emphasis is placed on Rome, the capital itself, and the prosperous towns on the Bay of Naples, Herculaneum and Pompeii, which were destroyed by the eruption of Vesuvius in 79 CE.

Credits: 1.00
Prerequisites: LATN 122 or LATN 123 or LATN 201 or LATN 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 250E - The Ancient Roman City (Extended Study)

Through direct study of the material culture of Rome and the towns of Pompeii and Herculaneum, the course investigates what life was like for men, women, and children of every socio-economic class: from the grandiose villas and urban palaces to the physical spaces where Roman urban life developed and made its fundamental contribution to western civilization.

Credits: 0.50
Corequisite: CLAS 250
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CLAS 251 - The Ancient Greek City

Provides an introduction to the history of ancient Greece and development of the Greek city-state, or polis, with a special focus on Athens. Students learn about the importance of the study of material remains for tracing the rise of Bronze Age and later Iron Age centers. Through a combined study of literary and historical texts, archaeology, and epigraphy, students gain an understanding of the social, political, economic, and religious institutions that shaped the ancient Greek city-state and provided a foundation for many later developments of western civilization. An interdisciplinary approach is applied to exploring the structures that defined the identity of the individual within a single polity as well as within the broader Pan-Hellenic context.

Credits: 1.00
Prerequisites: GREK 122 or GREK 201 or GREK 300
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 251E - The Ancient Greek City (Extended Study)

The extended study introduces students at first hand to the physical settings where Greek urban life developed and made its fundamental contribution to western civilization. During the three weeks that students are based in Athens, they observe and interpret the evidence that material culture provides for understanding the social, political, and religious institutions that shaped the ancient Greek city-state, a subject that they have studied on-campus in the course CLAS 251. The extended study places special emphasis on how material culture illuminates the ways in which these varied institutions defined the identity of an individual within the ancient Greek city and in a broader Pan-Hellenic context.

Credits: 0.50
Corequisite: CLAS 251
Prerequisites: GREK 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CLAS 253 - Excavating Ancient Greeks and Romans in Southern Italy

The voyage of Odysseus is a mythic reflection of the exploration of the western Mediterranean that gathered full momentum in the 9th c. BCE, as both Phoenicians and Greeks plied new trade routes in search of metals and founded settlements in search of arable land. The Greek foundations in southern Italy and Sicily grew to be among the most wealthy and powerful centers of the classical world and, in turn, had a profound influence on the burgeoning city of Rome. Focuses on how the interdisciplinary field of archaeology has illuminated much of the history of the Greeks in Italy and their relationship with native Italic populations.

Credits: 1
Corequisite: CLAS 253E
Prerequisites: GREK 121 (or higher level GREK course) or LATN 122 or LATN 123
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

CLAS 253E - Excavating Ancient Greeks and Romans in Southern Italy (Extended Study)

This extended study allows students to approach the history and achievements of the western Greeks through direct examination of physical settings and material culture. Students first travel to several of the main archaeological sites in Sicily and southern Italy that they have studied in the spring semester seminar, CLAS 253, and then participate in archaeological excavations that lie in the shadow of some of the most impressive temples built by the ancient Greeks at Paestum.

Credits: 0.5
Corequisite: CLAS 253
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CLAS 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 301 - The Age of Augustus

Offers an introduction to the history, literature, and culture of the Augustan Age (31 bce–14 ce), a period of profound political and societal change that witnessed the emergence of the Roman empire and a nominal

"Golden Age" of stability and prosperity after years of civil war. Through a variety of texts (including inscriptions, poetry, and history), as well as archeological, architectural, and numismatic evidence, students explore the means by which Augustus reformed and reimagined Rome and the diverse responses and reactions that Romans had to these reforms.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

CLAS 310 - Topics in the Study of the Ancient Mediterranean World

Integrates literary, historical, artistic, and archaeological approaches in order to explore the complex interconnections between the different populations that inhabited the lands surrounding the Mediterranean Sea. Students work closely with their professor and classmates to investigate a specific topic within the field of classical studies. Their efforts culminate in the production of a significant piece of work, be it a research paper, website, blog, student conference, or archival exhibition and catalog. The topic of the seminar varies depending on the expertise of the professor and interests of the students.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 326 - From Cyrus the Great to Alexander the Great: The Persian Empire and the Greeks

When the Persian king Darius attacked Greek lands in 490 BCE, the empire over which he ruled was the largest the world had ever seen: it stretched from the Danube River to the Indus, from the Red to Aral Seas. To the Greeks, the Persians were both fearsome and fascinating, the "other" against whom they fought but also defined themselves as Greeks, and the possessors of untold riches, unseen wonders, and unbelievable marvels. Students gain familiarity not only with a general narrative of Greco-Persian history but also with the various materials (archaeological, epigraphical, and literary) from which such a narrative is built. Through close examination of diverse sources (including Persian royal inscriptions, Greek historiography and tragedy, the Hebrew Bible, and medieval Persian epic, students work to understand how contact between these two distinct yet complementary cultures in antiquity has shaped discourse about the opposition between East and West up to the present day.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

CLAS 365E - Freedom, Tyranny, and Philosophy in the Ancient Mediterranean (Extended Study)

This three-week extended study course aims to acquaint students with the geography, topography, and material culture of ancient Greece, southern Italy, and Rome; with the concepts and vocabularies of ancient political thought (in particular binaries such as freedom and tyranny, democracy and empire, republic and monarchy, citizenship and authority); and with the deep continuity between Greco-Roman political theory and ancient (as well as much contemporary) philosophical thought about ethics and human psychology.

Credits: Variable
Corequisite: None
Prerequisites: PHIL 301 or CLAS 236 or GREK 121 or LATN 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CLAS 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 401 - Senior Seminar in the Classics

This senior seminar focuses on proficiency in Greek and/or Latin, on competence in conducting research in classical studies, and on developing an understanding of and appreciation for the reception of classical literature and art.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 490 - Honors

Independent study, open to candidates for honors.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

CLAS 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

COSC 101 - Introduction for Computing I

An introduction to computer science through the study of programming utilizing the programming language Python. Topics include program control, modular design, recursion, fundamental data structures including lists and maps, and a variety of problem-solving techniques.

Credits: 1.00
Corequisite: COSC 101L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Recommended: Recommended for students in all disciplines who desire a rigorous introduction to computers and programming.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 101L - Introduction for Computing I Lab

A weekly two-hour laboratory provides the opportunity to develop programming and design skills. Required corequisite to COSC 101.

Credits: 0.25
Corequisite: COSC 101
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 102 - Intro to Computing II

A continuation of COSC 101 and the first course in the major. Develops advanced programming topics such as abstract data types and algorithms and their analyses. Abstract data structures may include lists, stacks, queues, and maps. The concepts of information hiding, data abstraction, and modular design are emphasized. Object-oriented programming is used throughout.

Credits: 1.00
Corequisite: COSC 102L
Prerequisites: COSC 101 or equivalent programming experience.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 102L - Introduction for Computing II Lab

Required corequisite to COSC 102. This weekly two-hour laboratory includes the design and implementation of programs that illustrate the topics of the course.

Credits: 0.25
Corequisite: COSC 102
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 140 - Developing Web Applications

The goal of this course is to introduce students to how modern web applications are designed and created. Through lecture, discussion, and programming assignments, student learn programming constructs in Python, including variables and types, control flow, objects and classes; web front-end technologies such as HTML and CSS; and the Django web application framework. In addition to core software engineering and design topics, this course considers issues related to accessibility, sensitivity to culture and locale, and security and privacy. No prior programming experience is required. This course does not count toward the major.

Credits: 1.00
Corequisite: COSC 140L
Prerequisites: None
Major/Minor Restrictions: Only Computer Science/Mathematics, Computer Science Majors and Minors
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 140L - Developing Web Applications Lab

Required corequisite to COSC 140. A weekly two-hour laboratory provides the opportunity to develop practical programming and design skills.

Credits: 0.25
Corequisite: COSC 140
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 201 - Computer Organization

A study of the fundamental concepts of computer architecture. Topics include the representation of information, components of the computer and how they interact, microarchitecture and microprogramming, conventional machine and assembly language, and advanced architectures. Several types of computer design are reviewed; an ARM architecture is the subject of detailed study.

Credits: 1.00
Corequisite: COSC 201L
Prerequisites: COSC 102
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 201L - Computer Organization Lab

Required corequisite to COSC 201. The laboratory is used to examine how different components of a computer's architecture can affect its performance.

Credits: 0.25
Corequisite: COSC 201
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 202 - Data Structures and Algorithms

Introduces foundational methods in the design and analysis of information-processing and problem-solving techniques. Asymptotic time and space complexity are used as an evaluation framework throughout. Data structures include maps, trees, and heaps. Algorithmic approaches include greedy, divide-and-conquer, dynamic programming, and dealing with intractability. Graphs are used extensively, and important graph problems and their algorithms are examined closely.

Credits: 1
Corequisite: COSC 202L
Prerequisites: COSC 102 (Juniors and Seniors must also be declared majors or minors to register)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 202L - Data Structures and Algorithms Lab

A weekly two-hour laboratory in which students develop and practice skills for algorithmic reasoning, design, and analysis and improve mathematical and technical writing through a variety of collaborative exercises. Required corequisite to COSC 202.

Credits: 0.25
Corequisite: COSC 202
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 204 - Computing and Society

Students attempt to understand and navigate the increasingly complex ethical landscape of issues embedded into and surrounding computer science. Along the way, students discover why ethics is an essential component of computer science and how historical and current power dynamics continue to shape ethical decision making in computing. Finally, students explore the responsibilities we have to our communities both as professional and citizen computer scientists.

Credits: 1.0
Corequisite: None
Prerequisites: COSC 102
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 208 - Introduction to Computer Systems

A study of the hardware and software infrastructure computer applications depend on. Topics include the C programming language, data storage and representation, hardware organization, assembly, storage devices, operating systems, and concurrency.

Credits: 1
Corequisite: COSC 208L
Prerequisites: COSC 102 (Juniors and Seniors must also be declared majors and minors to register)
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 208L - Introduction to Computer Systems Lab

A weekly two-hour laboratory that focuses on the design, implementation, and analysis of computer systems and the applications that depend on them. Required corequisite to COSC 208.

Credits: 0.25
Corequisite: COSC 208
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 215 - Software Analysis and Testing

No robust code can be written without employing the quintessential skills of software analysis and testing. Moreover, these skills are required by the profession, both as a software developer and tester. Coursework is designed to move our students' knowledge, understanding and practical skills from haphazard software testing and limited code analysis towards learning about and meeting the real world standards. It both teaches established methods of software analysis and testing, and how to apply them to real world software.

Credits: 1.0
Corequisite: COSC 215L
Prerequisites: COSC 102 (Seniors must also be declared majors or minors to register)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 215L - Software Analysis and Testing Lab

A weekly two-hour laboratory that focuses on the analysis, design and implementation of automated testing of real world software. Required corequisite to COSC 215.

Credits: 0.25
Corequisite: COSC 215
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 255 - Gadgets and Gizmos: the Hardware/Software Interface

An introduction to programming and prototyping at the hardware-software interface. Topics may include electronic circuit prototyping, event-driven programming, real-time programming, environmental sensors and actuators, field-programmable gate arrays, printed circuit board layout design, cloud-based coordination, energy consumption and efficiency, control algorithms, reinforcement learning, IoT security, and usability testing. Emphasis is on hands-on hardware development on platforms ranging from 8-pin microcontrollers to Arduino and Raspberry Pi single board computers.

Credits: 1.0
Corequisite: COSC 255L
Prerequisites: COSC 102
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: COSC 203

COSC 255L - Gadgets and Gizmos: the Hardware/Software Interface Lab

Required corequisite for COSC 255. Students work collaboratively to build embedded systems and practice implementing course concepts.

Credits: .25
Corequisite: COSC 255
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 290 - Discrete Structures

Introduces discrete computational structures, methods, and concepts utilized throughout computer science. Topics include elementary knowledge of probability, linear algebra, graph theory, and number theory, as well as proof techniques such as induction and contradiction.

Credits: 1.00
Corequisite: COSC 290L
Prerequisites: COSC 102 (Juniors and Seniors must also be declared majors and minors to register)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 290L - Discrete Structures Lab

Required corequisite to COSC 290.

Credits: 0.25
Corequisite: COSC 290

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course may not count toward the major or the minor in Computer Science.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 301 - Operating Systems

Introduces students to the study of operating systems. Topics include the hardware/software interface, scheduling, resource allocation, memory and storage management, thread synchronization, the scope and nature of services provided to applications, and system performance evaluation.

Credits: 1.00
Corequisite: COSC 301L
Prerequisites: COSC 208
Major/Minor Restrictions: Only Computer Science/Mathematics, Computer Science Majors and Minors
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 301L - Operating Systems Lab

Required corequisite to COSC 301.

Credits: 0.25
Corequisite: COSC 301
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 304 - Theory of Computing

Introduces the different models of computation and focuses attention on the relative strength of each model and the relationship of one model to another. Concepts introduced include type theory, finite automata, regular expressions and languages, context-free grammars, push-down automata, Turing machines and their schema, diagonalization arguments, Church's Thesis, the Halting problem, and computational complexity.

Credits: 1.00
Corequisite: COSC 304L
Prerequisites: COSC 290
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 304L - Theory of Computing Lab

Required corequisite to COSC 304.

Credits: 0.25
Corequisite: COSC 304
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 306 - Algorithmic Game Theory

Investigates topics at the intersection of theoretical computer science and economics, in particular, issues that can be addressed with an interdisciplinary approach combining algorithmic reasoning about computation and efficiency with economic modeling of the agents involved. Examples include: solution concepts for computational tasks involving strategic agents; complexity of finding equilibria; market and auction design; and algorithmic mechanism design. Game theory and algorithmic complexity forms an analytic foundation used throughout.

Credits: 1
Corequisite: COSC 306L
Prerequisites: COSC 202 and COSC 290
Major/Minor Restrictions: Only Computer Science/Mathematics, Computer Science Majors and Minors
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 306L - Algorithmic Game Theory Lab

Required co-requisite to COSC 306. Focuses on algorithm implementation and simulation in computational settings involving strategic agents. Students develop programs to compute optimal (or approximately optimal) answers to example problems and to evaluate them according to metrics from the field of algorithmic game theory. Students also use their programs to conduct experiments to understand the role of

various problem parameters.

Credits: 0.25
Corequisite: COSC 306
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 310 - Introduction to Computer Architecture

A study of the fundamental hardware of a computer, including the underlying digital electronics, the basic hardware of a computer, and some modern extensions such as graphical processing units.

Credits: 1.0
Corequisite: COSC 310L
Prerequisites: COSC 208
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 310L - Introduction to Computer Architecture Lab

Required corequisite to COSC 310.

Credits: 0.25
Corequisite: COSC 310
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 311 - Security, Privacy and Society

A survey of influential topics in computer security and privacy with an emphasis on how they affect individuals and societies. Security topics include applied cryptography, identity management, network security, website security, operating systems security, and side channel attacks. Privacy topics include web tracking, anonymous browsing, database (de)anonymization, mobile and IoT data collection, contextual integrity, useable privacy, and privacy regulation. Students learn technical details of security and privacy vulnerabilities and defenses, practice programming and testing computer systems to detect and prevent vulnerabilities, and discuss the influence of human behavior and societal factors on security and privacy.

Credits: 1.00
Corequisite: COSC 311L
Prerequisites: COSC 202 and COSC 208
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

COSC 311L - Security, Privacy and Society Lab

Required corequisite to COSC 311

Credits: 0.25
Corequisite: COSC 311
Prerequisites: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course may not count towards the major or minor in Computer Science.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 410 - Applied Machine Learning

Provides a practical introduction to applied machine learning. Students engage in supervised and unsupervised machine learning algorithms, including regression, support vector machines, decision trees, nearest neighbors, clustering, and ensemble methods. Students also learn deep learning techniques, including feedforward, convolutional, and recurrent neural networks. Emphasis is placed on understanding and gaining hands-on experience with machine learning for practical use.

Credits: 1.0
Corequisite: COSC 410L
Prerequisites: COSC 202 and COSC 290
Major/Minor Restrictions: Only Computer Science/Mathematics, Computer Science Majors and Minors
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 410L - Applied Machine Learning Lab

Required corequisite lab to COSC 410.

Credits: 0.25

Corequisite: COSC 410
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 415 - Software Engineering

Introduces students to the practice of software engineering by creating software-as-a-service (SaaS) applications. An integral part of the course is for students working in small groups to take a Saas project from conception through planning, development, testing, and deployment. Student groups are normally paired with a local non-profit with a need that can be addressed through a new or modified Saas application. The project will be developed using a modern application framework (e.g., Ruby on Rails) and deployed using a cloud provider such as Heroku. Through the course and project, students will learn and use Agile methodologies and tools, including user stories, behavior- and test- driven development, pair programming, version control for team-based development, and continuous integration. Moreover, students will learn and apply fundamental programming constructs and techniques including design patterns for software architecture, higher-order functions, metaprogramming, and reflection, to improve the maintainability, modularity and reusability of their code.

Credits: 1
Corequisite: COSC 415L
Prerequisites: COSC 208
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 415L - Software Engineering Lab

Required corequisite to COSC 425.

Credits: 0.25
Corequisite: COSC 415
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 426 - Natural Language Processing

Language is an amazing and intricate human capacity and building computational systems that process human language (Natural Language Processing; NLP) has widespread applications: both practical (e.g., searching the internet, virtual assistants, chatbots, autocorrect, translation systems, audio captioning, and hate speech detectors) and scientific (e.g., as models of the human mind). Coursework has three interrelated goals. First, to develop the language and tools necessary for understanding, building, and evaluating NLP systems. Second, to engage in the scientific process by reading papers, replicating existing

results, developing research questions and running experiments to answer these questions. Third, to critically examine the broader impact of NLP systems on society.

Credits: 1.00
Corequisite: COSC 426L
Prerequisites: COSC 202 or COSC 290
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 426L - Natural Language Processing Lab

Required corequisite to COSC 426.

Credits: 0.25
Corequisite: COSC 426
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 465 - Computer Networks

Introduces the fundamental concepts in computer networks. Topics include layered network architecture, encoding, error detection and correction, medium access control, addressing schemes, routing, internetworking congestion control, quality-of-service, and network security.

Credits: 1.00
Corequisite: COSC 465L
Prerequisites: COSC 208
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 465L - Computer Networks Lab

Students complete weekly laboratory assignments in which they build network applications and conduct experiments in order to gain a deeper understanding of topics covered in class. Required corequisite to COSC 465.

Credits: 0.25
Corequisite: COSC 465
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

COSC 470 - Human-Computer Interaction

Student learning is organized around three broad topic areas: 1) human-computer interaction design principles, 2) techniques for designing interactive systems, and 3) techniques for evaluating the efficacy of your designs. Topics may include user experience (UX) and interaction design (IxD), needfinding, rapid prototyping, identifying "Dark UX" patterns, cognitive task analysis, affinity diagramming, usability testing, heuristic evaluation, contextual inquiry, user interviews, surveys, wire-framing, and A/B Testing.

Credits: 1.0
Corequisite: COSC 470L
Prerequisites: COSC 202 or COSC 208 or COSC 290
Major/Minor Restrictions: Only Computer Science/Mathematics, Computer Science Majors and Minors
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

COSC 470L - Human-Computer Interaction Lab

Required corequisite lab for COSC 470.

Credits: 0.25
Corequisite: COSC 470
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 480 - Topics in Computer Science

Topics vary depending upon the needs of students and interests of the instructor.

Credits: 1.00
Corequisite: COSC 480L
Prerequisites: COSC 202 or COSC 208 or COSC 301 or COSC 302
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 480L - Topics in Computer Science Lab

Required corequisite to COSC 480.

Credits: 0.25
Corequisite: COSC 480

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 482 - Independent Research

Opportunity for research-based individual study under the guidance of a member of the faculty. Research methods in the particular area of study and investigation of current literature are also addressed. This course may count as one of the electives for the COSC major; this course may only be taken once for major credit.

Credits: 1
Corequisite: None
Prerequisites: COSC 202 or COSC 208 or COSC 290 and permission of Instructor
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course may not count towards the major or minor in Computer Science.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

COSC 492 - Honors Research

Students complete a novel and significant independent project that either advances the field of computer science or synthesizes computer science concepts and technologies to benefit specific communities, under the guidance of a Computer Science faculty member. To enroll students must: (1) successfully complete COSC 482, extend an independent project from a 400-level COSC course in an intervening semester or summer, or complete a summer research project, and (2) have the proposed project evaluated and approved by Computer Science faculty in the preceding semester or summer. This course is graded on a satisfactory/unsatisfactory basis. Students must present the work to Computer Science faculty toward the end of the semester and submit a written thesis describing the motivation, methodology, outcomes, and connections to previous work. This course may not count as one of the electives for the COSC major or minor.

Credits: 1.0
Corequisite: None
Prerequisites: Permission of the Instructor

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ECON 105 - Principles of Accounting

A study of the fundamental principles underlying financial accounting and reporting. Emphasis is on analysis, interpretation, and understanding of accounting information, and how such information influences management decision-making. Recommended as a tool course, this course does not count toward the major, minor, or Area of Inquiry requirements.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ECON 151 - Introduction to Economics

Introduces students to an "economic way of thinking" by examining how people and firms make decisions in a world of scarcity. Covers both microeconomic and macroeconomic material to better understand individual and aggregate (economy-wide) behaviors and outcomes. Provides a comprehensive overview of economics for students seeking a general understanding of the field, while also building a foundation for those considering an economics major or minor.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 219 - Chinese Economy

Using an interdisciplinary approach, students are provided a general survey of China's economic reform and related public policy issues since 1978. In addition to offering a basic knowledge about the Chinese economy and its reforms, coursework develops a framework to help students understand and evaluate the evolution of China's economic development strategy and public policy in recent years that has guided the country's economic reform.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 228 - Environmental Economics

An introduction to the study of environmental problems with the perspective and analytical tools of economics. Sources of market failure with respect to environmental issues are discussed, and methods for analyzing environmental policies are developed. These tools are applied to current issues of pollution, resource use, and public good.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 230 - The Economics of Poverty in the United States

Discusses issues surrounding poverty with a particular emphasis on the central New York region. Students first analyze how poverty is measured, which includes studying unemployment, the minimum wage, income inequality, and economic immobility using economic theory and data analysis. Students next study various anti-poverty programs in the U.S. such as traditional welfare, the Earned Income Credit, food stamps, and Medicaid. Includes a significant service learning component, in which students are required to complete at least 10 hours of field work at a local non-profit organization. In addition, various class site visits are an integral part of the course.

Credits: 1
Corequisite: ECON 230L
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 231 - Inequality and Public Policy

Examines causes of rising inequality over the last few decades and its effects on American democracy and the economy. Studies inequality, including the role of race and gender, and policies that serve to ameliorate or exacerbate inequality in the context of a variety of applied areas, such as education, the environment, housing, the criminal justice system, and more.

Credits: 1.0
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 232 - Economics of Education

Examines education from an economic perspective. Economic theories and tools of statistical inference are introduced to understand education investment choices, education production, and education policies. Topics covered might include empirical tools for education economists, human capital theory and signaling theory of education; education production function; pecuniary and non-pecuniary returns to education; the role of peer effects, class size, and school expenditures; education policy analyses (e.g. school accountability, school choice, affirmative action); the role of higher education in social mobility.

Credits: 1.00
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 233 - Economics of Immigration

Explores the economic causes and consequences of immigration using theoretical and empirical perspectives. Importantly, the migration experience relates to the residents of both origin and destination countries. Course coverage pertaining to migrants and their source countries might include immigrant selection, assimilation, and the consequences of brain drain. Coverage related to residents of receiving countries might include the fiscal and labor market effects of immigration. The course is of particular interest to students wanting to examine economic policy, labor, and productivity questions.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 234 - Gender in the Economy

An examination of the role of gender in our economic system. This course studies the causes and implications of sexual division of labor and the dynamic relationship of production and reproduction in a historical and contemporary context. A critical analysis of the implicit and explicit gender bias of the discourse of economics is an integral part of this course.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 236 - The Economics of Sports

Although athletics have played an important cultural, religious, and martial role in societies throughout history, the commercialization of sports is a much more recent phenomenon. Students apply economic theory and empirical methodology to the analysis of sports in order to examine the interactions between sports and economics, including the institutions that organize sports and the unique economic data made available by sporting contests. The specific fields of economics covered include industrial organization, public finance, labor economics, and game theory. Special consideration is also given to discussions of the economics of collegiate and amateur sports.

Credits: 1
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 238 - Economic Development

Examines the economic barriers to development, with a particular focus on market failures and inefficiencies that hinder growth and poverty reduction. Students explore how imperfect markets, poor infrastructure, and weak institutions can impede progress, while also evaluating the effectiveness of various policies aimed at addressing these challenges. By analyzing real-world cases and field experiments, students are provided with a deep understanding of the complexities and nuances of the development process and the trade-offs involved in crafting effective development strategies.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 249 - International Economics

Studies economic relations among nations. Material addresses both microeconomic and macroeconomic perspectives. Potential topics include the international mobility of goods, labor, and capital; economic growth and development; balance of payments; and exchange rate determination. Not open to students who have completed ECON 349 or ECON 351. ECON, MAEC, and ENEC majors interested in international economics are strongly encouraged to enroll in ECON 349 and/or ECON 351.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151 with a grade of C or better.
Major/Minor Restrictions: Only International Relations Majors and Minors

Class Restriction: None
Restrictions: Not open to students who have completed ECON 349 or ECON 351
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

ECON 251 - Intermediate Microeconomics

A systematic development of the theory of consumer and firm behavior and pricing in markets. Emphasis is placed on the uses and limitations of some general methods of economic analysis. Majors and minors must earn a grade of C or better.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: None
Recommended: MATH 161 or equivalent
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 252 - Intermediate Macroeconomics

A systematic development of the theory for determining national income, employment, and the general levels of prices and interest rates. Analysis of recent U.S. macroeconomic events is included. Majors and minors must earn a grade of C or better.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151
Major/Minor Restrictions: None
Class Restriction: None
Recommended: MATH 161 or its equivalent
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 314 - Industrial Organization

A study of the relationship between market structure, business conduct, and economic performance. Topics include the structure of American industry, oligopolistic pricing theory, product differentiation, research and development, and mergers.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 320 - Law and Economics

An introduction to law and economics. Standard economic theory is used to examine the law and legal institutions, and to study the origin, nature, and consequences of the "rules of the game" as they pertain to individual and group behavior. Questions addressed in this course include the following: How does the legal system shape economic incentives in ways that lead to socially optimal or sub-optimal behavior? How does one measure the benefits and costs of changes in legal rules? What is the nature of private property in a market economy? What is the appropriate role of a legal system in settling private disputes?

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 333 - Urban Economics

Cites are major centers of economic activity. Coursework describes the formation and characteristics of urban areas. Coverage begins with analysis of how cities arise due to utility-maximizing decisions of households and profit-maximizing decisions of firms. Covered topics relate to features of cities and may include economies of scale, urban growth, land use regulations, housing, segregation, government policy, crime, transportation, and local public goods provision.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Recommended: Previous completion of ECON 375 recommended.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 339 - The Japanese Economy

A survey of the empirical and theoretical literature on various aspects of the Japanese economy. Topics include comparison of the Japanese labor market with the U.S. labor market, keiretsu and the economic conflict between the U.S. and Japan, industrial policies and the Japanese "miracle," international comparison of the saving rate and the cost of capital, "multiskilling" and technological changes, participatory management practices and performance of the Japanese firm, and other issues of current interest.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 340 - Behavioral and Experimental Economics

Behavioral economics has significantly changed the way economists view the world. It encompasses approaches that extend the standard economic framework to incorporate features of human behavior emphasized in other sciences, such as sociology and psychology. Behavioral economics then uses experiments to obtain empirical evidence to develop economics models that more accurately describe the way people actually behave. Students are asked to contrast the material they learned in intermediate microeconomics with empirical and experimental evidence, which informs new ways of modeling and thinking about individual economic behavior. Coursework encompasses applications to other fields of economics, possibly including public economics, development, game theory, health, and policy.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 with a grade of C or higher and an approved Statistics course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 342 - Labor Economics

Theoretical and empirical analysis of the labor market; the employment system; human resource management; and the relevant public policy issues. Topics include labor demand and minimum wage law; labor supply and welfare programs; compensating wage differentials and safety and health regulations; wage structure and income inequality; investment in human capital and education; discrimination and affirmative action; personnel economics and economics of human resource management; immigration; and other issues of current interest.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: No Senior
Recommended: ECON 375

Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: ECON 381

ECON 344 - Public Economics

Explores the role of government in the economy. Students seek to understand the reasons for government intervention in the economy, analyzing the benefits of possible government policies, and the response of economic agents to the government's actions. Topics include tax policy, social insurance programs, public goods, environmental protection, with special emphasis on current policy issues such as inequality and poverty, tax reform, or health care.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 345 - Games and Strategies

Some decisions in life are simple. Others are more complicated. Game theory is the study of decisions that are complicated by strategic interactions, situations where making the best choice requires taking into account the decisions being made by others. This course presents the basic concepts of game theory and applies those concepts to a variety of microeconomic topics. Some of the applications examined include oligopoly behavior, auctions, political elections, moral hazard, principal-agent models, bargaining, and evolutionary models. Students also examine experimental evidence that sometimes confirms, and sometimes conflicts with the predictions from game theory.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and (MATH 105 or MATH 316 or CORE S143 or MATH 240) and (MATH 161 or MATH 162 or MATH 163 or a high school calculus course).
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 348 - Health Economics

Applies economic principles and tools to study the health-care market. Looks at the structure, cost, and distribution of resources within the health-care sector. Focuses on the socio-economic determinants of health, demand and supply of health insurance, hospital competition, physician practice, government intervention in the health-care market, and comparisons of health-systems around the world.

Credits: 1.00

Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 349 - Topics in International Trade

Designed to provide students with a deep understanding of international trade theories and policies. Topics include the theory of comparative advantage; trade under increasing returns; the role of firms in international trade; offshoring; welfare implications of trade policies such as tariffs and quotas; political economy of trade policies; and global trading arrangements such as NAFTA and the WTO.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 351 - International Finance and Open-Economy Macroeconomics

An in-depth study of exchange rates, how they are determined, and how they affect open economies around the world. Additional topics include foreign exchange regimes, a history of the international financial system, and exchange rate crises.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 352 - Money and Banking

Studies the economic functions and efficiency of financial institutions and markets in the United States. Analytical tools are used to study the development and structure of asset markets, central banking and the role of monetary policy, regulation of markets and financial institutions, and risk. Students use case studies to focus on both historical and current events in the domestic and international financial systems.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252

Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 353 - Fed Challenge

A small group of selected students works together with faculty mentors to compete with teams from other colleges and universities in the Fed Challenge, a national competition that is hosted and judged by the U.S. Federal Reserve System. The goal of the course is to develop a presentation that summarizes the current state of the U.S. macroeconomy, understand its current weaknesses and threats, and make a monetary policy recommendation. To prepare for the presentation, students research and summarize the U.S. macroeconomic data, analyze historical and international macroeconomic episodes and their policy responses, and make and justify a specific recommendation regarding U.S. monetary policy.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 355 - Advanced Macroeconomics

Designed to teach students the theoretical foundations of advanced macroeconomic models. These models are used to help better understand different aspects of the economy. Emphasis is on the dynamic macroeconomic models that require the use of a higher level of mathematics than the models taught in ECON 252.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and (MATH 163 or MATH 113)
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 356 - Economic Growth

An overview of the theory, measurement, and history of economic growth. Topics include the theory of optimal saving, endogenous technical change, growth accounting, developmental accounting, natural resource limits on growth, human capital, and demographic change.

Credits: 1.00
Corequisite: None

Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 357 - Advanced Microeconomic Theory

Explores how consumers and firms allocate their scarce resources in order to maximize well-being and profits, respectively, and how these choices interact in a market. Coursework incorporates additional complexity, generality, and mathematical rigor into the economic analysis of ECON 251. Coursework builds up our standard microeconomic models from the bare assumptions and then delves into more complex subject matter involving uncertainty and game theory, which requires more mathematical sophistication.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151 and ECON 251 and ECON 252 and MATH 163
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 368 - American Economic History

An analysis of selected issues in American economic development using the tools of economics. Topics include basic history of growth and structure since colonial times, population and migration, the labor force, agriculture, money and banking, transportation, slavery, the Civil War, industry studies, the Great Depression, and the growth of the government sector and regulation. Basic economic and demographic theories are applied to historical events.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 369 - History of Economic Thought

A survey of the evolution of economic doctrine and theory from ancient times through the present. Emphasis is on the predecessors of neo-classical economics, but attention is paid to alternative developments. The ideas of economists such as Richard Cantillon, François Quesnay, Adam Smith, David Ricardo, Thomas Malthus, John Stuart Mill, Karl Marx, Leon Walras, William Stanley Jevons, Alfred Marshall, and John Maynard Keynes are studied in historical and philosophical context.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 370 - European Economic Issues (London Study group)

An in-depth study of European open economy macroeconomics, international trade, and international finance. Coverage varies from year to year depending on the director of the London Economics Study Group.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 371 - The Economics of the European Union (London Study Group)

Deals with economic aspects of the functioning and development of the European Union. Taught on the London Study Group.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 372 - The British Economy (London Study group)

Applies economic theory to the British context through a study of a selection of historical and current macroeconomic, industrial, public sector, and balance of payment problems and policy responses in the UK. Includes regular visits to local economic institutions for group discussions about their activities and perspectives on current economic and government policy issues. An internship experience in London may be a required component, but is subject to economic fluctuations and various UK legal restrictions. Taught on the London Study Group.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252

Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ECON 374 - Topics in Mathematical Economics

An advanced course exploring a range of mathematical tools and techniques applied to various fields of economics. Students engage with mathematical models that underpin key economic theories and learn how to apply these models to analyze and solve complex economic problems. By the end of the course, students are equipped to approach advanced economic issues with a solid mathematical toolkit and a deeper understanding of how mathematics informs economic analysis.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and MATH 163
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 375 - Applied Econometrics

An introduction to regression analysis and related statistical methods used to estimate and test relationships among economic variables. Selected applications from microeconomics and macroeconomics are studied. Emphasis is on identifying when particular methods are appropriate and on interpreting statistical results. A minimum grade of C is required for completion of the economics major.

Credits: 1.00
Corequisite: ECON 375L
Prerequisites: ECON 251 and ECON 252 and (CORE 143S or CORE S143 or MATH 105 or MATH 240 or MATH 316 or FSEM 144) and (MATH 161 or MATH 162 or MATH 163) Note: ENEC majors do not require Calc.
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 375L - Applied Econometrics Lab

Required corequisite to ECON 375.

Credits: 0.00
Corequisite: ECON 375
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 383 - Natural Resource Economics

Study of the optimal allocation of scarce natural resources under conditions of imperfect markets. This course is intended for students interested in applying microeconomic theory to public policy questions regarding natural resources. Topics include environmental quality, policy, and regulation; renewable resources (fisheries, forests, and water resources); and non-renewable resources (global warming, energy use, and mineral extraction).

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: ECON 328

ECON 385 - Advanced Econometrics

Covers econometrics at a more advanced level than ECON 375 (Applied Econometrics), with more focus on econometric theory, including formal analysis of statistical properties of estimators. Students will also explore advanced topics of the instructor's choice. Such topics could include panel data, nonlinear econometric models, nonparametric econometrics, or time series.

Credits: 1.0
Corequisite: None
Prerequisites: ECON 375 and MATH 163
Major/Minor Restrictions: Only Economics, Mathematical Economics, Environmental Economics, Economics Majors and Minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ECON 387 - Financial Economics

Covers topics in financial economics with a focus on corporate finance. Major themes include basic financial statement analysis and modeling, valuation and capital budgeting, risk, and capital structure and dividend policy. Emphasis will be placed on analyzing and testing theories with empirical projects and presentations.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 (ECON 375 may be taken concurrently)
Major/Minor Restrictions: Only Economics, Economics, (Provisional Declaration), Mathematical Economics, Environmental Economics Majors and Minors

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Economics, Environmental Economics, Mathematical Economics majors and minors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 410 - Seminar in Gender and Development

A seminar that examines the lives of women and men in developing countries and how the process of economic development affects them differently. Coursework begins from the household and covers topics on health, education and work options. Papers covered include seminal work that established gender differences in outcomes, as well as more recent perspectives on these differences. Students then cover papers on the origins of gender inequality, and end by studying the impact of decreasing gender inequality, especially when inequality decreases in leadership.

Credits: 1.0
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 419 - Seminar in Economics of Crime

Advanced study of crime and the criminal justice system from the perspective of economics, with an emphasis on empirical analysis. In addition to introducing economic models of crime and deterrence, topics covered may include: policing and police behavior, public policy and crime, courts and prosecution, incarceration, recidivism, criminal records and labor markets, race and the criminal justice system, and organized crime.

Credits: 1.0
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: Only Economics, Mathematical Economics, Economics Majors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 421 - Sem: Economics of Education

Examines education from an economic perspective. Economic theories and tools of statistical inference are employed to understand people's education investment choices and education policies. Topics covered might include human capital theory and signaling theory of education; pecuniary and non-pecuniary returns to education; the role of early childhood education; educational equity; the role of peer effects, class size, and school expenditures; K-12 school reforms and debates in recent decades (accountability, school choice and affirmative action).

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 433 - Seminar in Economics of Race, Ethnicity, and Migration

This seminar studies how several economic fields--possibly including labor economics, public economics, economic growth and development, and international trade--have contributed to economists' understanding of economic issues related to race, ethnicity, and migration. Topics might include discrimination, disparities in economic outcomes across groups, the macroeconomic benefits and costs of diversity and segregation, and the responses of native-born workers to immigration. Other topics may be considered as well.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 436 - Seminar in Sports Economics

This seminar is an advanced study of the interactions between sports and economics, including the institutions that organize sports and the unique economic data made available by sporting contests. The specific fields of economics covered in the seminar include labor economics, industrial organization, public finance, and game theory. Special consideration is also given to discussions of the economics of collegiate and amateur sports.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 438 - Seminar in Economic Development

Advanced study of economic development. Specific topics in economic development are considered, including poverty, micro-finance, networks, health, education, agriculture, migration, growth and other issues of current interest. Measurement tools common in development economics may be analyzed, such as randomized control trials and lab-in-the-field experiments.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 238 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 441 - Seminar in Urban Economics

Advanced study exploring select topics in urban economics, with a strong emphasis on critically examining empirical research. Explores issues central to cities and extends to broader topics in spatial and regional economics. Subjects covered may include agglomeration, spatial patterns in cities, land use, real estate, pollution, crime, regional development, transportation, population growth, and place-based policies.

Credits: 1
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 333 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 443 - Seminar in Policy Evaluation

Advanced study of the economic effects of public policy. Students learn about different public policies in a diverse group of economic fields such as development, labor, health, demographic economics, and international trade. Topics change year to year. Students focus on impact evaluation methods and causal inference. Students learn how to use data and the characteristics of public policies to estimate the causal effect of policies on economic outcomes. Recent topics include gun law reform, poverty alleviation programs in developing countries, quotas in government for women, infrastructure reform, immigration, health care reform, inflation targeting, etc.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 450 - Seminar in International Economics

An advanced study of selected topics in international economics, with special reference to current policy issues. Topics may include: globalization and economic growth; determinants of trade and foreign investment; exchange rates; trade imbalances; globalization and the environment; and the effect of tariffs and international agreements.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 and (ECON 249 or ECON 349 or ECON 351 or other coursework broadly related to international economics)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 468 - Seminar in American Economic History

Advanced study of selected issues in American economic history, with emphasis on the 19th and 20th centuries. Topics change from year to year. Topics covered include the economics of the Antebellum South and the Civil War, the Great Depression, the development of labor markets, the demographic evolution of the United States, agriculture, industry and transport since colonial times, and money, banking, and financial markets.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 and ECON 368
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None
Formerly: ECON 482

ECON 475 - Seminar in Econometrics

Advanced study of econometric methods, with an emphasis on their theoretical underpinnings. Topics include the statistical properties (in particular, expected value, variance, and probability limit) of estimators, consequences of different underlying assumptions, and advanced methods not covered in ECON 375.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 and (ECON 355 or ECON 357 or ECON 374)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 481 - Seminar in Labor Economics

Advanced study of selected issues in labor economics emphasizes recent developments in the field. Topics may include efficiency wage, fair wage, and gift exchange; compensation methods including pay for performance, profit sharing, team incentives, stock option, and employee ownership; gender and careers; peer effects; executive compensation and corporate governance; and other issues of current interest.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 151 and ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 483 - Seminar in Resource and Environmental Economics

An advanced study of selected issues in resource and environmental economic issues. Topics may include climate change, air and water pollution, energy generation and efficiency, environmental justice and the distributional impacts of environmental policy, natural resource use and management, and transportation.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 and (ECON 228 or ECON 328 or ECON 383)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 484 - Sem: Applied Macroeconomics

One or more of the following topics are studied: current U.S. stabilization policies; policy simulation analysis and forecasting using macroeconomic models; and advanced analysis of inflation, unemployment, income distribution, and economic growth.

Credits: 1.00
Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ECON 487 - Seminar in Financial Economics

Broadly surveys research in financial intermediation. The unifying theme throughout the semester will be credit allocation by banks and non-bank financial institutions in the mortgage market.

Credits: 1.00

Corequisite: None
Prerequisites: ECON 251 and ECON 252 and ECON 375 and ECON 387
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

ECON 489 - Preparation for Honors Seminar: Special Problems in Economics

Designed for senior majors who are eligible for departmental honors (or high honors). Each seminar member plans and writes an honors thesis under the general guidance and supervision of a faculty member. Seminar members present their work to the group and act as discussants of each other's work. Enrollment in both terms is necessary for course credit. This course is taken for no course credit in the fall and uses the satisfactory/unsatisfactory (S/U) grading option.

Credits: 0.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 490 - Honors Seminar: Special Problems in Economics

Designed for senior majors who are eligible for departmental honors (or high honors). Each seminar member plans and writes an honors thesis under the general guidance and supervision of a faculty member. Seminar members present their work to the group and act as discussants of each other's work. Enrollment in both ECON 489 and ECON 490 is necessary for course credit. This course is taken under the satisfactory/unsatisfactory (S/U) grading option.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: ECON 489
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ECON 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 101 - The American School

An introductory analysis of American education. Readings from varied texts provide exposure to cultural, political, historical, philosophical, and social foundations of schooling, contemporary problems, and the possible future of American education.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 202 - The Teaching of Reading

An introduction to literacy processes and to teaching reading in elementary and secondary schools. This course is designed primarily for students in the Teacher Preparation Program. Students study theories of literacy and language acquisition, as well as critical literacy and new literacy studies. In addition to learning about the development of literacy skills (listening, speaking, reading, and writing), students explore a variety of approaches to the teaching of reading as practiced in schools and strategies of reading necessary to read in content areas. Teaching and learning strategies that are used for, and by, a variety of learners, including multilingual learners, emerging readers, resistant readers, and students with dyslexia and other disabilities are closely examined. This course satisfies up to 30 of the 100 required school-based fieldwork hours for students seeking teacher certification.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 204 - Child and Adolescent Development

An introduction to the development of human beings during the periods typically defined as childhood and adolescence. Privileging socio-cultural lenses, coursework complicates age-old and often sentimentalized views of childhood, which are also raced and classed. Through our close reading of ethnography, memoir, and fiction, students engage with the childhoods of immigrant children, children of color, and children living outside of the U.S. to gain a more complex understanding of how childhood is framed within other contexts and communities. Autobiographical knowledge is an important component of the course, and in particular

"educating our own autobiographies". Through remembering and rethinking that time period of our own lives, while learning about the lives of others, students question the certainties that society has about children and families.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 205 - Race, White Supremacy, and Education

An examination of how the concepts of race, ethnicity, and culture play, have played, and continue to play a major role in the American educational system. Students study issues such as white supremacy, social justice, racial and ethnic identity, immigration, integration (desegregation/resegregation), race relations, socioeconomic inequality, language programs, and transformative education. In order to engage in critical dialogue, a wide range of educational research, theory, and policies concerning these issues are explored.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 207 - Inclusive and Anti-Ableist Education

An introduction to foundational concepts, theories, and strategies of inclusive education, disability studies, environmental design, and behavioral supports. Students develop a critical understanding of ability/disability (including autism) in educational contexts and will learn the tools of classroom analysis and instruction necessary to teach all learners in inclusive (general education) settings. Approaches disability as a form of diversity, asking students to question and analyze constructs of normalcy, exceptionality, and misbehavior that underpin traditional special education discourses and practices. Historical, legal, social, and cultural perceptions and experiences of disability are examined, and attention is given to how and why identification, placement, and evaluation of disability occur within education. Teacher candidates are required to complete school-based fieldwork hours in conjunction with this course.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 214 - Theories of Teaching and Learning

An exploration of how selected cognitive theorists have defined learning and a critical examination of how teachers teach. Questions asked include the following: What is learning? How does a teacher's definition of learning influence how he or she actually teaches? What are current ideas about effective teaching for all students to learn? Furthermore, students come to understand how students of all abilities and backgrounds can be centered more fully in the process of learning through planning considerations and instructional supports. Students are asked to examine their own assumptions about these issues and engage in teaching both in and out of this class. The lab component of the course satisfies 10–30 hours of the 100 required school-based fieldwork for students seeking teacher certification that includes settings with students with disabilities.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 219 - Education and the Ethical Imagination

An introduction to a variety of critical voices that engage with the violences of the past and present in ways that give rise to questions about how and from where ethical commitments emerge. Beginning with foundational epistemological questions about the construction of the subject and its relation to others, readings offer counter-hegemonic histories and visions about responsibility, solidarity, and social action. With an eye toward futurity, the class seeks to carve out space to reconsider the relationship between social imaginations and material conditions in order to reevaluate everything from mundane acts of kindness to political fidelities.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

EDUC 220 - Ecojustice and Education

explores pertinent intersectional issues of environment and society as situated within a broader conversation of teaching and learning. The course includes a focus on current environmental threats such as climate change, loss of biodiversity, human natural resource consumption and as well as the impact of such threats on school-aged children and families. This course seeks to better understand the cultivation of youth activist movements from the student perspective. The course will also address appropriate pedagogical approaches to teaching environment and sustainability through a critical, place-based pedagogical frame. An analysis of global, national, state, and local rhetoric surrounding issues of eco-justice reforms and will be included as part.

Credits: 1
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 226 - Uses and Abuses of Educational Research

Prepares students to critically analyze how research has been utilized—for better or for worse—by scholars who study education, schooling, and young people. Instead of asking "How does one do research?", students focus our inquiry on a broader set of questions about research within the field of educational studies. Namely: What is research? Who does research and/or who gets researched? What does research produce? What is the relationship between research and knowledge? Research and truth? Research and power? How has research been done? Who has it traditionally served? And what does research do? By asking these (and other) questions about what comprises "research", students engage in unpacking how it is we see, observe, perceive, and analyze the educational worlds around us, specifically through the lenses of race, gender, class, sexuality, Indigeneity, and ability. Because educational studies is a field that investigates how and what we learn and because research, put succinctly, deals with the production and reproduction of knowledges, studying research through the field of Educational Studies allows us to study how we learn about knowledge itself.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: Only Educational Studies Majors
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

EDUC 231 - Inquiry Based Teaching in the Schools

An opportunity to connect theory to pragmatic issues of inclusive teaching. Students observe and teach lessons in a local school setting with a range of students including those with disabilities, preferably at a high needs designated district at various grade levels. Coursework interrogates the following questions: (1) How do students learn? (2) How do teachers reach all students? (3) How do school environments inform teaching and learning? These questions are embedded in genuine contexts of a school, which is itself working in state and federal educational bureaucracies. The lab component of the course satisfies 10–30 hours of the 100 required school-based fieldwork for students seeking teacher certification that includes settings with students with disabilities.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 241 - Queering Education

LGBTQ youth have traditionally been marginalized in schools. K-12 education offers few curricular and institutional spaces where queer identities are affirmed and queer voices are heard. From sex education to the prom, most schools and educators operate under the ahistorical guise of heteronormativity--a term used to describe ideologies and practices that organize and privilege opposite-sex gender relations and normative gender and sexual identities. Using critical lenses developed by queer and feminist theorists and critical pedagogues, this course seeks both to explore how heteronormativity operates in a variety of educational spaces and how students and educators are confronting these processes by using schools as sites of resistance.

Credits: 1.00
Crosslisted: LGBT 241
Corequisite: None
Prerequisites: ALST 242 or EDUC 101 or LGBT 220 or LGBT 221 or LGBT 227 or LGBT 242 or RELG 253 or SOCI 220 or WGSS 279
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 245 - Educ-"New" Immigrants in US

Set against the larger backdrop of globalization and transnational migration, this course examines the educational experiences of contemporary or "new" im/migrants and the children of im/migrants in U.S. schools, focusing on migrants from countries in Asia and Latin America. Drawing heavily from anthropological and sociological perspectives on the schooling of "the new second-generation," the course charts the changing demography of the nation-state post-1965 and explores issues of acculturation and assimilation, the tensions and contradictions of "learning a new land," and the ways in which cultural and structural factors intersect with immigrant students' everyday realities to shape school performance and opportunity.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 246 - Forced Migration and Education

Explores forced migration through the lens of human rights, and specifically the right to a quality education. Students consider the field of "education in emergencies," what it is and how it works, specifically examining the role of external and local actors in addressing education issues in countries or regions affected by conflict or disaster. Through a critical analysis of notions of "crisis" and "emergency", students gain a deeper understanding of global, national, and local refugee policy and practice. Drawing on memoirs, documentaries, and primary documents, students examine the intimate nature of forced migration, countering the image of faceless masses moving within and across borders. Students investigate and assess education programs as part of a short term response to conflict and long term peacebuilding efforts.

Credits: 1

Corequisite: None
Prerequisites: EDUC 101 or CORE C183

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 303 - Decolonizing Development: Gender, Power & Education in International Development

Development, rather than a benign and neutral process, must be analyzed for how it traffics with power. Drawing on critical development studies, decolonial/transnational feminisms, and anthropology and sociology of education, this course seeks to examine educational development efforts from both a critical gender and policy analysis perspective and frames the question of girls' education in an increasingly globalizing world as issues of equity, empowerment and social justice.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 308 - Global Inequalities of Education

The study of the relationship between education and economic, social, political, and cultural developments that shape national and regional systems of schooling. In the study of comparative education, students develop an understanding of educational phenomena across national and political boundaries. Research methods, major concepts, and current trends within the multidisciplinary field of comparative education are reviewed and examined. Students have the opportunity to engage in a critical analysis of their education in relation to other systems of education, both in the United States and overseas.

Credits: 1.00
Corequisite: None

Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 309 - Philosophy of Education

An examination of the connection between the forms and functions of education and the state which education is designed to serve. Questions are raised regarding equality of access and outcomes, the apparent tensions between equality and liberty, and equality and excellence. The course includes discussion of the ethical dimensions of education; the ways in which education is implicated in the formation of personal identity; and the responsibility of teachers in the formation of personal and social identity.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

EDUC 310 - Racial Capitalism and Education Policy

Consideration of the past 40 years of American neoliberal education policy with attention to the political, racial, economic, and ideological underpinnings of debate and scholarship. More formally, students will embark on a critical examination of how market-based logics embolden and legitimate policies that recapitulate the racial violences of the past and the effects this has on contemporary understandings of "the public" and the institutions meant to uphold and further democratic ideals.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 315 - Pedagogies and Publics

Explores how social contexts influence informal pedagogical practices that advance societal, communal, and institutional structures. Through reading texts, primary sources, and watching films students will encounter pedagogy and educative practices not only in the classroom, the school, and educational theory but also through the study of public intellectuals, popular culture, and in grassroots activism and social movements. Decentering educative and pedagogical practices that advance either dominant structures or democratic reconfigurations, students explore questions about educational access and equity by examining the intersections of gender, sexuality; race and racialized-gender; class; (im)migration and labor; humanitarianism, and legalities; ableism, disability, and the body; and society. This includes discussions of the ethical dimensions of education, the ways in which education is implicated in the formation of individual

and social identities, and the role of teachers in the formation of personal and social identity. Throughout the semester, students delve into analyses of education, power, and hegemony culminating in substantive student-designed critical pedagogy research papers and projects.

Credits: 1
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 317 - Democracy and Education

An opportunity to engage in in-depth analysis of the interrelationship between democratic and educational theory. Prominent North American and international models of democracy and their corresponding educational theories are examined in the context of the larger project of developing a democratic theory of education. A paper requiring serious independent research is required.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 319 - Dreams, Love, and Education Futurities

Centering the work/art of WoC feminist thinkers and other visionaries, this course is about dreams, love, and the implications these have for (re)imagining and enacting different kinds of knowing and being/together (education) in collective movements (and movement-building) towards other kinds of (and kinder) futures (education futurities).

Credits: 1.0
Corequisite: None
Prerequisites: EDUC 101 or WGSS 202 or prereq override
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 320 - Learning in Place

Place-based pedagogy is an educational approach in which local environments are used as contexts for teaching and learning, grounded in the resources and issues of local communities. Place-based learning immerses students in local heritage, cultures, landscapes, and experiences, which serve as the foundation for studying language arts, science, mathematics, social studies, and other subjects. Learning in place is characterized by exploration of local communities and natural surroundings, hands-on experiences and

problem-solving, interdisciplinary curricula, team teaching, and student-led inquiry.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 321 - Psychological Perspectives in Inclusive Education

Studies psychological theories and research on inclusive learning and teaching, and examines how these are applied and practiced within contemporary education processes and institutions. In particular, students examine topics such as learner differences and labels, learner identity, behavior, inclusive learning environments, and theories of intelligence and assessment. Students learn about the historical and contemporary practice of educational psychology as a scientific discipline, and examine its role in contemporary understandings of disability, race, culture, language, gender, and sexuality. In addition to engaging with dominant theories and research on learning and teaching, students critically examine the role of psychological expertise in the classroom and within schooling, and look to situate that expertise within broader social justice frameworks. Teacher candidates are required to complete school-based fieldwork hours in conjunction with this course.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 326 - Fermentation and Multispecies Pedagogies

Many people associate fermentation with provisions like kimchi, kombucha, sourdough, beer, wine, and sauerkraut. These sundries—many staples in various cultural gastronomies—have long been known to encourage various health benefits including gut probiotics, aid in digestion, and, among other wonders, nutrient accessibility. While these benefits are important, many scholars working in multispecies ethnographies have turned to non-human organisms (viruses, animals, and microbes) to continue critical conversations decentering human experience and reimagining epistemology, relationality, and ethics. This experiential class centers fermentation, and the microbes and bacteria involved, as a site of pedagogical potentiality that resonates with notions of biophilia, relationality, and care. Through readings and the making of different ferments, students explore what the bubbles and umami have to do with justice and democracy in the classroom and beyond.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 333 - (Re)Designing STEM Education

In this project-based course, students design interactive, curricular science resources for P-12 students, focused on the Galápagos Islands as a venue/case study for place-based learning. Coursework presents interactive methods and theories for teaching science, integrating concepts from environmental science, geology, biology, conservation science, chemistry, physics, and math. Participants expand their abilities to think creatively and critically about teaching science, work in collaborative teams, use digital media for educational purposes, learn human-centered approaches for designing curricular activities, and enhance their confidence in knowledge generation through a lens of inclusive STEM. Note: The course is intended for future STEM teachers and STEM majors interested in exploring innovative ways to teach science and reach diverse audiences effectively.

Credits: 1.0
Crosslisted: GEOL 333
Corequisite: EDUC 333E
Prerequisites: EDUC 101 and (one course from the Natural Science division or a CORE Science course)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 333E - (Re)Designing STEM Education Extended Study

Provide opportunities for students to apply and expand on what they learned during the semester, including interactive instructional methods and theories for teaching science; students also integrate concepts from environmental science, geology, biology, conservation science, chemistry, physics, and math as they are relevant in the Galápagos into their projects. Participants expand their world view, allowing them to unlock greater abilities to think creatively and critically about teaching science, work in collaborative teams, use digital media for educational purposes, learn human-centered approaches for designing curricular activities, and enhance their confidence in knowledge generation through a lens of inclusive STEM.

Credits: 0.5
Crosslisted: GEOL 333E
Corequisite: EDUC 333
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

EDUC 339 - Feminist Disability Studies

Students consider (dis)ability as a gendered, racialized, and classed category of difference. Students discuss how dominant cultural, scientific, and educational understandings of the body/mind construct the boundaries of normalcy and determine the material conditions of our lives. Students look at how different aspects of a person's identity – their ability, their gender, their race, their sexuality, their class – intersect to position them as citizens or non-citizens, members or threats to the future of the family and the nation.

Students are introduced to the theoretical, analytical, and methodological tools of feminist disability studies, and the emerging field of DisCrit (Disability Studies and Critical Race Theory in Education). Using these theoretical and analytic tools, students look to the ways that activists, artists, and scholars have re-imagined the disabled body/mind as a complex identity.

Credits: 1
Crosslisted: WGSS 339
Corequisite: None
Prerequisites: EDUC 101 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

EDUC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 440 - Special Topics in Educational Studies

Members of the Department of Educational Studies rotate teaching this senior seminar on a topic of their choice.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

EDUC 450 - Senior Thesis Seminar

Members of the Department of Educational Studies rotate teaching this senior seminar that is designed for students who are interested in producing a traditional senior thesis. Students will design and conduct original educational studies research on a topic of their choice. Students are required to submit a formal research paper as the culminating product.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: Only Educational Studies Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies

Introduces the fields of English and social studies education and its connections to issues of social justice and inclusion. Together with disciplinary allies, coursework features curricular and instructional approaches that engage diverse learners including multilingual, culturally and linguistically diverse, and students with disabilities. The course uses contextualized understandings of English and social studies related topics with emphasis on individualized and differentiated techniques.

Credits: 1.00
Corequisite: EDUC 455
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics

Introduces the fields of math and science education and its connections to issues of social justice and inclusion. Together with disciplinary allies, coursework features curricular and instructional approaches that engage diverse learners including multilingual, culturally and linguistically diverse, and students with disabilities. The course uses contextualized understandings of science and math related topics with emphasis on individualized and differentiated techniques. This course is required of all students enrolled in student teaching in science or mathematics and all students enrolled in elementary student teaching.

Credits: 1.00
Corequisite: EDUC 455
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 454 - Diagnosis and Remediation of Reading Problems

An introduction to the diagnosis and assessment of reading problems, as well as the targeted teaching of strategies to address and remediate such problems. Students study theories of reading instruction, both developmental and remedial, and tools for teaching in strategic and reflective ways, for targeting specific learning goals as they relate to reading, and for building on students' literacy skills, practices, and knowledge. Explores foundations of critical literacy theory and sociolinguistics to understand language, literacy, and culture, and then examines assessment as a tool for capturing language and literacy practices.

In addition to thinking critically through underlying assumptions and educational and political issues inherent in diagnosis and remediation, students focus on acquiring the skills needed for diagnosing reading weaknesses, including assessing for dyslexia. This course satisfies up to 30 of the 100 required school-based fieldwork hours for students seeking teacher certification.

Credits: 1.00
Corequisite: None
Prerequisites: EDUC 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 455 - Student Teaching

Classroom teaching in a nearby elementary or secondary school under supervision. Students planning to be certified in secondary teaching must take EDUC 455 during the fall of the senior year or in a 9th term. Students planning to be certified in elementary teaching take EDUC 453 and EDUC 455 concurrently during the fall of the senior year or in a 9th term. Focuses on continual refinement of classroom practices through the integration of social justice teaching with a focus on core competencies such as planning, instruction, and assessment.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 456 - Dignity in Schools

Explores personal privilege and biases that contribute to an individual's identity and worldview. Includes discussions of protected peoples categories and forms of discrimination that commonly play out in P-12 schools, which can negatively impact marginalized students, including culturally and linguistically diverse students. One focus is the examination of current school policies and state legislation such as the Dignity for All Students Act (DASA) that seeks to create positive school environments for all students, including students with disability and general education settings. An analysis of bullying, culturally responsive positive behavior supports, harassment, and discrimination prevention and intervention approaches, carried out with collaborative partners including families.

Credits: 0.25
Prerequisites: EDUC 101
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 465 - Student Teaching II

Classroom teaching in a nearby elementary or secondary school under supervision. Students planning to be certified in secondary teaching take this course in their senior year or in a 9th term. Students planning to be certified in elementary teaching take EDUC 453 and EDUC 465 concurrently during the fall of the senior year or in a 9th term.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 475 - Student Teaching for Inclusive Elementary and Secondary Education III

Classroom teaching in a nearby elementary or secondary school under supervision. Students planning to be certified in secondary teaching must take EDUC 453 in addition to EDUC 475 during the fall of the senior year or in a 9th term. Students planning to be certified in elementary teaching take EDUC 453 and EDUC 475 concurrently during the fall of the senior year or in a 9th term.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: EDUC Majors only
Class Restriction: No Sophomore, No First-year
Area of Inquiry: Social Relations, Institutions, & Agents
Liberal Arts Practices: None
Core Component: None

EDUC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 591 - Independent Study

Graduate-level independent study projects under the supervision of staff members. Outlines of the projects must be prepared and approved in advance by the department chair.

Credits: variable
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

EDUC 593 - Special Project and Thesis

Students complete a graduate-level research project (special project or a thesis) on a significant problem in education. A special project demonstrates a substantial grasp of relevant theory and methodology as it relates to a pedagogical or institutionally based set of questions. The special project can take multiple forms depending on the student intent and areas of interest. A thesis is intended to be more academically focused in reviewing relevant literature, in gathering and interpreting data or facts, or in applying principles or evidence to the analysis of a special problem. Topics for either may be centered in the student's area of specialization or in some problem of a professional nature.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENGL 150 - Dangerous Selfies: Division, Disorder, and Psychic Disruption in Early Modern England

The early modern period (1485-1640) was marked by disturbance and uneasiness as ideas embedded in the medieval world contended with newly-invigorated classical concepts, shifting social constructs, and startling ideas introduced by scientific discovery. Additionally, the persistent dangers of famine, plague, war, and early death created a climate of anxiety. All these influences were reflected in literature of the period and, particularly, in tragic drama. Using materials written by Shakespeare and his contemporaries students explore ways in which various emotions and psychological states found expression within the self, the family, the community, and the nation. Questions include: "How do the passions work?" "How does a mind become 'diseased'?" "What is evil and how is it created?" "What behaviors exist in witches?" "How does self-absorption lead to wider social problems?" A variety of literary sources, historical materials, and critical readings—both early and modern—are used throughout the course. Emphasis is placed on techniques of close reading and critical writing skills.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 151 - Literature of Survival: Genocide, Trauma, and Memory

An exploration of memoirs and personal narratives that have emerged from mass political violence. These texts bring us into catastrophic events with various perspectives on the historical event and the human encounter with violence and mass destruction, as well as insights to human endurance and resilience under extreme conditions (dislocation, loss, survival, and aftermath). Students investigate the impact of genocide on the self and on the imagination. Students read history, literary criticism, and trauma theory. Crucial questions include: how does trauma shape the imagination and open up access to the site of disaster; how do representations of violence shape and inflect aesthetic orientations and literary form; what are the ethical roles of these texts in the broader discourse of social thought and current affairs? Coursework is globally comparative and focuses on several genocidal histories: the,Lakota/Sioux in The United States, Armenians in Ottoman Turkey,Jews in Nazi occupied Europe, and Cambodians during Pol Pot's rule.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 152 - Plant, Animal, Mineral: American Literature and Extractive Industry

A study of American literature that examines relationships between literary texts and the extractive industries that shape our world. The large-scale processing of organic materials has created significant costs and unevenly distributed benefits, leading to conflicts that have informed important work in imaginative literature and film. The texts explored allow for discussions about how art interprets and protests the use and misuse of natural resources, how it describes the origins and implications of climate change, and how it imagines alternative approaches to economic production, consumption, and labor. Students use a group thematically linked texts to understand fundamentals of the study literature. Figures studied include W. E. B. Du Bois, Herman Melville, Rebecca Harding Davis, Katie Beaton; Upton Sinclair, Rachel Carson; and Jun Yung.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 153 - Out of Control - Pre-Modern Psychology

An introduction to the stories about mind, brain, and behavior composed by pre-modern writers. These early writers explore anger, passion, greed, pride, and despair by making stories that dramatize and sometimes personify the workings of various mental faculties. The stories ask our questions: how much control, and what type of control, might we have over our emotions and reactions? Readings begin with a discussion of contemporary cognitive theory in relation to the neuroscience of narrative by Paul Armstrong, Professor of English, Brown University. The readings then include selections from Aristotle, Homer, Virgil, St. Augustine, Chretien de Troyes, Chaucer, and the anonymous authors of medieval drama. Throughout the course, students return to the work of Paul Armstrong as they consider different types of narratives. This is a discussion-based course with a writing component.

Credits: 1.0

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 154 - Literary Journalism: True Crime Writing

Literary journalists combine the best qualities of literature and journalism to make facts sing. Following their own curiosity or passions, they cover war, travel, crime, art, food, science, contemporary culture, sports, and social issues. What they have in common is a passion for telling compelling, memorable stories about real people, places, events. While their work often appears in newspapers or magazines, it's meant to transcend the daily news cycle, delivering durable truths about what it means to he human. The focus in this iteration will be on true crime writing. Students consider questions of art, craft, and ethics while reading and writing about classic and contemporary accounts of true crime.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

ENGL 155 - Poetry: Form and Context

A course on poetry that is open to everyone, especially total beginners and those who "don't get it." Students learn to engage with poems in a variety of ways through activities in imitation, memorization, close reading, and critical writing. Topics may include major authors, from Shakespeare to Dickinson to Brooks and beyond; lyrics, rhythm, and the connection between words and music; poetic forms such as the sonnet, elegy, ode, and ballad; translation; certain schools or communities of poets; contemporary poetry; and other poetic matters, at the discretion of the instructor.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 156 - Empire and Its Afterlives: Caribbean Literature and Society

A study of Caribbean literature and society post-independence, tracing the conflicts and contradictions inherent in the post-colonial experience. The work of decolonization is at the heart of Caribbean society, and yet the Caribbean post-independence is more than this. It is a complex society still caught up in its self-definition. As it contends with the afterlives of Empire, Caribbean society negotiates identity through discourses of race, class, gender, and sexuality. Students will explore Caribbean literature, film, music, art,

and ritual, placing special emphasis on the following themes: migration and diaspora; globalization and violence; music and revolution; religion and other politics.

Credits: 1
Crosslisted: ALST
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 157 - The Jazz Age

A reconsideration of what F. Scott Fitzgerald dubbed "the Jazz Age" in terms of the American inscription of race between the First World War and the Great Depression. Students read Langston Hughes with William Carlos Williams, Dorothy Parker with Dubose Heyward, Nella Larsen with F. Scott Fitzgerald, and read everyone in terms of the African American musics that were profoundly transforming the sound and feel of American life. And troubling the foundation of everything else is T.S. Eliot's legendary critique of modern life, *The Waste Land*. At all times students, consider the relations among ways of reading and writing and thinking, among ways of representing our lives and ways of changing them.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENGL 158 - South Asian Fiction and Food

Through cooking and story-telling we create community. Immigrants carry their food habits and stories of home to hold on to culture. Diasporic communities create new fusion food, new mixed languages and fictional accounts of their new homes. Cooking food and women's fiction are gendered processes. The kitchen has often been designated a woman's space and is so associated with the domestic; as such, women have used the home and the kitchen for storytelling and resistance. Culinary fictions can also be a place of exclusion along caste, class and racial lines, where some people are excluded from textual authorship, the domestic and access to food. Students explore the different valences of food as they appear in fictional accounts such as Neema Shah's *Kololo Hill*, Jumpa Lahiri's *Namesake*, Chitra Divakaruni's *Mistress of Spices*, Shaija Patel's *Migritude*, Shahu Patole's *Dalit Kitchens of Marathawada*, Meera Nair's, *Mississippi Masala*, and South African cookbooks written during apartheid.

Three or four times a semester, students meet during the evening to cook together and learn about the culinary experiments of our authors. Students are invited to cook food based on their own family and community histories.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 200 - British Literary Traditions

A study of the writers who have made and remade British literature, from its medieval origins to the present moment. Students will learn to read across the linguistic and cultural diversity of the British Isles, which include Scotland, Ireland, England, and Wales, and trace the evolution of the languages over time. In addition to works by major authors like Chaucer, Spenser, Shelley, and Heaney, students will read widely in the resources and traditions of British literature. The course examines, for the most part, shorter works (lyric poetry, songs, essays), but longer ones (novels, epics) may be included wholly or in part. An objective of the course is to situate texts in history so that students can begin to appreciate how literary works respond to cultural and political events. An instructor may give the course a focus, such as attention to particular regional and national identities or the significance of British culture in relation to international conflicts and changes.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 201 - American Texts and Contexts

An introduction to American literature exploring the relations among key texts and various contexts—critical, cultural and historical. The course engages a wide range of issues in American literary history, from Native American oral traditions and the European "discovery" of Indigenous lands through the colonial period and Revolution to the emergence of the women's rights movement and debates over slavery and its legacy in the decades before and after the Civil War. A central focus is the impact of race and gender on the writings of all periods; the diverse authors studied include Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, Phillis Wheatley, William Apess, Ralph Waldo Emerson, Henry Thoreau, Margaret Fuller, Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Frederick Douglass, Walt Whitman, Emily Dickinson, and Charles Chesnutt.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 202 - Justice and Power in Postcolonial Literature

An introductory survey into significant debates and texts in the field of postcolonial literatures. This course explores how the field engages with questions of race, gender, sexuality, class, caste, and nation-building in societies conditioned by colonialism and decolonization movements. It also considers how writers located in

the Global South or in the West as migrants navigate their spaces when faced with inequality and marginalization. Placing texts from multiple regions in conversation with one another, this course draws from Anglophone and translated materials to explore the meanings of postcoloniality through novels, plays, films, poetry, graphic art, and critical theory.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 203 - Arthurian Tradition

An introduction to literary study focusing on the nature of literary tradition and its relationship to cultural and historical contexts. The rich, varied, and enduring tradition connected with the figure of King Arthur is explored through a consideration of English, French, and Welsh texts written between the early Middle Ages and the 15th century, although some more modern works may also be considered. The course is concerned with (among other topics) how different cultures, historical epochs, and individual authors have adapted Arthurian tradition to meet their own needs and concerns and with what has made Arthurian tradition a compelling source of material for so many different interests right up to the present.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 204 - Native American Writers

An introduction to literary study focusing on the question of what it means to identify a national tradition of literature. This course examines Native American authors of the late 20th century in relation to the works of some of their contemporaries, including works by Linda Hogan, Louise Erdrich, N. Scott Mo-maday, Leslie Marmon Silko, and Simon Ortiz.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 207 - New Immigrant Voices

An introduction to literary study focusing on narratives of 20th-century American immigration. What does it mean to say "America is a nation of immigrants"? As a literary form, the American immigrant narrative describes the process of migration, Americanization, and (un)settlement. In this course, students pay particular attention to how race, gender, class, and sexuality, as well as the changing character of American cities, shape the immigrant experience. Is ethnicity in opposition to Americanness? How is identity transformed by migration? How and why is home remembered? How is coming of age paralleled with migration? What narrative strategies are deployed? Finally, what are the constitutive tropes of American immigrant fiction?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 208 - Sex and the Global City

An introduction to literary study using the relationship between sexuality, literature and the history of global cities as a jumping off point for considering the problems, practices, and possibilities of literary study. The course undertakes close reading of modern texts to discover how urban settings influence our understandings of racial and ethnic identity, gender roles, and multiple forms of sexual relationships. It also addresses the ways that the cosmopolitan city provides new forms and content for both modern identities and post-modern narratives. Works of literature are contextualized by a variety of critical and historical works from the modernist and post-modernist periods.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 217 - Introductory Workshop in Creative Writing

The art and craft of imaginative writing: fiction, poetry, and creative nonfiction. In a given term, the emphasis may be determined by the instructor.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 219 - American Literature and the Environment

An introduction to literary study that focuses on human responses to their environments and ecologies. This course explores representations of relationships between people, places, and animals in American fiction, poetry, and non-fiction from the early American Renaissance to the postmodern period. Questions of how environments are inflected by gender and racial positions, as well as literature's insights into issues of environmental justice and sustainability, are addressed through works by writers such as Wendell Berry, Charles Chesnutt, Annie Dillard, William Faulkner, bell hooks, Aldo Leopold, Marilynne Robinson, Wallace Stevens, and Jean Toomer.

Credits: 1.00
Crosslisted: ENST 219
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENGL 220 - The Booker Prize: Examining a Prize, Examining an Empire

A course for freshman and sophomores, dedicated to The Booker Prize. The Booker is awarded annually to one new novel published in English, in the UK. Students follow the year's Booker Prize proceedings, and the class schedule is built live alongside developments in the prize season over the course of the fall semester. In addition to analyzing these texts as works of literature, students dissect the evolving aesthetics and politics of the prize and also consider prize culture in the arts more generally. Why is the Booker a cultural phenomenon in England and how do the legacies of colonization and the former "Empire" manifest in these texts? What roles do the judges, the sponsors, and the British and international reading public have? What novels are being celebrated in this particular moment in time, and why? Students read one novel from the Booker longlist, all six novels on the shortlist, as well as supplementary critical essays relevant to the texts at hand.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 221 - Place in the British Novel

An examination of English novels in which the evocation of place is central to meaning. Students will consider both the means by which authors represent place and the implications of that representation. Texts will include Horace Walpole's *The Castle of Otranto*, Virginia Woolf's *Mrs. Dalloway*, George Gissing's *The Nether World*, and Thomas Hardy's *Tess of the d'Urbervilles*. Throughout the term there will be a focus on the way authors create an imaginative geography based in the physical world but not identical to it.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 240 - Latinx Literature

Latina/os have been present in the United States ever since the country's founding, and beyond. Yet, their contributions to the culture and literary life of the country have only been recognized all too recently. Moreover, despite being one of the fastest growing minority groups in the U.S., Latina/ os have often been sidelined by discrimination and xenophobia. Students consider these issues, and the vibrant and diverse role Latina/as have played in U.S. literature and culture. Taking a broadly historical approach, and paying particularly close attention to contemporary Latinx fiction, memoir, and poetry, it considers questions relating to place, politics, race, history, and gender. Major figures to be considered include Jose Marti, William Carlos Williams, Gloria Andalzua, Natalie Diaz, and Justin Torres.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 266 - Introduction to Theater History: Rituals & Revolutions

A survey of theater history and dramatic literature from ancient practices through the early 19th century. Course readings closely consider texts from the historical global development of drama, while considering theater's broader relationship to its historical socio-political context.

Credits: 1.00
Crosslisted: THEA 266
When Offered: Usually in the fall semester

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Restrictions: Students with credit for ENGL 211 may not receive credit for ENGL 266
Recommended: Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 267 - Introduction to Theater History: Manifestos & New Medias

A survey of the new theatrical styles to emerge around the world in the 19th and 20th centuries. Course readings closely consider the relationship between a play's literary form and its realization in performance, as well as theater's response to the emergence of film, television, and new media.

Credits: 1.00
Crosslisted: THEA 267

When Offered: Usually in the spring semester

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Recommended: Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 290 - London Engl Study Grp Prep

Required of and limited to participants in the London English Study Group and is taken the term before the group's departure.

Credits: 0.25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENGL 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 301 - History of English Language

A study of the historical development of the English language from the first written records of the Anglo-Saxon period to the present day. The course is concerned both with the linguistic "laws" governing the development of English and with the political, economic, and cultural factors that have helped to determine the character of the language spoken today. Students engage in some close study of earlier forms of English. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ENGL 302 - The Literature of the Early Middle Ages

A study of early medieval literature, focusing mainly on the great tales and poems of the Germanic and Celtic traditions. Readings include such representative major works as *Beowulf*, the Irish epic *Táin Bó Cúailnge*, the Welsh *Mabinogi*, and selected Icelandic sagas. By approaching these texts both as literary works and as characteristic expressions of their respective cultures, the course works toward situating Old English literature in a broader European context. Texts are in translation, with some exposure to original languages for interested students. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 303 - Medieval Merchants, Knights, and Pilgrims

A study of engagements with the world in medieval English accounts of history, adventure, travel, and pilgrimage, suggesting the sense of challenge, opportunity, and threat that the world beyond Britain's watery borders seemed to offer. The readings reveal the increasingly fluid and fraught categories of race, class, and gender from the earliest medieval writings to the beginnings of the Renaissance. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 304 - Introduction to Early Medieval Languages of Britain and Ireland

An introduction to the languages, literatures, and history of the early medieval cultures of Britain and Ireland. Depending on the semester, the course may concentrate on Old English, Old Irish, or Middle Welsh. The heart of the course is an intensive study of the chosen language, combining thorough and systematic instruction in the basic elements of the language with translation of selected readings from texts by early medieval authors. The course examines the cultural and historical backgrounds of early medieval literature; students work on developing the philological expertise to be able to address such topics as the heroic ethos, the impact of Christianity on the pagan peoples of western Europe, and the roles of women in early medieval society. (Pre-1800 course.)

Credits: 1.00
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ENGL 305 - The Female Protagonist

A study of women's roles in fiction written in English from the eighteenth century to the present.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 306 - Antebellum American Literature

A study of American literature in the context of society and culture in the United States from 1830 to the end of the Civil War in 1865, with special emphasis on the impact of the anti-slavery, utopian, and women's rights movements. The diverse readings include works by Frederick Douglass, Ralph Waldo Emerson, Fanny Fern, Margaret Fuller, Nathaniel Hawthorne, Harriet Jacobs, Herman Melville, Harriet Beecher Stowe, Henry Thoreau, and Walt Whitman.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 307 - The American Novel

A study of representative works by 19th- and 20th-century American novels in their social, political and cultural contexts. The diverse readings will vary but will typically include works by authors such as Nathaniel Hawthorne, William Wells Brown, Herman Melville, Rebecca Harding Davis, Henry James, Alice Callaghan, Willa Cather, Ernest Hemingway, William Faulkner and James Baldwin.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 309 - Fiction

A study of narrative fiction. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 312 - Race, Place, and the US South

A study of literature of the U.S. South with attention to texts ranging from the colonial period to the contemporary moment. By assessing "southern literature" as a category with a particular history, students approach texts that issue from a region at a crossroads of circum-Atlantic commerce and culture, oppression and hope. Students explore texts in a variety of media and theorize them from a range of perspectives. Major figures include Frances Harper, Kate Chopin, Zora Neale Hurston, William Faulkner, Flannery O'Connor, Yusef Komunyakaa, and Jesmyn Ward.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 313 - The Restoration and the Eighteenth Century

The literary culture of this period is known for its frank explorations of sexuality and gender, its crackling wit and cutting satire, its gossip and its coffee-houses, and its sensational novels. Much of it was written in and about London, a city just then emerging as a major European capital and the center of a globe-spanning empire built on trade, including the transatlantic trade in slaves. In this course, students will study works by John Dryden, Aphra Behn, Daniel Defoe, Alexander Pope, Frances Burney, and Samuel Johnson, and learn to connect their moment in literary history with the Global Enlightenment and the Ages of Revolution and Empire. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 314 - Foundations of African American Literature

A study of African American writing from the 18th and 19th centuries. Drawing on the history of slavery and its immediate aftermath, students examine how African Americans negotiated the promises and the limitations of freedom, gendered experiences of slavery, debates around Reconstruction, political representation, and discourses of revolution and abolition. Students will discuss topics including religion, labor, sentimental novels and historical romances, and the slave narrative. Students will also consider how writings by these authors circulated in the United States and abroad. Authors may include the following: Jupiter Hammon, Phillis Wheatley, David Walker, Harriet Jacobs, Solomon Northrup, Frederick Douglass, Maria Stewart, William Wells Brown, Anna Julia Cooper, and Charles Chesnutt, among others.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 316 - Banned Books

A study of books that have been called obscene, irreligious, explicit, or offensive. Explore the controversies that have surrounded these complex works of literature and the historical and sociopolitical episodes that have led to acts of censorship. Writers to be studied may include Sherman Alexie, Alison Bechdel, Juno Dawson, Toni Morrison, Art Spiegelman, and Alice Walker.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENGL 321 - Shakespeare

A study of Shakespeare plays examined through modern and historical, social and political, theoretical and performance perspectives. English 321 is offered during the fall term. While covering a wide variety of plays, this term features *Hamlet* and *Macbeth* as major tragedies, along with the plays and *The Tempest*. One play by a contemporary of Shakespeare's (Marlowe, Jonson, or Middleton) is often included. Students can count both ENGL 321 and ENGL 322 for credit toward the concentration, although only one can be counted for pre-1800 credit. (Pre-1800 course.)

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 322 - Shakespeare

A study of selected Shakespeare plays examined through modern and historical, social and political, theoretical and performance perspectives. English 322 is offered only during the spring term. While covering a wide variety of plays, this term features *King Lear* as one tragedy, along with *Henry V*, *1 Henry VI*, and representative early and late comedies and romances. One play by a contemporary of Shakespeare's (Marlowe, Jonson, or Middleton) is often included. Students can count both ENGL 321 and ENGL 322 for credit toward the concentration, although only one can be counted for pre-1800 credit. (Pre-1800 course.)

Credits: 1.00
Crosslisted: THEA 322
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 324 - Periods in British Literature (Study Group)

A detailed study of works chosen to illustrate the historical development of literature in Great Britain. Taught in London.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 325 - Milton

A study of the works of Milton with emphasis on the early poems and the epic *Paradise Lost*. The course includes close reading of the texts and an examination of their relationship to the art and ideas of the period. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 326 - Shakespeare's Contemporaries

An examination of the vibrant London theater scene, from the 1580s through the forced closure of the playhouses in 1649, including the work of Marlowe, Jonson, Kyd, Middleton, and Tourneur. Aspects of the historical, cultural, and material framework of the playhouses are also taken into consideration. Among other topics for examination are the discoveries of modern playhouse archaeology, the private lives of actors and theater owners, the formation of theater companies and their travel routes (both in and out of England), the commercial workings of theaters as businesses, playhouses as movable construction, the theaters as part of a much larger entertainment network, and, finally, the changing political position of the theaters that led ultimately to their demise. (Pre-1800 course)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None
Formerly: ENGL 458

ENGL 329 - Inventing Ireland

An introduction to the field of Irish Studies. Begins by considering a few influential works of earlier Irish literature and then moves on to pay close attention to the Irish Revolution and the "Easter Rebellion," particularly the explosion of creativity in the literary and dramatic arts during the Irish Literary Revival, with a special focus on the poetic work of its leader, the towering figure of W.B. Yeats, and the wide shadow his influence would cast over the work of later poets, like Nuala Ní Dhomhnail, Seamus Heaney and Paul Muldoon. Students are grounded in the history of Ireland, its conflicted colonial relationship with Britain, and the outsized influence of this small island on global and postcolonial literatures. May be offered as an extended study.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 331 - Modern British Literature (Study Group)

A study of British fiction, poetry, and drama of the 20th century. This course is taught in London.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 332 - London Theater (Study Group)

A study of drama, both classic and modern, as it is represented in current London productions. This course is taught in London.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 333 - African/Diaspora Women's Narrative

Narratives by African, African American, and African Caribbean women writers. The focus of this course is the concept of the African diaspora with its broad cultural, social, political, and economic implications. Students explore how these texts represent women's experience cross-culturally. How does the condition of each nation-state, with its attendant hierarchy of race, ethnicity, class, and gender, shape the (dis)continuities in these texts? Ultimately, they question whether these narratives can cohere under the rubric of African/diaspora women's literature.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENGL 334 - African American Literature

A study of works by and about Black Americans. Short fiction, the novel, drama, poetry, and the essay are examined with an eye for determining the nature of the Black American's role, as writer and as subject, in the context of American literature as a whole.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 337 - African Literature

A survey of African literature written in English in the decolonizing, post-colonial, and neo-colonial eras. This course examines a number of outstanding novels and critical writing by African writers, with a particular focus on the ways literary aesthetics change to reflect dynamic national, cultural, and subjective identities.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 339 - Modernist Poetry

A study of selected British and American poets active between 1900 and 1950. Amidst all the discourse about the "postmodern," it becomes increasingly clear that there is no consensus on what it is "post." More recent versions of the "postmodern" argue that it is not a period but a mode - one coeval with Modernism itself. Modernity and postmodernity can thus be understood only in relation to one another. This course pursues that relation by focusing on poets like W.H. Auden, Sterling Brown, T.S. Eliot, Robert Frost, Langston Hughes, Mina Loy, Marianne Moore, Ezra Pound, Muriel Rukeyser, Wallace Stevens, Melvin Tolson, or William Carlos Williams.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 340 - Critical Theory: Language, Semiotics, and Form

A survey of important developments in the formation of literary criticism as a modern discipline. Topics may include Freudian, feminist, deconstructive, Marxist, semiotic, and historical approaches.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 344 - African American Literature II

A survey of African American literature after 1900. Reading across time, space, and genre, students examine how African American writers have developed traditions of protest and political dissent, navigated the evolution of racial discourse after Reconstruction, and explored the terms of freedom, citizenship and belonging in the United States. Students also engage African American literary production across a variety of forms to consider how African American writers respond to social and cultural movements of the 20th and 21st centuries. Topics include the artistic renaissance in Harlem and Chicago, the Civil Rights movement, the Black Arts movement, the emergence of the New Black Aesthetic, and Black writing in the age of Black Lives Matter. Authors may include the following: Nella Larsen, Langston Hughes, Zora Neale Hurston, Richard Wright, Lorraine Hansberry, Amiri Baraka, Sonia Sanchez, August Wilson, Toni Morrison, and

Percival Everett, among others.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 345 - Victorian Fiction

An examination of British fiction in the Victorian age (roughly 1837-1901). Texts include works by such writers as Charles Dickens, William Thackeray, Charlotte Brontë, Wilkie Collins, Anthony Trollope, Elizabeth Gaskell, George Eliot, Thomas Hardy, Rudyard Kipling, Robert Louis Stevenson, George Egerton, and George Gissing. Attention is paid to the many forms that Victorian fiction took, and to the variety of topics that it addressed. There are opportunities to consider such subjects as Victorian publishing practices, fiction as a vehicle for social criticism, the relationship of fiction to other cultural forms, and the growing frankness of mainstream fiction.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 349 - Global Theater

An exploration of Asian, African, intercultural, and postcolonial performance traditions, spanning theater, dance, ritual, and everyday life. Course materials include both classic and contemporary play texts along with selected readings in history, anthropology, and performance studies.

Credits: 1.00
Crosslisted: THEA 349
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 360 - Living Writers

A master class in how works of literature come to be. Students study nine to eleven works of fiction, nonfiction, poetry, and drama by contemporary writers. Each year, the list is carefully curated to bring a diversity of perspectives. In a typical week, students discuss one of the works on the syllabus with the professor on Tuesday afternoon, then meet the author on Thursday afternoon. Attendance at literary

readings outside of normal class time is required. Does not fulfill 20th-21st Century period requirement.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENGL 361 - Chaucer's Canterbury Tales

The social, political, and cultural background to Geoffrey Chaucer's *Canterbury Tales*. Chaucer's *Canterbury Tales* capture the liveliness and precision of Middle English and the variety of late medieval English life. In them Chaucer explores issues of community, gender, identity, and authority as the pilgrims tell tales, quarrel with one another, and assert themselves. Through their narratives, the pilgrims attempt to make sense of the social, religious, and political challenges of a world at least as confusing as our own. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 363 - Contemporary Fiction

A study of very recent short and long fiction by writers both renowned and slightly secret. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 364 - Americans Abroad: Travel Writing from 1800-present (London Study Group)

"The American is a migratory animal," wrote Robert Tomes in 1865—a sentiment as true today as in the century following America's war of independence from Britain. Travelers visiting the so-called "Mother Country" often find it familiar but strange, welcoming but cold, generative but constricting, desirable but repellent. Students explore these and other paradoxes while analyzing American travel writing from 1800 to the present. Theoretical concepts such as "the gaze," "the uncanny," and "the Other" guide our study of Americans' shifting attitudes toward Britain and the British. To understand the cultural attitudes and literary

traditions underlying American travel to, and writing about, Britain over the past couple of centuries is to grasp something crucial about the forces that have shaped the American identity over the same period. Taught on the London English study group.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 365 - Fugitive Mobilities: Migration and Environmental Imagination in 20th-Century America

A study of American literature in the 20th century with a focus on the aesthetic, environmental, and cultural meanings of mobility, particularly as practiced by figures that move - or refuse to move - in defiance of the dominant culture: vagabonds, migrant laborers, fugitives. To uncover the racial and political meanings of twentieth-century mobilities in the Americas, we will explore texts in a variety of media - narrative fiction, poetry, literary nonfiction, photography, sound recordings, and film - and theorize these mediums from a range of perspectives. Major figures include Dorothea Lange, William Faulkner, Susan Sontag, Toni Morrison, Cormac McCarthy, Ida B. Wells, Louise Erdrich, and Richard Wright.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 368 - After Genocide: Memory and Representation

An investigation of the impact of genocide on the self and the imagination's representations in literature, film, and art. Primary texts include poetry, memoir, video testimony, film, and visual art. Scholarly methodology involves readings of literary criticism and theoretical work in the study of trauma, literary theory, and testimony. Among the questions the course asks are: How does trauma shape imagination and open up access to the site of disaster that is now carried in fragments which inform memory? How do representations of violence shape and inflect aesthetic orientations and literary and artistic forms? The course concerns itself with the aftermath of two 20th-century genocides--that of the Armenians in Turkey during World War I and of the Jews in Europe during World War II--both seminal events of the 20th century that, in various ways, became models for ensuing genocides.

Credits: 1.00
Crosslisted: PCON 368
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 369 - Queer Literature

Students read texts written by diversely queer writers about diversely queer folks. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

Credits: 1.0
Crosslisted: LGBT 369
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 370 - Prophecy and Doubt: Romantic and Victorian British Poetry

Deeply troubled by accelerating change and alarming social upheaval, 19th century British poetry veers between prophecy and doubt, neither entirely sure of its vision nor willing to surrender hope. Perhaps even more than ourselves, the poets of this era felt keenly the forces of social fragmentation and the constriction of the human spirit by machinery and technology. Students start with fiery seers like William Blake or Percy Shelly, observe poets like Tennyson, Barrett-Browning, Arnold or the Rossettis wrestling with the role of the poet in modern society, and follow the self-described "last of the Romantics," the Irish poet William Butler Yeats, as he prepares the way for modernism precisely by digging deeper yet into tradition.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 371 - South Asian Diasporas

An introduction to literatures, films, and critical theory from the South Asian diasporas in North America, England, and South Africa. Student understandings of the fields of Ethnic and Diaspora Studies are enhanced. Focused on participants in the diasporas, emphasizing their different histories of arrival, their place as hyphenated identities, and their shared struggles with other oppressed groups within a framework of segregation at home and empire abroad. Readings focus on texts from the early colonial periods, Jim Crow/apartheid, the Post-WWII reconstruction of England, and the War on Terror. Authors/film-makers may include, Sam Selvon, Mira Nair, Rayda Jacobs, Imraan Coorvadia, Salman Rushdie, Achmat Dangor, Hanif Kureishi, Leah Lakshmi Piepzna-Samarasinha, Amitav Ghosh, Jumpa Lahiri, and H.M. Naqvi.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 374 - Creative Nonfiction Workshop

A workshop-based course in the theory and practice of personal writing.

Credits: 1.00
Corequisite: None
Prerequisites: Instructor approval on the basis of writing samples
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 376 - Playwriting II

Building on playwriting skills and techniques introduced and practiced in THEA 276: Playwriting, students will study and practice the art and craft of writing and revising the one-act play (45-60 minutes in length). The course will be run as a workshop and is intended for students with playwriting experience.

Credits: 1.0
Crosslisted: THEA 376
Corequisite: None
Prerequisites: ENGL 256 or THEA 256 or THEA 276
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 377 - Fiction Writing Workshop

A workshop in the writing of prose fiction. This course includes study of professional writers' work, group analysis of students' work, and individual conferences.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 378 - Poetry Writing Workshop

An advanced workshop in the writing of poetry; includes group analysis and criticism.

Credits: 1.00
Corequisite: None
Prerequisites: Instructor approval on the basis of writing samples
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 385 - Drama, Fiction, and Poetry of Tudor England

Courtly and popular writing in England, 1485-1603. Writers studied include the canonized greats (Sidney, Spenser, Marlowe, and Shakespeare) and their equally flamboyant contemporaries. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 386 - Poetry, Prose, and Drama in the Century of the English Revolutions, 1600-1700

A study of the impact of Renaissance science and political and economic turmoil on English literature through the revolution of mid-century. Works include prose, poetry, and drama of the "metaphysical" and "cavalier" schools: Donne, Jonson, Webster, Herbert, Herrick, Browne, Marvell, and their contemporaries. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 402 - Medieval Celtic Literature

A study of selected texts from the medieval Welsh and Irish literary traditions. Readings span the period from the 7th to the 15th centuries and include such works as the Irish epic *Tain Bo Cuailnge* ("The Cattle Raid of Cooley"), the Welsh mythological stories of *The Mabinogi*, and the love and nature poetry of Dafydd ap Gwilym. Students consider these works as cultural and historical artifacts, and also explores their accessibility to more modern critical and theoretical approaches. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 403 - Race before Race: the Literature of the Early Modern Transatlantic

Race is a fiction, but its effects in the world are real. Students study the literary sources of racial typologies and race-based subordination in the early modem world. In works by white and Black authors, ranging from William Shakespeare's *Othello* (1603) to Aphra Behn's *Oroonoko* (1689) to Olaudah Equiano's *Interesting Narrative* (1789), students read narratives of colonial encounter, accounts of slave trafficking and the experience of bondage, philosophical discussions of human variety, and many other works that present less familiar practices of race-making and racial self-understanding. Students learn the early modem literary history of race-making so that they are better equipped to think critically about how race is made to matter in our time.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENGL 405 - The Brontes

A consideration of the works of the Brontës, including the following: Charlotte Brontë's *Jane Eyre* and *Villette*, Emily Brontë's *Wuthering Heights*, and Anne Brontë's *Agnes Grey* and *The Tenant of Wildfell Hall*. This seminar also examines Brontë biography, taking Elizabeth Gaskell's *The Life of Charlotte Brontë* as its point of departure. Students gain an understanding of the Brontës' literary and social contexts; they also gain an appreciation of the powerful myth that has grown up around these three sisters.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 408 - Literature of Medieval Women

A study of key medieval texts from the 12th to the 15th centuries in which the authors attempt to articulate individual identity in relation to the medieval social codes and expectations that shaped their experience. Students consider such issues as love, gender, religious vocation, and court and town life. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 418 - Studies in American Literature

An advanced seminar in a topic - author, genre, or theme - in American literature.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 420 - Emerson and Thoreau

A study of the two major figures of American transcendentalism in their social, political, and religious context. The course focuses on the major writings of Emerson and Thoreau, with some attention to related works by their contemporaries.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 422 - Confession and Rebellion: American Literature in the 1950s

An investigation of the innovative forces of post-World War II American literature. Students review the tumultuous decade of the 1950s during which time the United States was catapulted into a Cold War with the Soviet Union and a congruent episode of anticommunist hysteria known as McCarthyism. This initiated the new nuclear age created with the dropping of the bomb on Hiroshima. It was also a decade defined by the struggle with Jim Crow racism and the emergence of a new Civil Rights movement, the birth of the second wave of feminism, and the emergence of a rich range of cultural criticism focused on issues including the social construction of the American family, corporate and suburban conformism, sexual repression, and the destructive capacities of the new military industrial complex. Out of this charged political and cultural situation, writers created some of the most innovative literary works in modern American history.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 431 - Ethnographic Fictions: Human Rights and Literature

Helps students navigate fiction's complex relationship with representation and reality. Scans a broad spectrum of texts, beginning with 18th- and 19th-century European novels, and continue onto contemporary writings from the postcolonial world. Students discuss the complex ways in which fiction documents the social world, produces historical archives, bears witness to trauma and violence, and memorializes loss, but also rejects and/or makes readers critically aware of realism's positivist impulses. Also guides students in reading theoretical texts on the topic. Possible authors include Daniel Defoe, Rudyard Kipling, Leonard Woolf, Bertolt Brecht, Chinua Achebe, Chimamanda Ngozi Adichie, Michael Ondaatje, and David Henry Hwang.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 441 - James Joyce

A study of several of the author's major works, including *Ulysses*.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Recommended: Prior course work in Shakespeare, 19th- or 20th-century narrative recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 444 - Modern Wisdom Literature

Developing from the "wisdom literatures" of both Greco-Roman and Hebrew tradition, the modern aphorism is characterized by its brief and often pointed expression of an observation or precept. It differs from, say, maxims, proverbs, or apothegms in that it turns on paradox and antithesis; it differs from earlier forms in the ways it undermines rather than supports certainty. Students explore the relations of literary form to convictions about the nature and limits of human knowledge, habits of reading, and its uses in life. Students follow the transformation of the aphorism both as form and as impulse as it is reinvented in the Modern period-chiefly following the example of Friedrich Nietzsche-and explores its character as a lyrical corrective to overly definitive and linear ways of organizing and writing about experience.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 445 - Life-Writing: The Renaissance

How do we tell stories about people? What historical and cultural elements shape our narratives about them? What materials do we have with which to build these portraits? This course is an exploration of biography, as non-fiction narrative, practiced both by modern writers and Renaissance writers. The subjects, ranging across a variety of countries, include a statesmen and an impersonator, an alchemist and a painter, a noblewoman and an executioner. Materials include original letters, diaries, autobiographies, travel journals, and legal records. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 461 - Studies in the Renaissance

An advanced seminar in a topic - author, genre, or theme - in English literature, 1580-1660. (Pre-1800 course.)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 471 - Major American Novelists

An intensive study of the works of one or two writers, as announced. (Post-1800 course.)

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ENGL 472 - Faulkner

A study of the major novels and selected short stories of William Faulkner.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 477 - Advanced Workshop

An advanced workshop in the writing of fiction, poetry, and/or creative nonfiction. Depending on the semester and the instructor, the course may be structured around a topic, a genre, or both. It will always include the study of literary texts, discussion of student work, and one-on-one conferences. Preference is given to students who have already taken at least one 300-level creative writing workshop and who are majoring in English with an emphasis in creative writing. While this course is required for all students pursuing honors in creative writing, it is also open to students who are not pursuing honors. This course does not fulfill the major requirement for a 400-level seminar in literature.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 489 - Preparation for Honors in English Literature

This seminar, taken in the senior year, is required of all English majors pursuing a scholarly honors project. The course has a twofold purpose. First, on a theoretical level, it problematizes familiar attitudes about and approaches to literary texts and contexts, while introducing students to the methodologies of twenty-first-century scholarship. Second, it inaugurates honors research, requiring the completion of essential preliminary tasks for the thesis that will be written in the spring.

Credits: 0.25
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENGL 490 - Special Studies for Honors

Writing the honors essay. This course must be taken in addition to the nine courses required for the major in English literature and the eleven courses required for the major in English with an emphasis in creative writing. It does not count as a seminar in literature.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ENGL 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ENGL 492 - English Dept Fellowship

Individually supervised studies for students selected by the department.

Credits: 0.50
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: None
Core Component: None

ENST 200 - Environmental Science: Challenges and Solutions

Environmental Science is an interdisciplinary field that develops scientific and analytical tools for assessing and mitigating human impacts on the environment. Students are provided an overview of the discipline in the context of the interconnected global earth system: the atmosphere, geosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies. Topics may include: climate change and its cascading impacts, and the effects on environmental quality, biodiversity, and human health. During weekly fieldwork and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to understand and address environmental issues.

Credits: 1.0
Corequisite: ENST 200L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ENST 200L - Environmental Science Lab

Required laboratory to ENST 200. Environmental Science is an interdisciplinary field that develops scientific and analytical tools for assessing and mitigating human impacts on the environment. During weekly field-based and laboratory sessions, students gain hands-on experience in collecting, analyzing, and interpreting data that can be used to understand and address environmental issues. These exercises highlight the role of data as the foundation for understanding the interconnected nature of the global earth system: the atmosphere, geosphere, hydrosphere, and biosphere. Students are introduced to scientific methods from physics, chemistry, geology, and biology that are used to examine real-world case studies. Topics may include: climate change and its cascading impacts, and the effects on environmental quality, biodiversity, and human health.

Credits: 0.25
Corequisite: ENST 200
Prerequisites: None
Major/Minor Restrictions: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

ENST 202 - Environmental Ethics

An introduction to the field of environmental ethics. Several key figures and philosophies in the environmental movement are studied and critically analyzed, with a particular emphasis on ethical reasoning and its influences on environmental policies and practices. Topics to be discussed include animal rights and the ethical treatment of animals, intrinsic and instrumental evaluations of the natural world and its inhabitants, the value(s) of species and ecosystems, the nature and extent of our obligations to address climate change, as well as central questions of consumption and population ethics in the context of sustainability.

Credits: 1.00
Crosslisted: PHIL 202
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 219 - American Literature and the Environment

An introduction to literary study that focuses on human responses to their environments and ecologies. This course explores representations of relationships between people, places, and animals in American fiction, poetry, and non-fiction from the early American Renaissance to the postmodern period. Questions of how environments are inflected by gender and racial positions, as well as literature's insights into issues of environmental justice and sustainability, are addressed through works by writers such as Wendell Berry, Charles Chesnutt, Annie Dillard, William Faulkner, bell hooks, Aldo Leopold, Marilynne Robinson, Wallace Stevens, and Jean Toomer.

Credits: 1.00
Crosslisted: ENGL 219
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ENST 224 - Introduction to Environmental History

Explores reciprocal relationships between people and the environment over time. These relationships can be intimate and mundane (mowing a lawn, eating an avocado) or much grander in scale (testing nuclear weapons, creating a national park); they are also connected to global processes of colonialism and industrial development. Focusing on the modern period, students investigate how a wide range of people around the globe—from indigenous peoples to plantation workers to suburban families-have used, transformed, and made sense of their environments over time. This history is also considered for its relevance to contemporary environmental politics and activism.

Credits: 1.0
Crosslisted: HIST 224
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ENST 232 - Environmental Justice

In the wake of the environmental movement and the civil rights movement rose a crosscurrent of issues combining problems of social justice and environmental issues. During the past four decades, this crosscurrent has swelled to produce a new social movement: the environmental justice movement. This course explores the terms and ideas of environmental justice by addressing the key issues of environmental racism, distributive justice, procedural justice, and justice as recognition, and the ways in which these concepts explain environmental inequality. It embraces the deep interrogation of the historical context of environmental problems and the ways in which systems of oppression contribute to environmental issues. These issues are introduced and discussed mainly in the context of the U.S. environmental justice movement, with some international context highlighted periodically.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 233 - Global Environmental Health Issues

Environmental health is a field of interdisciplinary study that integrates human society and behavior with ecological processes to understand environmental dimensions of human health. This course focuses on knowledge generated in the natural and social sciences that concerns human-environmental interactions and its implications for human health risk. It introduces students to the conceptual and empirical underpinnings of the direct and indirect relationships between environment and health, approaches to measuring these relationships, and the ways in which health policies, programs, and clinical practices have been organized to reduce risk at various geographic scales: locally, nationally, and internationally. Regional implications of global climate and other global processes provide an important context for the course. This course also explicitly demonstrates the importance of an interdisciplinary approach to investigating questions in global environmental health and the complexity of environmental analysis.

Credits: 0.50
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 234 - Case Studies in Global Environmental Health

Environmental health is a field of interdisciplinary study that integrates human society and behavior with ecological processes to understand environmental dimensions of human health. Students focus on not only knowledge generated in the natural and social sciences that concerns human-environmental interactions and its implications for human health risk, but also includes an extensive case study on various emergent issues in public health. *Case Studies in Global Environmental Health Issues* introduces students to the conceptual and empirical underpinning of the direct and indirect relationships between environment and health, approaches to measuring these relationships, and the ways in which health policies, programs and clinical practices have been organized to reduce risk at various geographic scales: locally, nationally and internationally. Students have an opportunity to complete an extensive research project on issues of environmental health during the second half of the semester.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Not open to students who have taken ENST 233 and ENST333
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 240 - Sustainability: Science and Analysis

Using scientific evidence and tools, this course presents sustainability issues and solutions through environmental science and engineering perspectives. Students will learn about the theories and evidence behind major environmental phenomena, and students will use scientifically-grounded arguments to think critically about complex environmental challenges and possible sustainable solutions. Topics to be discussed include dependency on fossil fuels, the stress of population growth and consumption on the environment, and recycling. Students will also have the opportunity to conduct several hands-on experiments and to analyze data using statistics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ENST 240E - Sustainability: Science and Analysis Extended Study

Using scientific evidence and tools, coursework presents sustainability issues and solutions through environmental science and engineering perspectives. Students learn about the theories and evidence behind major environmental phenomena, and students use scientifically-grounded arguments to think critically about complex environmental challenges and possible sustainable solutions. Topics to be discussed include dependency on fossil fuels, the stress of population growth and consumption on the environment, and recycling. Students also have the opportunity to conduct several hands-on experiments and to analyze data using statistics.

Credits: 0.50
Corequisite: ENST 240
Prerequisites:
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 241 - Sustainability and Climate Action Planning

Explores the initiatives, programs and policies being implemented at the local and regional government level to promote sustainability and address climate change. Students will investigate diverse policy pathways from

national and local case studies. Whenever possible, students work in groups with community partners, including those in the upstate New York region, to solve complex challenges facing local governments and organizations trying to enact meaningful climate change mitigation and adaptation strategies, and sustainability-related policy. These projects will be informed by different theoretical orientations to sustainability, allowing students to gain practical experience in civic engagement and policy making.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ENST 250 - Environmental Policy Analysis

Explores the theories and methods of policy analysis as applied to U.S. environmental policymaking. Policy analysis is an applied social science that draws on diverse methods to generate information designed to be used in political settings and inform policy decisions. Students explore specific environmental issues such as pollution regulation, wildlife and ecosystem management, and climate/energy issues. Students learn, among other skills, to: define problems using data to describe environmental change, construct policy alternatives using various analytical techniques, define evaluative criteria, assess the alternatives, and draw conclusions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 274 - Sustainability and the Built Environment

Develops students' individual responses and points of view to problems of the built environment, including landscapes and architecture, with a focus on sustainability. Students learn about environmentally responsible design, the development of sustainable buildings, and the principles of Integrated Building Design and environmental performance factors. Hands-on experience is gained through the production of design drawings. Coursework includes environmental design and the design of a small building using 3D architectural software. In addition to lectures and readings related to course topics, class time is spent on individual or group projects.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None
Formerly: ARTS 274

ENST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 308 - Rivers: Resources, Politics, and Environmental Change

An interdisciplinary exploration of the relationships between rivers, their hydrological and climatological processes, and the political dynamics influencing management policies. Students delve into geology/natural sciences topics, including basin-scale hydrology, surface-water/ground-water interactions, and hydrological response to climate change. Students examine how these processes interact with political/social science topics, including conflict management and learning in collaborative governance, the politics of policy analysis, and the role of science and technical information in policymaking, highlighting the impact of river management on ecosystems and communities.

Credits: 1.0
Crosslisted: GEOL 308
Prerequisites: None
Major/Minor Restrictions: Only Environmental Studies, Environmental Geology, Environmental Geography, Environmental Biology, Environmental Economics, Geology Majors and Minors
Class Restriction: No Sophomore, No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 309 - Australian Environmental Issues (Study Group)

Led by the faculty director of Colgate's study abroad program to the University of Wollongong, offered each fall semester by the program in Environmental Studies and the Department of Geography. Australia's unique characteristics and history provide a rich setting for the interdisciplinary study of topics in environmental studies and geography. Through class lectures and discussion, critical reading, independent research papers, and field trips, students consider a broad range of historical and contemporary human-environment relationships. A series of field excursions planned and led by the faculty director allow students to experience Australia's rich and diverse flora and fauna, its environmental and cultural heritage, and illustrate environmental policy challenges for 21st-century Australia.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 319 - Food

Food is fundamental — it sustains us and is essential for our survival — but food is more than just what we eat. Food is also a commodity with complex global markets and ecological impacts; it is highly regulated through our political processes and institutions; and it forms a key part of our culture and the social rhythms of everyday life. Students explore these many dimensions of food, focusing especially on key questions about where it comes from, how it is produced, and how it is embedded in our economic, political, and cultural institutions. Students participate in a service learning internship at Common Thread Community Farm in Madison, NY. Also involves field trips to and guest speakers from local food and farming communities.

Credits: 1.00
Crosslisted: SOCI 319
Corequisite: None
Prerequisites: ENST 232 or SOCI 201 or SOCI 250 and students must have an open morning (no other enrolled courses) on Wednesday, Thursday, or Friday, from 8 a.m. until 12 p.m., in order to accommodate the farm internship component of the course.
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 321 - Global Environmental Justice

Global environmental justice examines both procedural and distributive inequities as well as injustices in political relationships among nation states. Additionally, it places emphasis on a variety of global political issues, which have evolved from environmental concerns that transcend national boundaries. This intermediate course expounds on the concepts and theories of environmental justice from an international perspective. It evaluates the international frame of environmental justice from a human rights perspective and its applicability to different case studies. A close examination of the theoretical North-South relationship, in terms of dependency and exploitation of peripheral (South) countries by core (North) countries, is central to the course. It analyzes a constellation of issues labeled as global environmental justice, such as tribal exterminations, dislocations of marginalized communities, and resource conflicts. Real world examples of environmental justice cases are critically assessed to develop an understanding of the complex relationships among actors that lead to environmental injustices.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 324 - Hunting, Eating, Vegetarianism

Historically, hunting for food has represented one of the most direct ways in which people have engaged with nature. Some scholars even believe that the "hunting instinct" is a fundamental aspect of human identity. People in modern industrialized societies, however, often have little idea about the origins of the flesh they consume, most of which is raised and slaughtered on an industrial scale. While the majority continue to eat meat, poultry, and/or fish, a minority have chosen to become vegetarians or even vegans for

ethical, religious, cultural, health-oriented, or environmental reasons. Others continue to hunt and fish but within ecosystems dramatically altered by human intervention and amidst cultural landscapes complicated by commercialized and trophy hunting. Drawing upon a wide range of sources including literature, artistic and documentary films, autobiographical accounts, online hunting (and anti-hunting) forums, diverse web resources, and scholarly approaches ranging from animal studies to humanistic ecocriticism, students investigate the intertwined themes of hunting, industrial versus small-scale farming and fishing, diverse cuisines including vegetarianism/veganism, and the ethical and existential food choices that confront members of modern industrialized societies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 334 - Carnivores Across Cultures

Explores cultural attitudes toward apex predators including wolves, the large cats, brown and polar bears, eagles, orcas, and great white sharks historically and during the Anthropocene. Focuses especially upon the significance of large carnivores in American, Russian, and Eurasian cultures but situates these case studies in a comparative global context. Utilizes the perspectives of ecocriticism and human-animal studies to examine the importance of our relationships to apex predators as a way of understanding human societies and worldviews more broadly. Also explores the question of whether we can learn to live alongside large carnivores as keystone species, or if their disappearance in the wild is inevitable as part of the ongoing Sixth Extinction.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 335 - US Environmental Politics

Public policies to protect the environment are among the most important and controversial issues in local, state, and national government. This course analyzes the politics of environmental protection in the United States through the use of social science theory and a variety of quantitative and qualitative methods. The course introduces frameworks for understanding environmental policy problems and reviews several important American environmental laws. Readings include social science "classics" on the environment, as well as recent scholarship on environmental politics and emerging environmental issues. Topics covered in the course include the politics of environmental science, environmentalism as a social movement, environmental lawmaking in Congress, bureaucracy and environmental regulation, federalism, environmental law, and environmental justice.

Credits: 1
Crosslisted: POSC 335
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)

Caribbean environmental issues and concerns are usually overshadowed by the images of sea and sun, yet the region, which is composed of a multiplicity of countries, face both individual and common environmental threats. Trinidad and Tobago provide a unique perspective on the Caribbean given its cultural cosmopolitan richness and its label as the most industrialized. Students seek to understand the main ecosystems, environmental threats, and the ways in which the country has responded to these threats. While studying in Trinidad and Tobago students get hands-on experience with these ecosystems and threats in addition to learning from a number of stakeholders – NGOs, community-based organizations, and government – to understand the complexity of responses for small island states.

Credits: 1.0
Crosslisted: ALST 358
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ENST 389 - Conservation Biology & Policy

Our world is facing unprecedented pressures from global warming, habitat loss, pollution and a myriad of other anthropogenic drivers that are negatively impacting species and ecosystems. The biological discipline that addresses the impacts of these drivers on biodiversity and ecosystem function is Conservation Biology. The step after the identification of a conservation issue is to determine conservation priorities for addressing it, and then formulating evidence-based policy. Students learn the sustainable management of socio-ecological systems using conservation biology and policy studies. Framed around a case study, a long-term research project in the Cardelus lab on the myriad impacts of high deer density on the Village and Town of Hamilton.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: Only Environmental Biology, Environmental Economics, Environmental Studies, Environmental Geography, Environmental Geology Majors and Minors
Class Restriction: None
Recommended: ENST 202, ENST 232
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 450 - Community-Based Study of Environmental Issues

Students in this project-based, interdisciplinary course examine current environmental issues in the context of community-based learning. Topics for investigation are selected by faculty, usually in conjunction with the campus sustainability coordinator, the Upstate Institute, or directly with local and regional agencies or organizations. Students get practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations.

Credits: 1.00
Corequisite: ENST 450L
Prerequisites: At least two courses related to environmental studies
Major/Minor Restrictions: None
Class Restriction: Only Senior
Recommended: ENST 202 and ENST 232 are strongly recommended
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None
Formerly: ENST 390

ENST 450L - Community-Based Study of Environmental Issues Lab

Required corequisite for ENST 450.

Credits: 0.25
Corequisite: ENST 450
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ENST 490 - Seminar in Environmental Studies

In this senior seminar, students discuss the relevant literature (from multiple disciplines) and do research on one or more selected environmental issue or issues, chosen by the instructor. Topics differ from year to year. The goal is to achieve an advanced, interdisciplinary understanding of contemporary environmental issues.

Credits: 1.00

Corequisite: None
Prerequisites: ENST 389 or ENST 390 or ENST 450
Major/Minor Restrictions: Only Environmental Biology, Environmental Economics, Environmental Studies, Environmental Geography, Environmental Geology Majors and Minors
Class Restriction: Only Senior
Restrictions: Senior ENST majors & minors only; others by permission
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

ENST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 200 - Introduction to Film and Media Studies

From the films we watch to the personal profiles we maintain online, media saturates our lives. Film and mass media can be powerful determinants of ideology, identity, and historical consciousness. This course is a historical survey of media technologies and environments, combining course readings with a required weekly film screening. The theoretical concepts introduced in this course enable students to critically approach the visual culture around them: just how immersed are we in the virtual, and what are the strategies for engaging with or disengaging from virtual worlds? Students learn to respond to film and media as proactive, critical, and articulate viewers. Students also acquire the vocabulary, conceptual strategies, and interpretive skills necessary to closely analyze the form and content of film and media, as well as the ability to set their own relation to the ideologies all representations convey.

Credits: 1.00
Corequisite: FMST 200L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FMST 200L - Required Film Screening

Required corequisite to FMST 200.

Credits: 0.00
Corequisite: FMST 200
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 210 - Global Cinema

Explores the production and reception of film in a global context, as well as the various ways individuals and communities around the world create and receive film. Students explore the concept of "national cinema," the interplay of local aesthetic traditions and transnational industrial and artistic practices, the role of cinema in diasporic communities, and the impact of global capitalism on film production, distribution, and exhibition. Films depicting immigration, exile, the refugee, insider/outsider status, and other modes of geographic movement are explored.

Credits: 1.00
Corequisite: FMST 210L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FMST 210L - Required Film Screening

Required corequisite to FMST 210.

Credits: 0.00
Corequisite: FMST 210
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 212 - Global Media: Flows & Counterflows

Regulating and being regulated by a variety of information flows on a daily basis from SMS texts, snapchats, and tweets, to live news feeds, corporate data transfers, and government communiques. We increasingly experience our private and public lives as a hypermediated encounter with the world at large. What impact do these media flows have on our experiences of the local and the global? Simultaneously, how should we understand contemporary mass media themselves as "global"? Have transformations in print, broadcast, and digital media fundamentally altered how we think of the near and the far, the familiar and the foreign, the national and the transnational, the West and the non-West? This course will address these questions through the two structuring notions of the "flow" and the "counter-flow," and analyze the role that media play as both a unifying and a divisive agent, consolidating identities and nationalisms in some instances, and de-territorializing the same in others.

Credits: 1.00
Corequisite: FMST 212L

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

FMST 212L - Required Film Screening

Required corequisite to FMST 212.

Credits: 0.00
Corequisite: FMST 212
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 214 - Playful Polemics: Video Game Theory, History, and Methods

Provides an introduction to the interdisciplinary study of video games. Each week, students play one or more assigned games and complete readings drawn from a variety of fields including media studies, race, gender and sexuality studies, and computer science. Through this approach, students develop a sophisticated critical vocabulary that allows them to analyze the formal and genre characteristics of video games, how they reflect and engage with contemporary sociopolitical concerns, and how they have circulated globally and historically. Course assignments include a series of short in-class exercises with different modes of writing and creative practice, a Twine-based midterm analysis of the formal and genre features of the game of your choice, and a final group research project where students collaboratively produce a game design document, a script, and a critical intervention. All levels of experience with gaming, theory, and computation are welcome and encouraged (even if any of this is brand new, just bring your excitement and willingness to try new things).

Credits: 1.0
Corequisite: FMST 214L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice & Interpretation
Core Component: None

FMST 224 - Introduction to Italian Cinema

An introduction to major works of Italian cinema from the silent era to contemporary productions. Students will watch and discuss groundbreaking films by Italian directors such as Rossellini, Fellini, Antonioni, Pasolini, Wertmüller, Benigni, and others. Places Italian cinema within the context of European art cinema and film theory, and focuses on the ways these films represent and challenge Italian history, culture, and identity. It emphasizes the study of cinematic analysis and filmmaking techniques, as well as the historical and cultural situation in Italy from the 1920s to the present. Students are required to attend weekly screenings in addition to regular class meetings. Taught in English, with the option of a discussion group in

Italian.

Credits: 1.0
Corequisite: FMST 224L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 224L - Required Film Screening

Required corequisite to FMST 224

Credits: 0.00
Corequisite: FMST 224
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 225 - Visual Rhetorics

Approaches the study of rhetoric by focusing on the relationship between text and image. How does the combination of verbal and visual elements communicate different arguments to different audiences? How do verbal/visual texts reflect or even create cultural identities, norms, values, and practices? With the goal of becoming effective rhetorical critics, as well as incisive consumers and producers of visual culture, students both study and create a variety of visual texts.

Credits: 1.0
Crosslisted: WRIT 225
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 230 - Global Queer Cinema and Television

Examines lesbian, gay, bisexual, transgender, and queer film cultures from transnational and global perspectives. Courses on LGBTQ cinema most often focus on North America and Western Europe, well-known for their prolific output of gay, lesbian, and transgender film and media. Less frequently included are the wide range of films produced (since the 1980s and 1990s) from India, Thailand, Hong Kong, Egypt, Tunisia, Guinea, Uganda, Israel, and Russia. Analyzing these films alongside contemporary theoretical discussions of gender and sexuality, students explore how LGBTQ concerns from non-Western countries continue to test the possibilities of film and media aesthetics and politics, and bring the cinematic form in dialogue with the complexities and geopolitics of gender and sexuality.

Credits: 1.00
Corequisite: FMST 230L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

FMST 230L - Required Film Screening

Required corequisite to FMST 230.

Credits: 0.00
Corequisite: FMST 230
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 235 - Independent Film Production (Study Group)

Introduces students to the theory and practice of independent filmmaking. Students become familiar with the fundamentals of media production, including time-based visual storytelling; digital video and audio technologies; and image composition and framing. Simultaneously, students explore the history of independent film production in the United States and particularly in New York City, as well as the narrative, stylistic, industrial, and cultural aspects of contemporary U.S. independent film.

Credits: 1.00
Corequisite: None
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 270 - The Rhetoric of Comics

Focuses on the ways that comics - often defined as the interplay of words and images - convey specific messages, whether instructional, narrative, persuasive, or other. Close analyses draw on principles of visual rhetoric, comics scholarship, photography, and related disciplines. Readings cover the theory, history, terminology, and genres of graphic narratives.

Credits: 1.0
Crosslisted: WRIT 270
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice & Interpretation
Core Component: None

FMST 287 - History and Theory of Cinema

Introduces students to the history of cinema and the major film theories from the 20th century to present. Students engage with all aspects of filmmaking, acquiring the appropriate cinematic language and theoretical framework to discuss and write about film. Emphasis is on the development of film analysis and critical visual thinking.

Credits: 1.00
Corequisite: FMST 287L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: ARTS/ARTH 287

FMST 287L - Required Film Screening

Required corequisite to FMST 287

Credits: 0.00
Corequisite: FMST 287
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 288 - New Media: History and Theory from Netflix to VR

Focusing on 21st century media production and consumption, students explore the impact of digital technologies on film, television, and social media. In addition to viewing a wide range of recent and contemporary works, from web documentaries to interactive films and Virtual Reality, "New Media" engages more directly and materially with contemporary moving images, industries, and infrastructures. The course addresses key issues in recent film and media theory by historicizing and contextualizing recent debates surrounding movie-going, connected viewing, interactivity, and streaming.

Credits: 1.0
Corequisite: FMST 288L
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

FMST 288L - Required Film Screening

Required corequisite to FMST 288.

Credits: 0.00
Corequisite: FMST 288
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 303 - The Rhetoric of Data Visualization & Infographics

Our world is increasingly visual; more and more of the information we consume and produce is presented in images. This course focuses on the visual presentation of numerical information - everything from box-and-whisker plots to flashy infographics - and specifically how such information can effectively persuade its readers. Emphasis will be on both analyzing and making visualizations; there will be no attention to data collection or analysis. Students can expect to improve their visual literacy skills; no facility with statistics or software packages is required.

Credits: 1.0
Crosslisted: WRIT 303
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 319 - Holocaust in Film

Explores the history and critical debates surrounding representations of the Holocaust in film and media across a diverse range of national and historical contexts and time periods. Considers the prospects of depicting the Holocaust in a period marked by a decline in the numbers of living historical witnesses and survivors, but a proliferation of historical and artistic renderings of their experiences. Central issues pertain

to the aesthetic, conceptual, and ethical challenges of representing those events and the potential for addressing contemporary genocides through the lens of the Holocaust. Theoretical material includes essays on film theories, trauma studies, and Holocaust history. The aim of the course is for students to engage with films in a critical and knowledgeable manner – to this end, great emphasis is given to the ways in which cinema has represented the unrepresentable and, if/when applicable, how it helped bearing witness to the events of the Holocaust.

Credits: 1
Corequisite: FMST 319L
Prerequisites: FMST 200 or a cinema studies course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 333 - Documentary Film

Surveys the traditions of personal, experimental, ethnographic, and political documentary filmmaking. This overview of the history and aesthetics of documentary examines its origins, forms, goals, and contemporary styles while at the same time problematizing its canonical readings and reception. Issues covered include documentary styles, documentary representation of history and memory, the filmmaker's relationship to the subject and the viewer, and the impact of technology on documentary techniques. Particular attention is paid to the influence that certain social and political movements have had on documentaries and filmmakers. A required film series accompanying the class includes works by directors such as Flaherty, Riefenstahl, Wiseman, Rouch, Morris, Moffatt, and many others.

Credits: 1.00
Corequisite: FMST 333L
Prerequisites: FMST 200 or a cinema studies course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FMST 333L - Required Film Screening

Required corequisite to FMST 333.

Credits: 0.00
Corequisite: FMST 333
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 334 - Film Festivals and Exhibitions

Introduces students to the study of film festivals. Students study the origins and development of film festivals, explore major theories in the study of festivals, and are introduced to the professional practice of programming and film funding. Set at the intersection between art exhibition, spectacle, industry and business, festivals offer a unique perspective to better appreciate films' aesthetics and reception, cinema's production and marketing, and film criticism.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 340 - Music, Film, & Media

Explores the various ways in which sound and music have functioned in visual and sonic media. Tracing the history of sound(ing) media from the advent of the phonograph and the rise of radio through silent film and classical Hollywood cinema, to the concept album and music on television, and finally, to the turn to the digital and sound "in the cloud," students examine a series of musical media "objects" and the theory, rhetoric, and practice that has surrounded them. Particular attention will be devoted to the integration of film, music, and media industries and the ways in which music and sound work with other elements of film and media to reflect and construct social and cultural identities. Through readings, screenings, and written assignments, students acquire the tools and language to analyze and discuss the complex ways in which music, film, and media interact.

Credits: 1.00
Corequisite: FMST 340L
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FMST 340L - Required Film Screening

Required corequisite to FMST 340.

Credits: 0.00
Corequisite: FMST 340
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen

Explores the construction and performance of gender and sexuality in and through Hollywood film. Using a variety of critical approaches, the class examines the various ways in which gender and sexual identities are

represented and signified onscreen in a variety of films from the silent period through the early twenty-first century. Particular attention is paid to how Hollywood films have historically reproduced and/or questioned contemporary gender roles and sexual identities, and how cultural narratives surrounding masculinity, femininity, sexuality, and queerness have been challenged and/or reaffirmed in Hollywood productions. In addition to close examinations of onscreen performances, generic conventions, technical practices and aesthetic styles in specific films, students explore various ways in which the spectator's gender and sexuality have been implicated in film viewing over the course of the twentieth century.

Credits: 1.00
Corequisite: FMST 350L
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

FMST 362 - Ethics of AI

Algorithms, a systematic way to perform a task in a finite number of steps, existed long before the computer was invented. In the digital age, algorithms are chains of actions or steps that define how software will perform and react. As such they condition, shape, and transform the daily lives of billions. They help shift political opinions and shape cultural tastes. However, the logic on which algorithmic systems are based and the infrastructures that sustain them are still largely unknown to their users (and, increasingly, to their developers). Students will explore several case studies – from Netflix's recommendation system to voice assistants – in order to demystify the logic of algorithms and map the understudied ways in which they paradoxically decrease diversity of tastes, opinions, and experiences despite the techno-utopian promise of endless choice. This process of "un-black boxing" will emphasize "the implantation gap" in algorithmic systems and the ways in which they give birth to new systems of control, surveillance, and biopower.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

FMST 364 - Desiring Machines: AI and Race in Contemporary Media

What distinguishes human beings from machines? Can a machine become human? Artificial intelligence is a cross-disciplinary field that seeks to imagine and develop machines able to reproduce, automate, and exceed the cognitive and sensorial capabilities of biological organisms. Throughout the 20th and 21st centuries, our understanding of these machines has served as a cipher for what it means to be human, and, more so, for who counts as human and who does not. Depictions of AI in movies and video games draw on long histories of racialization that frame particular populations as more or less human, more or less expendable, and more or less deserving of rights, opportunities, and ownership of their own bodies. Students in this course will trace the conceptual genealogies of AI, and investigate how our collective representations of AI illuminate and contribute to the production of race in contemporary America. Course texts will be drawn from diverse media including film, video games, literature, and generative AI such as ChatGPT. Course assignments will include speculative design projects that ask students to engage with course concepts, objects and questions via the media of their choice (e.g. visual art, coding, creative writing,

performance, etc.). No prior familiarity with AI or computation is necessary.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

FMST 371 - The Rhetoric of Comics

Focuses on the ways that comics - often defined as the interplay of words and images - convey specific messages, whether instructional, narrative, persuasive, or other. Close analyses draw on principles of visual rhetoric, comics scholarship, photography, and related disciplines. Readings cover the theory, history, terminology, and genres of graphic narratives.

Credits: 1.0
Crosslisted: WRIT 371
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None
Formerly: FMST 270

FMST 380 - New York Media: Institutions, Festivals, and Ecosystems (Study Group)

Examines the diverse film and media ecosystem of New York, including the interplay between independent film and media-making, community-based media projects, and corporate film and media-making, in order to develop a nuanced understanding of the aesthetic, cultural, political, and economic context in which media operate in New York. Students explore New York's role as an exhibition hub for globally-produced film and media, applying academic discourses on film and media to the critical analysis of film/media festivals, institutions, organizations. Throughout, students simultaneously engage the historical and contemporary forces shaping various regions of New York, including immigration, racial and economic disparity, rural/urban and upstate/downstate politics, and gentrification and displacement. How do New York's complex social issues shape, manifest in, and impact its arts and media institutions, its artists and media-makers, and the art/media they create?

Credits: 1.00
Corequisite: None
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FMST 382 - Media Industries: Practice and Perspectives (Study Group)

Explores the contours and practices of media industries (film, television, print, video game, podcast, and mobile technologies through both academic study and structured internship and shadowing opportunities. Students examine how and why contemporary media content, hardware, and software become situated within industrial structures of production, distribution, and exhibition both historically and in our contemporary moment. Students also explore the ways in which media and technological developments are impacted by ownership, conceptions of genre and markets, funding structures, and regulation, offering students terminological and theoretical frameworks for understanding media industries. Offered as part of the New York City Study Group.

Credits: 1.00
Corequisite: None
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 390 - Special Topics in Film and Media Studies

Offers an advanced level study of a specific and narrowed field within the discipline of film and media studies. Each year, students focus on topics that reflect the breadth of film and media studies at Colgate. Faculty teach in the area of their scholarly expertise on a rotating basis. Focus may be on an in-depth study of a filmmaker, or a school of film, or genre, or focus on an advanced study of the history and theory of television or media, among other things.

Credits: 1
Corequisite: FMST 390L
Prerequisites: FMST 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None
Formerly: Formerly FMST 400

FMST 390L - Required Film Screening

Required corequisite to FMST

Credits: 0
Corequisite: FMST 390
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FMST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FMST 410 - Senior Seminar in Film and Media Studies

Examines a constellation of debates, topics, and methods in film and media studies. Emphasis is placed on close analysis of media objects, critical evaluation of contemporary film and media theory and methodologies, and the application of interdisciplinary approaches. Topics for consideration might include: modernity and mass culture; media aesthetics, politics, and power; film and media historiography; spectatorship practices; media and identity; film and the digital; media installations and site specificity; and spectacle and surveillance.

Credits: 1
Corequisite: None
Prerequisites: FMST 200
Major/Minor Restrictions: Only Film & Media Studies Majors
Class Restriction: Only Senior
Restrictions: or major override required
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FMST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

FREN 121 - Introduction to French Language & Culture I

The FREN 121,122 sequence is a highly interactive course that introduces students to the basic skills of understanding, speaking, reading and writing in the French language. The sequence acquaints students with the rich world of Francophone culture through conversations, the discussion of short texts, the French language table and coffee hours, film, and other resources. Online tools help students understand and appreciate the nuances of French grammar, vocabulary, and expression. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 122 - Introduction to French Language & Culture II

FREN 122 builds upon the skills of understanding, speaking, reading and writing in the French language acquired in FREN 121. Increased proficiency in speaking is achieved through class presentations, debates, films and discussions relating to contemporary issues in the Francophone world. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 195 - Elementary-Level French Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 201 - Intermediate French: Conversation and Composition

Designed to improve students' ability to understand, speak, read, and write French. Class time is devoted to communication activities, a study of intermediate grammar, conversational vocabulary, and Francophone culture. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 3 years of high school study or who have taken a higher level FREN course
Major/Minor Restrictions: None
Class Restriction: None

Restrictions: Not open to students who score 3 or higher on the French AP language exam
Recommended: May be taken as a refresher course by students who studied French in secondary school as follows: three years of study ending at least one-half year before, four years of study ending at least a year and a half before.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 202 - Intermediate French: Language, Culture, and Literature

Designed to increase the student's ability to understand, speak, read, and write French. Study includes a review of the more difficult points of intermediate grammar, vocabulary building, conversational practice, and short compositions. Additionally, focuses on building familiarity with concepts and skills necessary for the study of literature. Through the practice of the language, the reading of short literary texts, and the use of other materials, students are introduced to diverse aspects of French and Francophone cultures. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 3 years of high school study or who have taken a higher level FREN course
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Not open to students who have received credit for 202 by scoring 4 on the AP exam
Recommended: Students with more than four years of HS French should not register for FR 202. Those students should register for the appropriate 300-level courses.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 222 - French and Francophone Literature in Translation

Analyzes some outstanding works of literature originally written in French that are available in translation. Works are chosen from various periods and are considered within their historical and cultural context. Taught in English.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

FREN 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 295 - Intermediate-Level French Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 351 - Introduction to Literature in French: From Chivalry to Versailles

As an introduction, through reading and discussion, to three diverse and formative periods of French literature, this course shows the inspiration and variety of expression that mark each period. Readings include selections from *La Chanson de Roland*, courtly romance, the fabliaux (all medieval writings are read in modern French versions); prose and poetry of Renaissance France; tragic and comic writers of the French classical theater. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: At least four years of secondary-school French or FREN 202
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course in French may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 352 - Introduction to Literature in French: Birth of the Modern

Studies major works, principal authors, and literary movements of French literature in the 18th and 19th centuries. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 3 years of high school study or who have taken a higher level FREN course
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course in French may not register for this course.
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

FREN 353 - Introduction to Literature in French: Literary Innovations in the 20th to 21st Centuries

Offers a close reading of some representative works of the 20th and 21st centuries. Selections are chosen from the shorter fiction, drama, and poetry of major French writers and studied in the context of French history and major intellectual, literary, and artistic movements. Authors may include Apollinaire, Gide, Sartre, Camus, Ionesco, Ponge, Ernaux and Modiano. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: At least four years of secondary-school French or FREN 202
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course in French may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 354 - Introduction to Literature in French: The Francophone World

Offers an overview of various bodies of literature written in French outside of France, focusing on five main geographical areas that historically constituted the French colonial empire: the Caribbean, North Africa, West and Central Africa, Asia, and North America. Full texts as well as excerpts from a variety of genres are studied in the context of the history and geography of those regions. Through the exploration of key literary texts, particular attention is given to the effects of colonialism on language, identity, and artistic creation. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 3 years of high school study or who have taken a higher level FREN course
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course in French may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 361 - Advanced French Composition, Grammar, and Conversation

Structured as a review of grammatical principles with emphasis on correctness in expository composition in French. Not open to students who score 5 on the AP language exam, except by special permission of instructor. Must be taken on campus to fulfill major or minor requirements. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Restrictions: Not open to students with a score of 5 on AP language exam, except by permission of instructor. Must be taken on campus to fulfill major or minor requirements.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

FREN 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 395 - Advanced-Level French Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

FREN 423 - The 18th-Century Epistolary Novel in France

Examines some of the French 18th century's most celebrated "letter novels." Through readings of Montesquieu, Graffigny, Rousseau, and Laclos, the course focuses on the formal and thematic development of the epistolary genre over a period of some 60 years. The novels are read against a historical background stretching from the reign of Louis XIV through the French Revolution.

Credits: 1.00
Corequisite: None
Prerequisites: None Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 425 - Libertine Fiction of the French 18th Century

Beginning in the 17th century under the label *libertinage érudit*, libertine fiction evolves into a major genre in the Enlightenment. The course follows its development through readings of Prèvost, Crébillon fils, Diderot, Denon, and Sade, and explores the following questions: How do philosophy, fiction, and sexual politics coalesce in libertine literature? How can one reconcile libertinage - a way of living and writing frequently reduced to passion and sensuality - with the broader currents of the most "rational" century in French literary history? An exploration of libertine literature thus entails a focus on cultural history, and serves as a point of departure for a broader reflection on the Enlightenment.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 429 - The Age of Enlightenment

Examines some of the relationships between Enlightenment thought and the dominant forms of written expression in the French 18th century. Through readings, students consider a number of the Enlightenment's most pressing concerns, such as moral and political philosophy, religious and civil tolerance, natural law, and the role of literature and the arts in society, among others. Authors read include Voltaire, Rousseau, Diderot, Beaumarchais, and Sade.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

FREN 432 - Twilight Zone: The "Fantastique" in 19th-Century French Literature

Throughout history, people have tried to explain events they do not understand by appealing either to reason or to the supernatural. This tenuous relationship between the real and the surreal takes many forms in French and Francophone literatures, but it arguably reaches its apex in 19th- century France. Following—and largely in response to—the Age of Reason, the *fantastique* brings to the fore the elusiveness of perception and emotions, setting them against the real and the known. By looking at a range of texts throughout the 19th century, students analyze the psychological and social ramifications of the unknown and otherworldly in relation to the dominant literary and cultural movements of the period, including Realism, Romanticism, Naturalism, and Symbolism. In addition, students examine the ways in which the *fantastique* in 19th-century French literature reflects the beliefs and anxieties of a rapidly evolving and politically unstable society. Students study authors such as Guy de Maupassant, Théophile Gautier, Prosper Mérimée, and Villiers de l'Isle-Adam, and draw from theorists including Sigmund Freud, Edward Saïd, and Tzvetan Todorov.

Credits: 1
Prerequisites: Two 350-level literature courses
Major/Minor Restrictions: None
Class Restriction: No First-year

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

FREN 434 - Storytelling: Medieval and Early Modern Short Stories

Why do people tell stories? What do these stories reveal about a culture? This seminar investigates the development of the short story in France. Beginning with its inception in the vernacular tradition in Old French, the course traces the evolution of short narrative fiction from its varied origins in medieval literature to its codification into a new genre, the *nouvelle*, in the most famous story collections of the Renaissance. Special emphasis will be placed on the specificity of each work within its cultural and historical context in order to understand how stories reflect and comment on the societies for which they are composed. In addition to exploring the social, religious, and intellectual traditions of the Middle Ages and Renaissance reflected in these stories, the course also examines questions of audience and authorship, the ways in which short fiction differs from longer narrative works, and manuscript studies. Students read authors such as Marie de France, Jean Bodel, Jacobus de Voragine, Marguerite de Navarre, and the work of critics such as Paul Zumthor, Hans-Robert Jauss, and Jacques Derrida.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 436 - Crossroads: Literature of Medieval and Early Modern Voyages

For many people, travel is an opportunity to explore new cultures and learn about the world and oneself. Though seemingly modern, this notion of voyage as valuable for the individual owes much to medieval and early modern practices. Travel was a crucial part of medieval life, from rulers who frequently moved their courts, to pilgrims and crusaders, traders and merchants, errant knights, and wandering minstrels. Itinerancy was the norm for many, driven by religious, economic, and political objectives. By the sixteenth century, medieval customs gave way to a broader concept of voyage as discovery. Students explore the development of these movements in their social contexts, through literary representations of travel in a range of texts from the Middle Ages through the early modern period. In particular, students analyze how literature reimagines voyages and thus informs an evolving understanding of the world and its peoples. Students study authors and historical figures such as Marco Polo, Saint Brendan, Montaigne, Jacques Cartier, and Samuel de Champlain.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level literature courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice & Interpretation
Core Component: None

FREN 445 - Writing the Self in the 20th Century: Autobiography in French

Examines the development and specificities of 20th-century autobiographical texts. While the main focus is on the texts themselves, some related theoretical problems are also considered, such as the conditions and possibility of writing the "self"; autobiography's link to other types of personal writings; its relationship to fiction; and its role in our modern definition of "humanity." This genre being rooted in questions of the emergence of the "self," particular attention is given to writers who, because of their gender and/or sexual identity and their designations as francophone writers, were traditionally regarded as "other." Authors read may include Gide, Sartre, Beauvoir, Sarraute, Bouraoui, and Daas.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 450 - 20th-Century French Literature

This seminar examines some of the most important prose texts of the first half of the 20th century, until World War II. Authors read generally include Gide, Proust, Breton, Malraux, and Giraudoux. The following questions are discussed: How did these writers see their role in the rapidly changing social and political climate of the period? How did they transform the two dominant literary modes of the end of the 19th century (naturalism and symbolism) to express more modern concerns? How is one to understand the emergence of an introspective hero who so often searches for his or her identity on the margins of society?

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 453 - Contemporary Literature in French

Focuses on major works of literature written in French in the late 20th and 21st centuries. Examines how questions of individual and collective identity, agency, and intersectionality inform literary expression, and how literature can be used to make sense of those questions. Through the study of select texts from France and the francophone world,students are invited to consider the role of history and the place of individual voices in complex colonial and post-colonial contexts. Authors may include de Beauvoir, Duras, Sarraute, Djebar, Bey, Cixous, and Chami.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

FREN 455 - Francophone Voices from North Africa

This seminar examines the literature written in French by Maghrebi and Beur women authors since the early 1980s. The product of a colonial and post-colonial history, this is a literature where cultures, histories, identities, genres, and languages intersect. It gives voice to new questions of identity and self-definition through the exploration of traditional as well as innovative forms of writing. In order to establish the historical and cultural contexts in which this body of literature has emerged and is growing, the course includes an overview of the history of Franco-Maghrebi relations and Maghrebi immigration to France. Through the reading of texts by Maghrebi and Beur authors, this course explores and discusses issues such as imperialism and colonialism, post-colonialism, cultural translocation, identity politics, gender and race, religion, multilingualism, sexuality, urban development and design, etc.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level French literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

FREN 481 - Special Topics in French (pre-1800)

This seminar, offered on an irregular basis, provides the opportunity for extensive study in French or Francophone before 1800. It is taught by faculty members who have particular interest and expertise in the literature to be examined.

Credits: 1.00
Corequisite: None
Prerequisites: Two 350-level literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 482 - Special Topics in French (post-1800)

This seminar, offered on an irregular basis, provides the opportunity for extensive study in French or Francophone after 1800. It is taught by faculty members who have particular interest and expertise in the literature to be examined.

Credits: 1.00
When Offered: On an irregular basis

Corequisite: None
Prerequisites: Two 350-level literature courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 490 - Honors

Students pursuing honors or high honors (second semester) in French enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

FREN 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. Students pursuing high honors in French enroll in this course for their first semester.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

GEOG 105 - Climate and Society

Human-induced climate change--global warming--is the defining environmental and social issue of our times. That people are dramatically altering the climate is now the resounding consensus in the scientific community. Potential short- and long-term impacts include biodiversity loss, sea-level rise and coastal flooding, more intense storms, threats to human health, and disruptions of freshwater supplies and food security. But while the global community increasingly understands the basic processes driving climate change, and is starting to appreciate the consequences of a warmer world, the coupled social and biophysical dynamics of global warming are complex and the issue remains controversial. This course explores climate-society relationships in industrial and pre-industrial periods, and considers the multifaceted natural and human dimensions of global warming. It also highlights the integrative natural and social science modes of analysis commonly used in the discipline of geography.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: GEOG 205

GEOG 107 - Is the Planet Doomed?

"End of the world" scenarios have been linked to global pandemics, super-volcanoes, artificial intelligence, and melting permafrost. "Is the Planet Doomed" uses these and other examples to study contemporary catastrophism. Students explore arguments that suggest the world may have reached "peak humanity." Potential mass extinction events arise from the convergence of biological, climatic, economic, technological factors on one hand, and war on the other. Students analyze these factors using the integrative modes of analysis commonly used in the discipline of geography and it exposes how geography affects the catastrophic imaginary.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: GEOG 207

GEOG 108 - Digital Earth

Every day we rely on a wide range of digital mapping and geographic tools to solve problems and make our lives easier. The proliferation of digital technologies in recent decades has fundamentally altered the way humans map, study, and understand the Earth. Coursework provides an introduction to Geographic Information Systems (GIS), Global Positioning Systems (GPS), remote sensing, and other tools that have indelibly changed the way we see and represent the Earth. Using technologies such as ArcGIS, Google Earth, Open Street Map, and drones students explore how digital representations of Earth are used to study important physical and social processes, better understand pressing environmental problems, and make decisions. Along the way students will learn fundamental concepts in cartography, digital mapping, and geospatial analysis. Students also consider the dangers and negative social consequences associated with the geospatial technologies behind our Digital Earth.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 122 - The City

In 2007, according to the United Nations, cities for the first time became the home of the majority of the world's people. Others have called the 21st century "the urban century." There has never been a more important time to study urban places and processes. Students are introduced to major theories and concepts of urban geography and to the ways in which they help understand cities and urbanization around the world. In doing so, it also provides an introduction to geography as a discipline and to its distinctive perspectives, which include space and location; global, regional, and local scales of analysis; nature-society relations; and the multidimensional character of places.

Credits: 1
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 211 - Geographies of Nature, Economy, Society

Acquaints students with the approaches and subject matter of human and nature-society geography. It introduces geography's longstanding concerns with spatial location, place, and nature-society interaction, as studied through ways of knowing that are central to the discipline—spatial representation and analysis, cross-scalar comparisons, integrative synthesis, and the social construction of space and environment. Case studies, drawn from all world regions, illustrate how geographers use these tools and perspectives to clarify such issues as human well-being and inequality, economic and sociocultural globalization, population patterns and processes, human impact on the environment, and sustainable development in the Anthropocene.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students who have taken GEOG 111 or 121.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: GEOG 111

GEOG 231 - Geography of the Physical Environment

Provides students with a general understanding of the processes and spatial distribution of the Earth's primary physical systems and the ways in which humans interact with these systems. Course emphasis is divided into three areas: atmospheric processes, the spatial dynamics of vegetation and soils, and landform development. Students are introduced to the basic physical processes and interactions that operate within each of these categories, with special focus on the ways in which these factors relate to contemporary environmental problems.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: GEOG 131

GEOG 245 - Geographic Information Systems

Focuses on the theory, function, and application of geographic information systems (GIS). The analytical powers of GIS are rooted in its ability to manage large volumes of geographically referenced data representing both physical and social characteristics. As such, GIS has become an important analytical

approach in most subfields of geography. Students begin with an examination of basic mapping concepts, geographic data issues, symbolism, and generalization. Emphasis then shifts to issues in GIS data structure, collection, and input. Once a solid understanding of these GIS foundation issues is achieved, attention turns to the analytical powers and applications of GIS. These topics are reinforced by a series of exercises dealing with geographic data from around the world. Students make use of the ArcGIS geographic information system to understand map digitization, geographic data collection (e.g., satellite imagery and aerial photography), database management, and spatial analysis.

Credits: 1.00
Corequisite: GEOG 245L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 245L - Geographic Information Systems Lab

Required corequisite to GEOG 245.

Credits: 0.25
Corequisite: GEOG 245
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 270 - Deep Asia

What does "taking Asia seriously" mean? Coursework focuses on the area that is generally known as Asia, not by providing a broad survey of the region, but by showing how it can challenge our intellectual norms and practices when we try to understand their everyday lives, aspirations, and struggles in their own terms. To that end, students critically examine such taken-for-granted ideas in the English-speaking world as nature, justice, democracy, or civil society when analyzing and working in places with distinct historical experiences. Empirically, students focus on how households and communities in contemporary Asia cope with various crises and opportunities (e.g., natural disasters, financial crises, developmental projects, and demographic changes) in locally specific and ingenious ways in order to sustain their lives and livelihoods. Course materials are drawn widely from various parts of East, South, and Southeast Asia, with specific emphasis on Japan.

Credits: 1.0
Crosslisted: ASIA 270
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 303 - The Camp: A Global History of Civilian Internment

Reviews a history of civilian internment by analyzing the geographic proliferation of camps throughout the planet. In modern and contemporary history, authoritarian states and democracies alike have developed concentration camps, internment camps, refugee camps, detention camps, and displaced persons camps -- in ever increasing numbers. Countries have done so in order to separate and define populations they would or could not assimilate within the political life of the nation state, thereby relegating those populations to an exceptional status instead. To study the geographic spread of camps as technologies for advancing a state of exception, then, is to learn how – and to what extent-- human rights have been acknowledged or betrayed in contemporary history.

Credits: 1.00
Crosslisted: PCON 303
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 304 - Criminal Underworld

Examines the ways in which the networks of the illicit global economy intersect with violence and armed conflict. From guns and drugs smuggling, to human trafficking and animal poaching, the course studies the concrete geographical organization of these illicit networks—that is, where and how they take root—asking the following questions: What are the relationships of these illegal activities to legal circuits of power and profit? In what ways are transnational criminal networks redefining the nature of violent conflict and the meaning of peace? How do illicit economies erode and/or strengthen state authority and governance?

Credits: 1.00
Crosslisted: PCON 304
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 306 - The Geography of Happiness

Achieving some degree of happiness is a primary goal for most people. Certainly, a huge industry has emerged in recent years to feed the public's desire for ways to improve their happiness. There is also a rapidly growing amount of research on the subject. This course starts with an overview of the diverse, multidisciplinary scholarship on factors that may contribute to happiness. But the main goal of the course is to consider themes central to the discipline of geography: how do environmental changes, efforts to achieve sustainable development, and culture affect the geography of happiness? Do people achieve a greater sense of well-being when interacting with wilderness or by exploring nature in their backyards? Does environmental stewardship improve happiness? What roles do attitudes about food and leisure play in how happy people are? Students explore these questions via out-of-class excursions, films, a diverse mix of scholarly and popular press readings, guest speakers, and individual research projects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 307 - What's in Your Cup? The Geography of What We Drink

What people eat and drink connects them to a global socioecology and a complex exchange of commodities. What's in Your Cup? uses our daily consumption of beverages to analyze the social and environmental implications of how people live. From the energy used to boil water for a morning coffee to the biota disturbed by farmers across the world, what we drink may be linked to carbon emissions, water pollution, and public health hazards, all of which have implications for consumers and producers alike. Challenges, such as climate change, limited access to land, and market shifts, often leave farmers vulnerable. But there are also many examples of efforts that empower farmers to live well and care for the land, provide consumers access to ethically produced beverages, and initiatives that promote sustainable development. Using examples from around the world students explore the geography of what people drink.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 310 - Geopolitics

Broadly defined, Geopolitics is the study of "the relationship among politics and geography, demography, and economics, especially with respect to the foreign policy of a nation." As the study of political geography on a global scale, geopolitics examines the relationship between territories, boundaries, and states in the "closed system" we call planet earth. But geopolitics is more than an academic field. Geopolitical thought has actually instructed states how to relate to one another in the contest for territory, security, and resources. For example, the history of geopolitical analysis is closely connected to -- and has often justified -- various imperial projects. As a result, this course examines the relation between the development of geopolitical thought on one hand, and geopolitical events on the other. Of particular importance to the

relation between theories of geopolitics and the actual geostrategies of states has been the development of conflict on a planetary scale. And so, this course traces that relation through the study of geopolitical thought and practice in the course of imperial struggles in the 19th century, World Wars and the threat of nuclear wars in the 20th century, and new global challenges such as resource wars and environmental security in our own time.

Credits: 1.00
Crosslisted: PCON 310
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 312 - The American City

Focuses on the historical development and contemporary spatial patterns and processes of American cities. Topics emphasized include the decentralization of people and jobs within urban areas, metropolitan political fragmentation, racial residential segregation, inner-city gentrification, urban public service provision issues, the role of new immigrant groups, and feminist perspectives on urban geography, plus international and interregional comparisons to elicit distinctive characteristics of urbanization in the US.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

GEOG 313 - Geographical Political Economy: Asia in Globalization

Contemporary sociocultural and environmental issues cannot be understood without a good grasp of globalizing, yet place-specific political economic contexts in which these issues are embedded. The course aims to prepare students with conceptual and analytical foundations of economic geography with a particular attention to the roles of states, firms, and workers in the increasingly interconnected world. A strong empirical emphasis is given to Asia, although other world regions are addressed throughout the course for comparative and integrative purposes. Questions asked in this course include: what causes territorial economic growth and decline? How do place-specific economic structures influence policies? How are "the economy" and environment interrelated? Does advanced technology make geography irrelevant? Does economic growth produce socio-spatial inequality? In answering these questions, Asia offers a critical empirical arena to test theories and hypotheses, many of which have been developed primarily in the Euro-American contexts.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 317 - Mobility Justice

Two decades ago, geographers heralded a 'new mobilities' paradigm that had captivated the social sciences. Now it seems that all the world is, indeed, on the move. Using the framework of mobility justice, students consider what it means to assert "the right to move" and "the right to remain," and what it looks like to claim these rights in practice. Students examine mobility—and its flip-side, immobility—through examples and approaches from geographies of tourism, transportation, im/migration, dis/ability, commodity circulation and economic geography, and demography. Diverse examples may include unsanctioned mobilities, like the figure of the tramp or the vagabond, nomadic populations like the Roma and seasonal migrant workers; subversive and surveilled mobilities, like transnational drug trafficking; and the politics of transportation infrastructures, like the transcontinental railroad and its role in expanding settler colonial power. Students also consider how the mobility of commodities, objects, and materials makes and remakes our world, and what kinds of mobilities—human and nonhuman—climate change produces and inhibits. Finally, we ask: how do geographers of various backgrounds theorize, study, map, and write about mobility? What tools does geography offer us to better understand contemporary mobilities and their larger sociopolitical significance?

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 318 - International Migration, U.S. Immigration, and Immigrants

Introduces students to approaches to the study of international migration, immigrant assimilation and adjustment, ethnic social and economic stratification, and immigration policy formation and analysis. These topics are explored within the historical and contemporary context of the United States and New York. The class considers theoretical perspectives that have been applied to the study of migration as well as approaches used by sociologists and geographers in empirical analyses of US immigration, immigrant populations, and ethnic relations. These analytical issues are considered in detail for immigrant and ethnic groups within New York State and the New York metropolitan community. Finally, students consider the relationships among patterns of immigration and ethnic relations, cultural change, international relations and transnational linkages, and US immigration policy reform.

Credits: 1.00
Crosslisted: SOCI 318
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 319 - Population and Environment

Engages students in the analysis of the relationship between historical and contemporary human population dynamics and environmental processes and change. Theoretical perspectives on the relationships between and among population processes and the environment are considered on the basis of empirical evidence and also within the context of political debate and popular discourse. Students engage this topic through analytics skills in demography to measure and model population characteristics such as growth, distribution, fertility, mortality, and migration; and in selected environmental processes including climate and weather, land and landscapes, water resources, and biological resources and biodiversity. Having gained perspectives and skills to address population and environment interactions, students examine a global, national, or regional case study of observed and expected relationships between population processes and environmental resources, processes, and systems.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 321 - Transnational Feminist Geography

Introduces students to major themes and issues in feminist geography, both in the U.S. and globally. Explores how environments shape, and are shaped by, gendered power dynamics in society. Addresses geographic issues from feminist approaches to social justice to advance students' understandings of the complex relationships between spatiality and power relations. To this end, students work across diverse geographies to explore (1) the social relations underlying geographic problems; (2) the ways in which gender, class, race, sexuality, nationality, and dis/ability intersect in environmental issues; and (3) feminist geographic methods and theories of knowledge production. Students bring a global perspective to the issues by drawing out local-global linkages. Case studies are drawn from North America, Latin America, Africa, Asia, and the Pacific.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 322 - Ecologies of the City

The Anthropocene, the era of humanity as the dominant force reshaping the earth's surface, is also the urban epoch. In 2007, the United Nations announced that city dwellers were now a majority of the world's population, and the proportion has apparently continued to grow since. What implications does urbanization hold for the quality of the human habitat and for the sustainability of the global environment? What implications does environmental concern hold for urban patterns and processes? Students explore these questions in relation to the major domains of human-environment relations.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 323 - Arctic Transformations

The Arctic is one of the most rapidly changing regions of the world today, environmentally, culturally, and politically. Rapid biophysical change occurs here today due to climate change, but equally noteworthy are cultural, social, and political transformations experienced by people living in the Arctic. Individuals and communities are under increasing pressure to change along with biophysical and socioeconomic transformation, particularly as new actors express interest in the Arctic and space opens up to global people and phenomena. Grappling with Arctic change means addressing complex issues related to social and biophysical changes, which often originate beyond the region but have specific meanings for the region. Within Russian and Eurasian regional studies, interest in the Arctic is long-standing and currently increasing with the "opening up" of this space due to climate change and the economic interest shown in it by global actors. Students examine environmental change, demographic shifts, human-environmental wellbeing, the ideas of security and cooperation as they relate to Arctic geopolitics, and the future of the Arctic. While the exclusive focus of the course is not on Russia, Russia's role in Arctic transformations – especially politically and geographically – are highlighted concerning the actions and transformations occurring in other Arctic nations and other nations interested in Arctic transformations.

Credits: 1.00
Crosslisted: REST 323
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 325 - Water and Society

No natural substance is more vital to human existence or used in more different ways than fresh water. This course considers the natural and social processes (with primary focus on the latter) that shape water use both within and outside of the United States, including physical factors, technology, economics, culture, law, and political systems and ideologies. The focus is on the services that water provides, the causes and consequences of water scarcity, and the ways in which water's services might be obtained in more sustainable ways.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 326 - Environmental Hazards

Environmental hazards are threats to people and the things they value. Hazards are a complex mix of natural processes and human actions; thus, they do not just happen, but are caused. Emphasis is on the role of institutions, technology, and human behavior in hazard creation, as well as ways in which society responds to hazards of multiple origins: case studies center on earthquakes, hurricanes, and wildfire (natural hazards); toxic pollution (technological hazards); and invasive species (biological hazards). A key theme explores ways in which society may mitigate the risk of environmental hazards and manage them more effectively.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 327 - Australia's Stolen Generations: The Legacies of Carrolup (Extended Study)

The intellectual goal of this extended study is to address issues of both population vulnerabilities and cultural resilience by considering Aborigines in Australia, and specifically engaging the historical geography and the contemporary experience of the Noongar community in Western Australia. Three themes form the curricular program of the extended study. (1) Students study the historical geography of Aborigines in Australia within the context of European colonization and settlement, federation and nation-building. These issues are framed using concepts of population vulnerability, environmental impact, and cultural heritage and identity at the national, regional and local geographic scales. (2) Students study the impacts of national, regional and local policies directed toward indigenous peoples on Aboriginal families and children, given particular focus to programs concerning part-Aboriginal children, Australia's "Stolen Generations." (3) Students learn the ways in which Aboriginal culture and 'care for country' has remained resilient across time, space, and generations.

Credits: 0.50
Crosslisted: PCON 327
Corequisite: GEOG 319
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GEOG 328 - Sustainability & Nat Resources

Students use social science perspectives on sustainability and sustainable development to analyze the production and consumption of major natural resources. The following questions are addressed: What are natural resources, and how do their geographies combine with those of wealth and poverty, of political power and technological and institutional capacity, to affect the potential for actions towards sustainable development? How is our understanding of sustainable resource development enriched by critical perspectives from the social sciences about the meaning of such contested concepts as sustainability and development, and about issues of equity, power, participation, property rights, and unequal impacts (of both resource depletion and environmental policies)? How can the three dimensions (environmental, social, and economic) of sustainability better guide the production and consumption of natural resources, renewable or

nonrenewable, in different places and by different actors? The topical and regional focus of the course varies from year to year; it may, for example, focus on oil (or energy more generally), on minerals, or on biological and genetic resources; and on specific geographic areas, such as central New York, Latin America, or the Arctic.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 329 - Environmental Security

In what ways might the environment pose a security threat? How is environmental change a danger to some people more than others? What are the implications and consequences of seeing the environment through the lens of "security"? From an interdisciplinary perspective, students critically examine Environmental Security as an ascendant threat-paradigm of the 21st century. Militaries, governments, and international organizations have all become increasingly concerned with the way environmental processes pose threats to security. In many ways, greater concern over these issues is a welcome development. But the way environmental security problems are being framed and addressed might create a whole new set of winners and losers across the globe.

Credits: 1.00
Crosslisted: PCON 329
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOG 331 - Environmental Data Science

Introduces fundamental concepts and tools central to the emerging field of Environmental Data Science. Satellites, environmental sensors, and citizen science networks collect a tremendous amount of geospatial data that offers unprecedented insight into the environment. The integration of computational tools, statistics, and an understanding of the earth system is essential for utilizing big data to understand environmental processes (e.g. climate change, food security). Topics covered include data provenance and reproducibility, data fusion, visualization, and statistical programing for environmental data. Students learn how to manipulate and analyze large climatic, ecological, and geospatial data sets using a statistical programing language. No prior programming experience is required.

Credits: 1
Prerequisites: GEOG 245 or COSC 101
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 332 - Weather and Climate

Focuses on the principles of meteorology and climatology with particular emphasis on Earth/energy dynamics, atmospheric circulation, and middle latitude climatology. Elements of Earth's energy system are used first to establish the basic causal forces that drive all weather phenomena. These concepts are extended into a section on atmospheric forces and thermodynamics, and used to build an understanding of the middle latitude climate system, including middle tropospheric circulation vorticity concepts and surface cyclone and anticyclone development. During this process, students perform several exercises that focus on atmospheric data analysis and forecasting. These exercises make use of numerous online meteorological data resources and culminate in a case study project involving the detailed analysis of a significant weather event.

Credits: 1.00
Corequisite: None
Prerequisites: GEOG 131 or GEOG 231
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 334 - The Prison and the City

In today's era of mass incarceration, most prisoners come from cities and it is to cities that they will return upon release. Additionally, scholars note that cities are increasingly 'governed through crime,' whereby crime control has become the de facto mission of a wide array of urban institutions and agencies. This is true despite the fact that most prisons are sited in rural locales. Students use geographic tools and theories to investigate the relationship between prisons and cities spatially, politically, and socially in the twenty-first century United States and beyond.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 335 - Soil Geography

Focuses on the factors that influence soil distributions at scales ranging from a hillside to an entire continent. Begins with an introduction to soil morphology and genesis as a means to begin to understand the spatial variability of different soil properties. These concepts are extended into a section on soil geomorphology and the role soils play in global change research. Additional topics to be emphasized include soil survey and predictive soil mapping. Throughout the course students perform exercises and/or participate in field excursions that focus on learning how to differentiate soils on the landscape.

Credits: 1.00
Corequisite: None
Prerequisites: GEOG 131 or GEOG 231
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 336 - Biogeography

Focuses on the factors that influence plant and animal distributions at scales ranging from population to biome. To set the stage for discussing the geography of life, students first examine the earth's physical setting. This leads to consideration of the fundamental processes determining plant and animal distributions. The interactions among these processes are also examined, thereby introducing the concept of the ecosystem. The functions of an ecosystem are discussed with focuses on energy and matter flow, population dynamics, succession, and disturbance. The culmination of these processes is reflected in broad-scale geographic patterns. Thus, the characteristics of the major biomes are examined. Finally, because humans and the environment are inextricably linked, students explore several impacts humans have on the landscape, including fragmentation, extinction, and species introductions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOG 338 - Earth System Ecology

Examines how plants influence exchanges of energy, carbon, and water between the biosphere and the atmosphere. Begins with an examination of key biological and physical processes that regulate ecosystem carbon and water cycles, paying particular attention to critical linkages between the two. This leads to a consideration of how these processes function at larger spatial scales, and how they vary with time in response to climatic drivers. The land surface energy balance is discussed here as well, because it is inextricably linked with ecosystem carbon and water cycling. Finally, the interplay between ecosystems and climate is examined.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 340 - GIS and Society

Explores the impact of geographic information systems (GIS) on society. Begins by considering how technological advances in GIS have transformed the nature of geographic data creation and opened up entirely new fields of spatial analysis. Various theoretical perspectives are employed to better understand issues of privacy and ethics as they relate to GIS technologies. Specific topics include locational privacy, participatory GIS, volunteered geographic information, location-based services, the geoweb and new media, digital social/spatial inequalities, and the role of GIS in security and surveillance.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 346 - Advanced Geographic Information Systems

Focuses on geographic information systems (GIS) theory and complex spatial analysis. It is divided into two segments: GIS concepts and theory, and advanced GIS analysis and application. The first segment explores the evolution of GIS from a set of cartographic and data analytical tools used primarily by geographers to a more encompassing set of ideas and tools used by many disciplines to examine spatial processes. Included in the first segment is a thorough examination of issues associated with mapping and referencing the non-spherical earth, conceptual models for representing spatial phenomena, and data-quality issues. The second segment focuses on a select set of spatial analytical issues that can be addressed using GIS. These issues include analysis of continuous spatial phenomena (e.g., terrain), model building using multiple sources of spatial data, network analysis, and the integration of remotely sensed data in a GIS.

Credits: 0.50
Corequisite: None
Prerequisites: GEOG 245
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 347 - Satellite Image Analysis

Image analysis is a method used in geography to analyze remotely sensed data, including both satellite images and data collected from aircraft, in order to obtain information about earth's surface phenomena from afar. The primary objective is to better understand, measure, and monitor features and human activities on Earth. Most typically, image analysis involves generating landcover maps using multi-spectral data collected by satellites. This course begins by focusing on the physical principles upon which image analysis is based, including the principles of acquiring and interpreting electromagnetic data collected by non-photographic sensors. Students then explore the basic tools of digital image processing (e.g., image enhancement, contract manipulation, etc.). This leads to a consideration of the process of image classification. Lastly, students discuss accuracy assessment as it applies to landcover classification, and spend a significant amount of time in the geography department computer lab performing analysis on remote sensing data.

Credits: 0.50
Corequisite: None
Prerequisites: GEOG 245
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOG 353 - Housing and Homelessness

Students will explore contemporary landscapes of housing and homelessness in the United States and beyond. They will investigate the roots of housing crisis and questions why homelessness persists in highly developed nations like the U.S. Using a mix of lecture and discussion, the course draws on geographical theories and tools of analysis to consider alternative housing futures, including movements for housing justice.

Credits: 1.0
Crosslisted: SOCI 353
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOG 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 401 - Senior Seminar

The senior seminar focuses on emerging research within a subfield of contemporary geography chosen by the instructor. Students identify and pursue advanced work on topics within that subfield.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Geography, Environmental Geography Majors
Class Restriction: Only Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

GEOG 490 - Honors Preparation

Students enroll in this course in the fall semester of the senior year if granted permission to explore a potential honors project and prepare a formal proposal to pursue honors work in geography. Permission to enroll in this course does not guarantee permission to pursue honors in geography.

Credits: 0.50
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GEOG 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOG 499 - Honors

Students pursuing honors research enroll in this course in the spring semester of the senior year. The research proposal must be approved by the Department of Geography.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

GEOL 101 - Environmental Geology

Many geologic processes and events have a significant impact on human societies. Volcanic eruptions, earthquakes, landslides and floods all threaten lives and property and societies rely on water, mineral, climate, and energy resources to thrive. Similarly, society has many impacts on the Earth system through water and air pollution and climate change. This course examines the complex interplay between human activities and the environment through a multi-disciplinary approach, with the goal of applying science to better manage natural hazard risk, understand and mitigate future climate change, and use water, mineral and energy resources more sustainably.

Credits: 1.00
Corequisite: GEOL 101L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: This course cannot be taken during the same semester as another GEOL course with a course number less than 150.
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 101L - Environmental Geology Lab

Required corequisite to GEOL 101. Labs are field-based as much as possible and are designed, not only to build a deeper understanding of the course material, but also to provide hands-on experience with some of the scientific techniques geologists use to study the environment.

Credits: 0.25
Corequisite: GEOL 101
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 102 - Sustainable Earth

Focuses on Earth and its complex and life-sustaining resources, within an integrated framework including the terrestrial realm, the atmosphere, and the hydrosphere (freshwater, oceans, and glacial ice). Students develop a deeper understanding of the physical, chemical, biological and human interactions that determine the past, present and future states of Earth. Places a strong emphasis on the societal impacts of earth system science and provides a fundamental basis for understanding the world in which we seek to live sustainably.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: This course cannot be taken during the same semester as another GEOL course with a course number less than 150.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 105 - Megageology

Traces the history of the Earth from the origin of the solar system to the present. Students also consider the origin and evolution of the Earth's crust and interior; plate tectonics and mountain building; absolute age dating; the origin of the hydrosphere and atmosphere; earthquakes and volcanism. The results of recent planetary exploration are incorporated into an examination of the origin of the solar system. How Earth came to be a habitable planet and how humans can play a role in preserving that habitability is also explored.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: This course cannot be taken during the same semester as another GEOL course with a

course number less than 150.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 120 - The Geology of America's Parks (Extended Study)

Designed to introduce students to geological processes, materials, and basic field techniques using sites at National Parks in the United States and Canada. Major goals include developing a facility with basic field methods used in geology and other natural sciences, promoting understanding of how regional geological history and active modern processes shape landscapes, and exploring the impacts of human interactions with the natural world.

Credits: 0.50
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only First-year, Sophomore
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GEOL 135 - Oceanography and the Environment

A study of the major contemporary concepts of biological, chemical, geological, and physical oceanography. The nature and origin of ocean basins by global plate tectonics, sea water chemistry, oceanic circulation, life in the sea, and biological productivity, are all discussed. The role of human impacts and environmental change, including ocean warming and acidification, sea level rise, marine pollution, and resource exploration are stressed throughout the course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: This course cannot be taken during the same semester as another GEOL course with a course number less than 150.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOL 190 - Evolution of Planet Earth

Explores our planet's 4.5-billion year history and how geologists unearth the past through examination of minerals, rocks, and fossils. Earth's evolution is a natural experiment that cannot be reproduced, and students make use of primary observational and interpretative tools that geologists use to understand the past. Age-dating techniques, plate tectonics and origin of continental crust, mountain building events, and evolution of Earth's landscape, atmosphere, oceans, and biosphere are examined in the context of the geological evolution of North America.

Credits: 1.00
Corequisite: GEOL 190L

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Recommended: For students interested in concentrating in geology or environmental geology.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOL 190L - Evolution of Planet Earth Lab

Required corequisite to GEOL 190. Laboratory sessions focus on providing a familiarization with common rocks, minerals, and fossils, and geologic field techniques, with an emphasis on how these materials and techniques are used to understand Earth and its history.

Credits: 0.25
Corequisite: GEOL 190
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 201 - Mineralogy and Geochemistry

Rocks and minerals are the stuff of which planets are composed. They are the source of nutrients that sustain all life on this planet, and the materials from which civilizations are built. Students come to understand the physical and chemical nature of minerals, and gain a familiarity with the most common minerals found on Earth. Other important topics covered include how and when Earth's materials were formed, and how their physical and chemical behaviors both control and tell us about major processes on the planet.

Credits: 1.00
Corequisite: GEOL 201L
Prerequisites: One GEOL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 201L - Mineralogy and Geochemistry Lab

Required corequisite to GEOL 201. Labs introduce a variety of techniques used to study and identify minerals, including working with minerals in hand specimen, under the microscope, and using x-ray analysis. Hands-on activities build a deeper understanding of crystal structures and optics, and a familiarity with the most common minerals that compose the Earth and influence geologic processes and the quality of life on our planet.

Credits: 0.25
Corequisite: GEOL 201
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 215 - Paleontology of Marine Life

Considers the fossil record of marine life from its origin to the present, emphasizing the evolution of invertebrate animals and marine environments through time. In class, lab, and in the field, students investigate a diversity of ecological and evolutionary questions through direct observation of fossil specimens, statistical analyses of paleontological datasets, and discussion of recently published scientific articles. Additional topics include mass extinctions and recoveries, morphological evolution, phylogenetics, paleoecology, paleontological approaches in conservation biology, and the history and ethics of fossil collecting.

Credits: 1.00
Corequisite: GEOL 215L
Prerequisites: One GEOL or BIOL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 215L - Paleontology of Marine Life Lab

Required corequisite to GEOL 215. Lab and field exercises emphasize hands-on learning about the principles of paleontology, paleontological techniques, and the major groups of fossil-forming marine invertebrate animals. Local fieldtrips engage students in collecting, analyzing, and interpreting the remains of organisms that lived in Madison County more than 300 million years ago.

Credits: 0.25
Corequisite: GEOL 215
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 225 - Sedimentology and Surficial Processes

A detailed study of modern sedimentary environments and their use in interpreting ancient sedimentary rocks. The chemical and physical processes leading to weathering, erosion, transport, deposition, and lithification of sediments are considered. Interpretation of local Paleozoic, Pleistocene, and Holocene sediments is carried out through field study projects. Economic aspects of sedimentary rocks, such as the occurrence of oil, natural gas, and coal, are discussed.

Credits: 1.00
Corequisite: GEOL 225L
Prerequisites: One GEOL course

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: GEOL 302

GEOL 225L - Sedimentology and Surficial Processes Lab

Required corequisite to GEOL 225.

Credits: 0.25
Corequisite: GEOL 225
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None
Formerly: GEOL 302L

GEOL 235 - Tectonics and Earth Structure

Mountain ranges, rifting continents and earthquakes show that the Earth is constantly deforming. Serves as an introduction to the principles of structural geology and geophysics, and explores the physical processes deforming Earth's surface and interior and driving plate tectonics. Students will examine how and why deformation occurs, and what lines of evidence we use to study deformation on all scales, from the microscopic to global. The course will cover tectonic processes, brittle and ductile deformation mechanisms, earthquakes and seismic waves, and solid Earth properties.

Credits: 1.00
Corequisite: GEOL 235L
Prerequisites: One GEOL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None
Formerly: GEOL 305

GEOL 235L - Tectonics and Earth Structure Lab

Required corequisite of GEOL 235.

Credits: 0.25
Corequisite: GEOL 235
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None

Core Component: None
Formerly: GEOL 305L

GEOL 253L - Environmental Geochemistry and Analysis Lab

Required corequisite to GEOL 253 . There is no separation between lab and class, they are fully integrated; work on projects is the primary focus of the entire course. Occasional day-long sampling and field trips.

Credits: 0.25
Corequisite: GEOL 253
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None
Formerly: GEOL 203L

GEOL 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 301 - Igneous and Metamorphic Petrology

Deals with the origin and evolution of igneous and metamorphic rocks. Petrology and melting of the mantle are examined, and the origin and differentiation of magmas in different tectonic settings are explored. Metamorphic rocks are examined using mineral assemblages, metamorphic facies, and thermobarometry with the goal of understanding the crustal history of mountain building. These topics are unified by concepts of plate tectonics. May include a weekend field trip.

Credits: 1.00
Corequisite: GEOL 301L
Prerequisites: GEOL 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None
Formerly: GEOL 202

GEOL 301L - Igneous and Metamorphic Petrology Lab

Required corequisite to GEOL 301. Laboratories involve the study of rock suites from classic areas around the world.

Credits: 0.25
Corequisite: GEOL 301
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None
Formerly: GEOL 202L

GEOL 303 - Geochemistry

Explores the fundamental chemical principles that govern how our planet came to be what it is today. In particular, focus is on how to use chemistry as a tool to understand major geological processes, from the formation of the planet to processes that are particularly important to environmental quality, and thus to humans.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 190 or GEOL 201 or CHEM 101 or CHEM 111
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 308 - Rivers: Resources, Politics, and Environmental Change

An interdisciplinary exploration of the relationships between rivers, their hydrological and climatological processes, and the political dynamics influencing management policies. Students delve into geology/natural sciences topics, including basin-scale hydrology, surface-water/ground-water interactions, and hydrological response to climate change. Students examine how these processes interact with political/social science topics, including conflict management and learning in collaborative governance, the politics of policy analysis, and the role of science and technical information in policymaking, highlighting the impact of river management on ecosystems and communities.

Credits: 1.0
Crosslisted: ENST 308
Prerequisites: None
Major/Minor Restrictions: Only Environmental Studies, Environmental Geology, Environmental Geography, Environmental Biology, Environmental Economics, Geology Majors and Minors
Class Restriction: No Sophomore, No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GEOL 310 - Environmental Economic Geology

Examines the global distribution of mineral resources, the economic and engineering factors that govern their availability, and the environmental effects of their production and use. Mineral resources to be considered include ferrous and non-ferrous metals, precious metals, and energy fuels. Topics to be explored, in addition to the origin, nature, and geological settings of the world's great mineral deposits, include mineral law, mineral exploration and production, strategic mineral reserves, minerals and human health, and environmental impact of mining and use, and remediation.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 201
Major/Minor Restrictions: None
Class Restriction: None
Recommended: GEOL 202
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOL 311 - Environmental Geophysics

Near-surface features of the Earth display a stunning variety of structures and compositions. These features give insight in the geology of a region, and can also be important in the fields of environmental studies, engineering, and archaeology. Many subsurface structures are not visible at the surface, but can be illuminated using geophysical measurements and modeling. In this course, students will learn the science behind several geophysical techniques, including gravity surveying, reflection and refraction seismology, GPS monitoring, and electric and magnetic methods. Two weekend field days are required.

Credits: 1.00
Corequisite: None
Prerequisites: One GEOL course
Major/Minor Restrictions: None
Class Restriction: None
Recommended: One semester of calculus
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOL 315 - Conservation Paleobiology

An investigation into how to "put the dead to work" to better understand the responses of species to current and future environmental change. Examines the ecological and evolutionary responses of species to changing environments in the past as preserved in fossil, archeological, and historical records. Because all of these records are incomplete, a primary focus is how incomplete and/or biased sampling can be addressed in paleontological and historical analyses. Additional topics include extinction risk, shifting baselines, environmental proxies, anthropogenic environmental change, and quantitative methods.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 215 or prerequisite override required
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GEOL 320 - Techniques of Field Geology

A five-week summer field program introduces the basic field techniques used in geologic mapping. Students prepare geologic maps and stratigraphic sections in assigned map areas and develop geological histories, focusing on igneous, sedimentary, and metamorphic processes. The course consists of field work in such locations as Colorado, Wyoming, and Idaho.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOL 325 - Evolution of Form and Function in Biomineralizing Marine Animals

Students will explore the form and function of biomineralizing skeletons through mathematical and physical modeling and analysis of marine species alive today and preserved in the fossil record. From atoms to ecosystems, students will consider how organisms build their skeletons and the variety of skeletal compositions and shapes that have evolved throughout Earth history. Research-based modules and student-led discussion of the primary literature will explore the ways in which environmental conditions, including near-term climate projections, affect biominerals and ecological interactions.

Credits: 1.0
Crosslisted: PHYS 325
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 333 - (Re)Designing STEM Education

In this project-based course, students design interactive, curricular science resources for P-12 students, focused on the Galápagos Islands as a venue/case study for place-based learning. Coursework presents interactive methods and theories for teaching science, integrating concepts from environmental science, geology, biology, conservation science, chemistry, physics, and math. Participants expand their abilities to think creatively and critically about teaching science, work in collaborative teams, use digital media for educational purposes, learn human-centered approaches for designing curricular activities, and enhance their confidence in knowledge generation through a lens of inclusive STEM. Note: The course is intended for future STEM teachers and STEM majors interested in exploring innovative ways to teach science and reach diverse audiences effectively.

Credits: 1.0
Crosslisted: EDUC 333
Corequisite: GEOL 333E
Prerequisites: EDUC 101 and (one course from the Natural Science division or a CORE Science course)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GEOL 333E - (Re)Designing STEM Education Extended Study

Provide opportunities for students to apply and expand on what they learned during the semester, including interactive instructional methods and theories for teaching science; students also integrate concepts from environmental science, geology, biology, conservation science, chemistry, physics, and math as they are relevant in the Galápagos into their projects. Participants expand their world view, allowing them to unlock greater abilities to think creatively and critically about teaching science, work in collaborative teams, use digital media for educational purposes, learn human-centered approaches for designing curricular activities, and enhance their confidence in knowledge generation through a lens of inclusive STEM.

Credits: 0.5
Crosslisted: EDUC 333E
Corequisite: GEOL 333
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GEOL 335 - Hydrology and Geomorphology

The geologic materials nearest the Earth's surface are those that interact with the biosphere, atmosphere, and hydrosphere. This course explores the nature of surficial geologic materials and processes by using geographic information system (GIS) tools and hydrological modeling software. Major topics are landform development, chemical weathering, soil development and quality, and surface and groundwater hydrology.

Credits: 1.00
Corequisite: GEOL 335L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: A previous earth science or geology course is recommended.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: GEOL 210

GEOL 335L - Hydrology and Geomorphology Lab

Required corequisite to GEOL 335.

Credits: 0.25
Corequisite: GEOL 335
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None

Core Component: None
Formerly: GEOL 210L

GEOL 360 - Volcanology

Our fascination with volcanoes stems primarily from their awesome powers of destruction, yet their constructive role in shaping our landscape, atmosphere, and oceans has been crucial in Earth's history. This course explores the fundamental concepts of volcanology, from the geological, chemical, and physical processes that generate volcanoes to the implications of volcanic activity on humankind. Through case studies, this course examines the tectonic environments that generate volcanoes and what they tell us about Earth's internal processes; eruptive styles and volcanic forms; volcanic rocks; properties and generation of magmas; features of lava and pyroclastic flows; and volcanic hazards, including their prediction and mitigation.

Credits: 1.00
Corequisite: GEOL 360L
Prerequisites: GEOL 190 or higher GEOL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

GEOL 360L - Volcanology Lab

Required corequisite to GEOL 360. Activities in the lab are widely varied, from learning important field techniques for understanding the eruptive history of volcanoes to exploring the physical principles behind volcanic behavior.

Credits: 0.25
Corequisite: GEOL 360
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None
Formerly: GEOL 220L

GEOL 370 - Geoinformatics

Focuses on the digital analysis of geologic data. The complexity of natural systems - including geomorphology, plate tectonics, and climate systems - benefit from computer-assisted manipulation of large-scale datasets. Covers application of GIS and Matlab to geologic datasets, access and use of public data sources, digital analysis of large datasets, and modeling of natural geological systems.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 190 or higher GEOL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: GEOL 270

GEOL 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 418 - Tectonics Seminar

Analyzes large-scale structures of the Earth's crust and interior. There is particular emphasis on the interpretation of modern and ancient orogenic belts in terms of plate tectonics models. Includes discussion of the details of plate boundary structures and plate interactions, evolution of the Earth's lithosphere through geologic time, and the use of isotopes in geological investigations. Student presentations are required.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 235 (may be taken concurrently)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GEOL 420 - Solid Earth Processes

Focuses on how the Earth's processes such as volcanism, plate motion, and mantle dynamics are studied by geologists. Through a seminar-style approach, students consider the techniques used to understand the solid Earth, with emphasis on volcanic and plate tectonic systems. Methods studied may include (a) volcanic systems: gas, plume, and thermal monitoring for prediction of eruptions, lava chemistry, heat flow, geochronology, field observations, and lava flow dynamics; (b) plate tectonics: earthquake observations, ground deformation, and gravity; (c) planetary geology: remote sensing, spectroscopy, and plume sampling. Each technique is examined in the context of a specific case study (e.g., Mount Pinatubo, Hawaii, Yellowstone, Los Angeles fault zones, Venus, and the moons of Jupiter) through readings and discussions of current geological literature. Experts currently working in the field are often consulted as resources.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOL 441 - Senior Research Seminar

Students engaged in senior or honors research are required to register for this course designed to guide them in the proper preparation of a research paper or honors thesis. Students are instructed in research techniques, including library research, statistical analysis, and other approaches commonly used in the geosciences. Other matters addressed in this seminar include the format of the research paper or honors thesis, techniques of scientific writing, and how to prepare an oral presentation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOL 450 - Paleoclimatology

Earth's climate has fluctuated widely in the past, between warm periods and ice ages, and times of great drought versus wetter intervals. The planet currently faces abrupt climate change resulting from human-induced environmental modification. Paleoclimatology, the study of past climates and environments of the Earth, provides a long-term perspective on the nature of global climate variability that is critical for evaluating the sensitivity of the Earth system to past, present, and future changes. This course provides students with an overview of paleoclimatology by examining the use of proxy records such as marine and lake sediment sequences, ice cores, tree rings, corals, and historical data to reconstruct past climatic conditions. Dating methods are introduced, and seminal publications in paleoclimatology are reviewed in tandem with current research papers addressing outstanding questions in paleoclimatology. Throughout, students critically analyze their current understanding of past climates and environments, and identify promising directions for future research. Topics include abrupt climate change, human evolution and climate, biosphere-climate interactions, and paleoclimate modeling.

Credits: 1.00
Corequisite: None
Prerequisites: GEOL 215 or GEOL 225
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: GEOL 350

GEOL 480 - Advanced Topics

An advanced seminar within the Earth and Environmental Geosciences. Faculty teach in the areas of their expertise on a rotating basis. Topics may include particular geologic settings and processes, or analytical techniques.

Credits: 1.0

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

GEOL 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

GERM 121 - Beginning German I

Introduces students to the basic structures of German and focuses on the four language skills of understanding, speaking, reading, and writing German in cultural, functional contexts. The courses simultaneously introduce students to the vibrant societies and cultures of German-speaking Europe.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 122 - Beginning German II

Continued introduction to the basic structures of German with a focus on the four language skills of understanding, speaking, reading, and writing German in cultural, functional contexts. The courses simultaneously introduce students to the vibrant societies and cultures of German-speaking Europe.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 195 - Elementary-Level German Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 201 - Intermediate German I: Germany in Europe

Completes the presentation of basic structures of German and helps students develop greater facility and sophistication in using these structures, in comprehension, speaking, reading, and writing. Continues the exploration of German cultures begun on the 100 level with a focus on Germanophone Europe.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 202 - Intermediate German II: Germanophone Europe

Completes the presentation of basic structures of German and helps students develop greater facility and sophistication in using these structures, in comprehension, speaking, reading, and writing. Continues the exploration of German cultures begun on the 100 level with a focus on Germanophone Europe..

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

GERM 295 - Intermediate-Level German Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 325 - Transnationalism in Contemporary German Culture

As demographic changes in Europe unmoor conventional conceptions of national culture, the discourse of transnationalism has emerged to address contemporary political and cultural phenomena no longer confined to nation-states. Abreast of such developments, students examine the transnational imagination at work in recent German cultural production, with a focus on cinematic and literary negotiations of German and European identity since 1989. Factors contributing to these negotiations include the tenuous legacy of German unification, the fragile consolidation of the European Union, and the ongoing migration of people to German-speaking Europe from non-European backgrounds. The method of inquiry is multidisciplinary, engaging with contemporary films and literary writings in conjunction with cultural history, as well as social and political theory. To address the aesthetic qualities of transnational cinema and literature, students familiarize themselves with the terminology and methodologies of film and literary studies in German.

Credits: 1.00
Corequisite: GERM 325L
Prerequisites: GERM 202
Major/Minor Restrictions: None
Class Restriction: None
Recommended: FMST 200 is desirable but not required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 325L - Required Film Screening

Required corequisite to GERM 325.

Credits: 0.00
Corequisite: GERM 325
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GERM 326 - Germany and the Environmental Imagination

Germany is widely recognized as a global leader in environmental policy and green technology. To what extent does Germany's role as a pioneer in the global environmental movement have its roots in German culture? Building on interdisciplinary scholarship in the growing field of environmental humanities, this course offers an introduction to environmental thought in German literature, culture, and the arts from the 18th-century to the present. The goal of the course is to develop an ecocritical model of reading, focusing on the way literature and other artworks stage the encounter between people and nature in a range of different genres: fairy tales, prose, poetry, landscape painting, and film. Tracing the emergence of the German environmental imagination in key texts from German literature, art, and film, the course also examines the emergence of the modern environmental movement in Germany, and explores how literature and the arts contribute to contemporary debates about environmental justice, species extinction, and sustainability. Course taught in English with an optional CLAC section in German.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GERM 327 - Reinventing Berlin: Memory, Culture, and Urban Space

Berlin has long been considered the quintessential modern metropolis and one that continually reinvents itself as an ongoing experiment in urban culture. Today, the capital of united Germany's "Berlin Republic" is a vibrant, ethnically diverse city with political and cultural meanings that resonate far beyond its borders. Students approach contemporary Berlin by way of historical, political and cultural stories of its urban landscape. Through study of monuments, architecture and city planning, film, art and literature, eyewitness reporting and historical analysis, students explore reinventions of the city and the transformations of its urban space and public culture in the twentieth and twenty-first centuries. In doing so, the changing conceptualizations of civic and national identity, collective memory and imagined futures elicited by Berlin's complex history are also addressed. Participation in the accompanying CLAC section is mandatory for students wishing to earn GERM major/minor credit.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GERM 341 - Advanced Conversation and Composition (Study Group)

Especially geared to the needs of Colgate students studying and living in a German environment. In addition to undertaking a comprehensive review of German grammar and building vocabulary, coursework addresses methods for coping in everyday situations as well as in the special setting of a German university. The first part is taught by the director while traveling; the second part is taught by the director and tutors in accordance with the specific needs of each individual student.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 351 - Introduction to German Literary Studies

Introduces students to a variety of German literary texts from the 18th century to the present, in their cultural and historical contexts. Students explore a number of topics: revolution and social change; constructions of gender; national identity; migration and minority experience; and modernity and aesthetic innovation. In the process, students consider the versatile powers of literature to interpret and influence personal and collective experience. The course also serves as a workshop in which to develop techniques and vocabulary of literary and cultural analysis. In addition to furthering critical understanding of German literature as part of living culture, this course will help students strengthen and expand German language skills in all four areas: reading, writing, comprehension and speaking. Taught in German.

Credits: 1.00
Corequisite: None
Prerequisites: GERM 201 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 353 - Proseminar in German Studies

Introduces students to the academic study of German by exploring key topics and foundational methods of the discipline, while further developing advanced German language competencies. Deepening students' familiarity with Germanophone Europe, the course adopts a multimedial approach to German studies (print, visual art, stage, radio and film) to advance cultural and transcultural literacy. The focus of the course depends on the instructor, who may emphasize the relationship between crisis and critique in the history of Germanophone Europe; the gray zones between the past and the present, the living and the dead in studies of ghosts and the uncanny; multimedial memory studies; or the borderlands of European multiculture. Taught in German.

Credits: 1
Corequisite: GERM 353L
Prerequisites: GERM 202 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

GERM 390 - Freiburg Study Group Preparation

For students enrolled in the Freiburg Study Group in the subsequent semester and required for those FSG students who are on campus in the fall. It is held largely in a workshop format focused on honing skills and practices to prepare for a successful semester abroad. Topics include cultural study related to the study group's travel seminar; targeted linguistic preparation for academic study in Germany; strategic work on German University assignment formats such as Referate, Protokolle and Hausarbeiten; techniques for enhancing resilience and well-being and achieving personal goals; and occasional work related to required University bureaucracy.

Credits: 0.50
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GERM 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

GERM 395 - Advanced-Level German Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GERM 457 - German Literature and Culture in Freiburg (Study Group)

Designed to create a frame of reference for students by presenting them with on-site study of Germanophone history and culture and connecting it to the present experience abroad. In addition to study trips in Germany, Austria, and Switzerland, the course incorporates current theater performances, concerts, and visits to museums and art galleries. As with GERM 341, the course has two components: the pre-term weeks (in March) devoted to travel, and the term at the University of Freiburg during which regular class sessions are scheduled.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GERM 461 - Goethe

Introduces Goethe's writing and thought through selected plays, narrative fiction, critical writings, and poems. Topics include Goethe's interest and influence in various cultural spheres, such as the visual arts, the scientific fields of his time, and politics in the age of revolutions. Students explore his comparative approach to world languages and literatures, his changing aesthetic positions during his lifetime, and his literary explorations of gender and love. The seminar interprets Goethe in the context of his time and also examines his dominant and debated position in the German cultural tradition.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

GERM 463 - Contemporary Jewish German Literature

What does it mean to write in German as a Jew today? A diverse group of contemporary German-language authors position themselves as Jewish writers engaged in probing the complex constellations of identity and intergenerational trauma and memory after the Shoah. Much of their work is centered on the Jewish experience in German and Austrian cultures, yet always in a web of relations to other places, their contexts, and languages - for example, Israel and the US, France and Algeria, Russia and Poland. Seismic shifts in national borders and transnational mobility, including German unification in 1990, the immigration of many Jews from the former Soviet Union to Germany and more recent demographic influences of migration of the 21st century, are further reshaping the topographies of intersectional identities and society that these writers explore. Students examine the relationships of generational position, gender, and literary voice; the interfaces of personal stories, historical knowledge, and contemporary local contexts; the politics and collective understandings of the memory of the Shoah; and the roles of literary representations in shaping that memory as time passes and personal memory disappears. Readings include fiction, essays, interviews, songs, and articles by Wolf Biermann, Ruth Beckermann, Maxim Biller, Irene Dische, Olga Grjasnowa, Lena Gorelik, Barbara Honigmann, Wladimir Kaminer, Ruth Kliiger, Katja Petrowskaja, Doron Rabinovici, Robert Schindel and others.

May be taught in English translation or in German, depending on the semester and student interests and

background. When the course is taught in English, students counting it for German major or minor requirements must also register for the additional (.25 credit) FLAC section (GERM 463X) and do readings and written work in German; students registered for the course as JWST may also join the FLAC course, with instructor permission.

Credits: 1.0
Crosslisted: JWST 463
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

GERM 467 - Körper-Kino & Kino-Körper: Body Cinema & Cinematic Bodies

Presents a history of German and German-speaking film with special focus on the depiction of the human body. Drawn from nearly a century (1929 – 2019) of cinematic history, course materials include silent films from the Weimar Republic, post-war Austrian filmic activism, East and West German cinemas, and contemporary Berlin School and transnational European Cinema. Assembling a number of filmmakers with an emphasis on German/European traditions, the course revisits the filmic canon and introduces filmmakers from outside film studies' canonical scope. Established auteurs such as Werner Herzog or VALIE EXPORT are juxtaposed and paired with lesser-known artists such as Heiner Carow or Mara Mattuschka, as well as newcomers such as Jan Soldat or Pia Hellenthal, to convey the diversity within film's and filmmakers' exploration of the human body. As the thematic vector brings together auteurs of entirely different traditions, it also draws attention to filmic genres often neglected by academics, such as anime, music videos, pornography or short films. "Kinokörper" or "cinematic bodies", become significant by means of their actions, they take shape in the disciplining of their representation, and fulfill different functions for the genres they traverse. The unsettling effect cinematic bodies have on filmic genre distinctions – such as those between fiction and report, pornography and its documentation, scripted narrative and spontaneous improvisation – are of particular interest. The seminar is conducted in German.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

GERM 467L - Required Film Screening

Required corequisite to GERM 467.

Credits: 0
Corequisite: GERM 467
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

GERM 477 - Central European Modernity: Austria-Hungary and after

At the dawn of the 20th-century, central Europeans lived, debated, and created amidst great doubts that their world had any future. At the heart of a conflicted and paradoxical modernity arose a keen sense of the unreality and futility of human affairs. Yet modernity's seemingly unresolvable challenges—including questions about the political arrangements of diverse and multilingual societies, the constitution of the human psyche, the chances of human survival on the eve of World War I, as well as class, inter-ethnic and gender relations—spawned a furor of pioneering responses in the urban centers of Germanophone Europe. Exploring the resources of this rich period with a focus on Austria-Hungary and the First Austrian Republic (1890-1934), students investigate the cultural, literary, philosophical, artistic, and musical activity abounding in Vienna, Prague, and other sites of central European modernity. Readings include works by Zweig, Roth, Hofmannsthal, Schnitzler, Freud, Musil, Kraus, V. Canetti, and Kafka. Focus on literary and historical texts from central Europe will be supplemented by visual works of art, architecture, music, and cinema relevant to the period.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 479 - 20th-Century Literature

Examines the literature and cultures of German-speaking Europe in the 20th century. Due to the wealth of the material, selections vary from semester to semester. Areas of focus may include: the Weimar Republic, exilic literature by émigrés of National Socialism, coming to terms with catastrophe in literature and film, comparative approaches to West and East German literature, Austrian and Swiss writers, migration and transnationalism, and the literature of German unification and the Berlin Republic.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

GERM 481 - Lyric Poetry

A survey of selected examples of German poetry from the Baroque period to the present. Poems are examined with an eye to developments in form and to poetry's engagement with the changing world in which it is created, from the Thirty Years' War to the European Union. Coursework allows students to probe the subtle ways in which poetic texts have challenged the "German language" – considered as a shared means of communication to the end of mutual understanding. Indeed, why is it that lyric poems – seemingly no substantial threat – have often been met with mistrust or even fear? And why is it that precisely these – often

comparatively compact – texts have frequently been asked to justify their existence? As students consider these questions, they reflect on the critical potential as well as potential pitfalls of short poetic texts traditionally known as "lyric poetry."

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GERM 482 - The Novella and the Village: Modern Tales from the Country

Examining a unique German form from Goethe to the present, students explore the narrative forms of the novella and the short novel in the context of increasing urbanization in German-speaking lands, with a focus on the 19th century.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 485 - Drama

Examines the history, theory, and practice of German drama with a focus on a selection of major dramatic works from the 18th century to the present. As theater continues to thrive as a unique aesthetic and social institution of German-speaking Europe, students conduct a performance-oriented study of theater as a medium of cultural and transcultural communication. Canonical playwrights to be studied may include Lessing, Schiller, Goethe, Kleist, Büchner, Nestroy, Ibsen, Brecht, Soyfer, Peter Weiss, or Heiner Müller. Contemporary playwrights may include Sibylle Berg, Nurkan Erpulat, Elfriede Jelinek, Dea Loher, Falk Richter, Yael Ronen or Roland Schimmelpfennig. Investigating the genres of the bürgerliches Trauerspiel, the Volksstück, epic theater, postdrama, and postmigratory theater, students also undertake experiments in drama pedagogy.

Credits: 1.00
Corequisite: GERM 485L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GERM 485L - Required Film Screening

Required corequisite to GERM 485.

Credits: 0.00
Corequisite: GERM 485
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

GERM 486 - German World Literature

What is German World Literature? This question highlights the relationship between the idea of a national or a single linguistic literary tradition and a broader concept of literature that crosses linguistic, cultural, or national boundaries. This seminar focuses on theories of "world literature/s" and on primary literary texts written in German as examples of works that circulate through and reflect multiple cultural and linguistic contexts. How are the Grimm fairy tales mediated by Disney? What do we understand by the term "Kafkaesque"? Why did Goethe emulate the Persian poet Hafis? Do Senoçak's readers in America contribute to a new idea of German and German-Turkish literature? Topics include the roles of translation, migration, economic and media globalization, nationalisms, and contemporary and historical transnational identities in shaping world literature written originally in German. Taught in German.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

GERM 487 - Post-Soviet Authors in Contemporary Germany

Examines works written by authors with a Soviet heritage, specifically in the context of post-Soviet immigration to the newly unified Germany in the 1990s. The topics to be explored include the Soviet imperial legacy, sovietization as russification, postwar legacy, conflict of memory cultures, eternalization of memory, postmemory and generational conflict, antiSemitism, migration and integration. Readings include works by Wladimir Kaminer, Katja Petrowskaja, Olga Grjasnowa, Sasha Marianna Salzmann, Dmitrij Kapitelman, Katerina Poladjan, Alina Bronsky, Lena Gorelik, Ira Peter, Mitja Vachedin, and Nino Haratischwilli, among others.

Credits: 1
Corequisite: None
Prerequisites: Two 300-level GERM courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

GERM 490 - Honors or High Honors

Devoted to the honors project, this course must be taken in addition to the eight courses required for the major. Although it is a year-long course, students register for it once, in the spring semester of the senior year. See "Honors and High Honors," on the department page.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

GERM 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

GPEH 100 - Introduction to Global Public and Environmental Health

Introduces students to critical global health issues and ways to address or solve them. The curriculum focuses on the following global health topics: infectious and chronic diseases, maternal/child health, immigrant and refugee health, the relationship between political and cultural processes and health, factors contributing to disparate health outcomes in population groups and how to measure those outcomes. The course is divided into two parts. The first emphasizes the distribution and determinants of disease causation in global contexts utilizing skills and methods in the discipline of global health. The second examines some of the most pressing contemporary global health concerns and contextualizes those concerns in cross-cultural and historical knowledge.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GPEH 191 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: Variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GPEH 253 - The History of Global Health

Colonial states often justified their rule through a reference to the "civilizing mission," a central part of which was the provision of 'modern' health care and education. But what truly was the role of these programs in the exploitative colonial system? And how did they set the stage for global health programs, all the way to the present? Through an examination of the field of global health in the 19th and 20th century, this course explores the history of global health from its roots in colonial medicine to contemporary responses to Ebola. Using historical sources, it focuses on the social, political, economic histories of global health, discussing the relationship between public health interventions and violence, racial discrimination, and caretaking and empathy.

Credits: 1.0
Crosslisted: HIST 253
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GPEH 301 - Community Health

Offers students insight into critical analyses of and approaches to community health. Students learn about population-level public health approaches to health assessment, health promotion and disease prevention. Grounded in local communities and in collaboration with local partners/organizations, students develop the skills and conduct practical evaluation of regional health needs, garnering a holistic understanding of the pressing public health challenges and successes via applied practice. As part of the course, students learn historical and theoretical approaches to understanding health inequities in domestic and global contexts. At the end of the semester, students produce and present their findings for public and University audiences. The coursework and findings provide a springboard for ongoing community engagement and may be scaffolded and utilized in future community assessments, evaluations, and academic coursework.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GPEH 323 - Language and Medicine

How does language shape the medical sphere? How does the medical sphere shape language? Fusing two anthropological subfields, medical anthropology and linguistic anthropology, coursework provides concepts, tools, and training to understand and analyze the intersections between language, medicine, and society. Students explore how patients, medical professionals and other people communicate in healthcare settings. Students also examine the role of language and perception in people's understandings of the body, care, and healing. Topics include health communicative justice, visual/graphic communication, language ideologies, translation, narrative, metaphors of illness, and more. Offering an applied dimension, students engage with an international health NGO document archive, health media/communication materials, and information systems.

Credits: 1.0
Crosslisted: ANTH 323
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GPEH 334 - Public Health in Africa

A critical analysis of the cultural, social, political, and economic processes related to the field of global public health in Africa. Taking an anthropological approach, students identify the main actors, institutions, practices, and forms of knowledge production at work in contemporary public health interventions as they have arisen in African contexts. Coursework places current interventions in historical perspective, gauging their benefits as well as any unintended consequences. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students become familiar with how to conduct and produce a "hands-on" needs assessment and community health evaluation.

Credits: 1.0
Crosslisted: ALST 334
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

GREK 121 - Elementary Classical Greek I

The first semester of an introductory study of the elements of the Greek language. A thorough and methodical approach to the basics is supplemented, as students progress, by reading selections from ancient authors.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

GREK 122 - Elementary Classical Greek II

The second semester of an introductory study of the elements of the Greek language. A thorough and methodical approach to the basics is supplemented, as students progress, by reading selections from ancient authors.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 195 - Elementary-Level Greek Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 201 - Intermediate Classical Greek

Completes the study of grammar and introduces readings from a range of writers in prose and poetry. Students also develop skills of formal analysis and interpretation. Familiarity with a variety of styles and genres provides the foundation for further study at the advanced level.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 122 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 295 - Intermediate-Level Greek Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 300 - Introduction to Greek Lit

An introduction to Greek literature that provides an overview of major authors – e.g. Homer, Plato, Aeschylus, Sophocles, Euripides, Xenophon – through selected reading from their works. Aims to develop fluency in reading the language and appreciation for literary design and meaning. Provides a foundation for advanced coursework.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 301 - Greek Tragedy

Close reading and analysis of at least one complete play from the works of the 5th century Athenian dramatists Aeschylus, Sophocles, and Euripides. Students study the text within the genre of Greek tragedy, considering its broader historical framework, the dramatic festivals, and aspects of performance (music, dance, costume, and staging).

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 302 - Aristophanes

Close reading and analysis of at least one play of the Athenian comic poet Aristophanes. Students consider the relationship between the comedies of Aristophanes and Athenian tragedy, the language of Aristophanic comedy, the social and political background, and aspects of performance (music, dance, costume, and staging).

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 310 - Homer

Close reading and analysis of selections from the *Iliad* or the *Odyssey* in the context of the epic genre. These poems formed the foundational texts of ancient Greek education; with their vivid characters, both human and divine, profound explorations of how to live and die, and often sublime poetry and memorable imagery, they still serve well as foundation texts for us today.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 320 - Greek Historians

Close reading and analysis of selections from one or more of the historical works of Herodotus, Xenophon, and Thucydides. Coursework introduces students to the study of Greek historiography and the language, style, and outlook particular to each author.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 321 - Thucydides

Close reading and study of selections from the *History of the Peloponnesian War* of Thucydides, an astute political and historical analysis of the great conflict between Athens and Sparta that ended with the defeat of Athens. This course pays particular attention to the complex language of Thucydides and to his historiographical principles.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 340 - Lyric Poetry

Is it true that the Greek lyric poets discovered the individual and mapped yet unknown areas of the soul? Greek lyric poetry comes after the great Homeric epics and leads into the invention of tragedy. It celebrates the present moment, contemplates the agonies of erotic love, searches for being over appearance, argues with conventional values, and appreciates private aims and experience. It arises together with the *polis*-where individual lawgivers, tyrants, leaders of political parties, religious thinkers, philosophers, and known artists came to the forefront. Close reading and analysis of selections from the poetry of Archilochus, Stesichorus, Ibycus, Simonides, Sappho, Alcaeus, Alcman, Bacchylides, and Pindar will suggest that this poetry indeed articulates a new post-epic self-awareness and a new self-reliant idea of how to live in a world of constant flux.

Credits: 1
Prerequisites: GREK 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 350 - Plato

Close reading and analysis of selections from the works of Plato. Students consider the revolutionary figure of Socrates and why all Greek philosophy before him is called "pre-Socratic," questions of moral, ethical, or political philosophy, the nature of dialogic prose, and Plato's influence on later philosophy and Christianity.

Credits: 1.00
Corequisite: None
Prerequisites: GREK 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

GREK 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 395 - Advanced-Level Greek Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 490 - Honors

Independent study, open to candidates for honors.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

GREK 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 121 - Elementary Hebrew I

Teach modern Hebrew as spoken in Israel and are designed for students who are interested in developing oral and written Hebrew skills. The course is helpful to those who are interested in deeper knowledge of Jewish culture and wish to improve their knowledge of Hebrew for religious studies. Designed for students with no previous Hebrew background and students who have learned to read phonetically without comprehension.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 122 - Elementary Hebrew II

Teach modern Hebrew as spoken in Israel and are designed for students who are interested in developing oral and written Hebrew skills. The course is helpful to those who are interested in deeper knowledge of Jewish culture and wish to improve their knowledge of Hebrew for religious studies. Designed for students who have completed HEBR 121 or have equivalent knowledge.

Credits: 1.00
Corequisite: None
Prerequisites: HEBR 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 195 - Elementary-Level Hebrew Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 201 - Intermediate Hebrew I

Continuing course for students who have completed HEBR 122 and for students with equivalent or advanced knowledge of modern Hebrew. These courses aim at enhancing the students' reading, writing, comprehension, and speaking skills and involve extensive teaching of grammar. Instruction tools include

audiovisual materials, popular texts, Israeli newspapers, and exercises in the language laboratory.

Credits: 1.00
Corequisite: None
Prerequisites: HEBR 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 202 - Intermediate Hebrew II

Continuing course for students who have completed HEBR 201 and for students with equivalent or advanced knowledge of modern Hebrew. These courses aim at enhancing the students' reading, writing, comprehension, and speaking skills and involve extensive teaching of grammar. Instruction tools include audiovisual materials, popular texts, Israeli newspapers, and exercises in the language laboratory.

Credits: 1.00
Corequisite: None
Prerequisites: HEBR 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Language Study
Core Component: None

HEBR 295 - Intermediate-Level Hebrew Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

HEBR 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Language Study
Core Component: None

HEBR 395 - Advanced-Level Hebrew Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

HEBR 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

HIST 101 - The Growth of National States in Europe

Examines national states after 1450; conflict in Europe and world-wide commercial and colonial ambitions; Renaissance culture, the Protestant revolt, Spanish ascendancy; 17th-century French absolutism and constitutional government in England; Austria, the weakened Germanies, the rise of Prussia and Russia; 18th-century liberalism; and the French Revolution, Napoleonic conquest, and the European settlement of 1815.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 102 - Europe in Crisis Since 1815

Explores the social, economic, political, and cultural history of Europe over the last two centuries. Topics include the revolutions of 1848, nationalism and the unification of Italy and Germany, the Industrial Revolution and the growth of socialism, imperialism and the alliance system, the Russian Revolution and the two World Wars, Stalinism and the fall of the Soviet Empire after 1989, and the development of the European Union.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students with AP credit in European history.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 103 - American History to 1877

A broad survey of key patterns, events, and the history of peoples in America from ca. 1500 to 1877. Covers the breadth of Native American life and the effects of European settlement, the colonial and constitutional periods through the age of reform, the crisis of union, and the Civil War and Reconstruction. Prepares students for upper-level courses in early American history.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students with AP credit in U.S. history.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 104 - The United States since 1877

A survey of United States history from the era of Reconstruction to the present. Topics include post-Reconstruction racial retrenchment in the South; immigration; the rise of industrialism and the response to it by farmers and workers; Populism and Progressivism; women's suffrage and the modern women's movement; the World Wars, the Cold War, Korea, and Vietnam; the New Deal and public policy; the cultural convulsions of the 1920s and 1960s; the victories and frustrations of the Civil Rights movement; and the

post-Cold War period.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students with AP credit in U.S. history.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 105 - Introduction to the Modern Middle East

This is a beginning course for study of the Middle East region, and a nuts-and-bolts primer on understanding the background for current events. Students learn the political, geographical, and social/ethnic borders that divide the region and the distribution of languages and faiths across it. The historical content of the course is a survey, with emphasis on the 20th century. No prior knowledge of the Middle East is assumed.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 106 - The Making of Modern Africa

Surveys the history of Africa from the1880s to the contemporary period. Major themes will include: the imperial scramble and partition of Africa; African resistances; colonial rule in Africa; independence and problems of independence; socio-economic developments in independent Africa; ethnic conflicts; crises and contemporary issues.

Credits: 1.00
Crosslisted: ALST 282
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: HIST 282

HIST 108 - Modern Latin America

An introduction to major political and social transformations across the Spanish- and Portuguese-speaking countries of the Americas, covering the period from 1800 to the present. Students build foundational knowledge on movements for independence, postcolonial struggles for sovereignty, efforts at national building, and revolutions and political violence. Students learn about major figures from throughout the

region from Benito Juárez to Che Guevara and Rigoberta Menchú. Coursework equally emphasizes the experiences of ordinary people, particularly members of marginalized groups such as Indigenous communities, Afro-Latin Americans, rural peasants, and the urban poor. Class time combines interactive lectures with discussions of historical texts by Latin American actors in translation, with graded assignments including exams and analyses of primary sources. Students successfully completing the course are well-positioned for further academic study of Latin American topics across departments and for travel, work, and/or research in the region.

Credits: 1.0
Crosslisted: ALST 208
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 110 - Through Their Eyes: An Introduction to Cultural History

Cultural history is an evolving and experimental field of study that investigates the many different ways in which diverse peoples in the past have understood themselves, their societies, and their surroundings. It concerns itself with the lives of ordinary people, asking not only what they did, but how they thought about what they did. In other words, cultural history attempts to see the past through the eyes of those who lived there. Students delve into the cultural practices and mentalities of past individuals and groups through a series of case studies from widely disparate times and places. In doing so, students are introduced to the methods of cultural history and to the many exciting and unexpected possibilities for exploring the past through a cultural lens.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 112 - The History of Technology

Introduces students to the study of technology in its social and historical contexts, centered on the United States in the last two centuries. Examines the development of large technological systems and infrastructures, investigates the ways that social hierarchies, financial flows, and political power shape different technologies, and looks at the means by which ordinary people cope with or adapt to technological systems. Students learn some of the basics of historical interpretation, while they come to see how technologies are, necessarily, profoundly shaped by history.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 120 - Introduction to Museum Studies

Introduces students to the rich interdisciplinary array of historical, theoretical, and practical topics that comprise this fast-growing field. Major themes include the history of museums from cabinets of curiosity to the Museum of Modern Art; critical display analysis; post-colonial critiques of museums; restitution and repatriation; and the practical aspects of museum management, education, and curating.

Credits: 1.0
Crosslisted: MUSE 120
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 199 - History Workshop

Trains students in historical methods by focusing on research, writing, and communication skills. Students learn to understand historiographical debates, assemble and assess bibliographies, find and interpret primary sources, construct effective written arguments, cite sources correctly, and develop appropriate oral communication skills. Depending on the instructor, the course may also include the use of non-traditional sources such as film or material culture, as well as the interpretation of historic sites, monuments, and landscapes.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Recommended: Intended for history majors; should be completed by the end of sophomore year.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 202 - Europe in the Middle Ages, c. 300 - 1500

The Middle Ages were a period of enormous transformation and creativity in Europe. This course examines the emergence of medieval civilization from the ruins of the ancient world and the subsequent evolution of that civilization into modern Europe. Themes to be covered include the fall of Rome, the spread of Christianity and the conflicts within the medieval church, the rise and fall of Byzantium, the challenge of Islam and the crusades, the Vikings, the development of the medieval economy, the feudal revolution, the 12th-century Renaissance, the origins of law and government, the effects of the Black Death, and the Italian Renaissance.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 203 - Age of the American Revolution

Covers the age of the American Revolution, beginning with the Stamp Act Riots in 1765 and ending with the onset of the American Civil War in 1860. Topics include the pre-Revolutionary debates and turmoil, the war itself, popular post-war government, and the construction of the Constitution. From there, students survey the first presidential elections, the building of a federal government, and the expansion of the United States to the Mississippi River. Includes ample discussion of slavery and freedom, Forced Native American exile, violence in American society and the Women's Movement.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 209 - The Atlantic World, 1492 - 1800

The events that followed Columbus' accidental arrival in the New World in 1492 shaped the world we live in today. Students explore the formation of the Atlantic communities as the result of interactions between European, African, and Native American peoples, as well as the circulation of diseases, natural products, labor systems, imperial designs, economic policies, and frontier zones in the Atlantic world. Many of the consequences of this process of interaction were unintended. Students explore the configuration of European, African, and Native American societies before contact and the configuration of new communities in the New World; the slave trade and the establishment of the plantation complex from Brazil to South Carolina; the spread of Christianity in the New World; the development of scientific practices in the service of imperial and national states; the establishment of labor systems; and the different strategies of accommodation, resistance, and rebellion of different actors trying to find/protect their place in the Atlantic world. Coursework is intended to provide a regional framework for studying colonial societies in the Western Hemisphere and for studying emerging empires and states in Europe.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 210 - The History of Health, Disease and Empire

A comparative approach to exploring issues of disease, health, and medicine in the context of European imperial projects around the globe. Focusing on the 16th through the early 20th centuries, students trace

how global empires facilitated environmental changes and exchanges, as well as the spread of diseases across distant sites. Students study shifting understandings of disease and health, as well as health disparities between enslaved and colonized populations and colonizers. These disparities had far-reaching geopolitical, economic, and social ramifications, including major influences on ideas of race and human difference. Students gain an understanding of how practices of medicine and public health developed in imperial contexts as contested techniques of governance.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 211 - Women's Rights in US History

Examines the social and cultural history of women in the United States from the Revolutionary era to the present day, tracing feminist ideas from the margins of democratic thought to the center of modern political discourse and culture. Students explore how gender, race, class, region, religion, work, education, and generational differences have shaped women's lives and maintained order in American society and how, in turn, women have shaped their lives in response to these opportunities and constraints.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 213 - Women in the City

How has gender been negotiated in the confined space of the city? Focusing primarily on the rich histories of New York and Chicago, and other U.S. cities, this course considers how urban life for women and men diverged, and how it met, from the early 19th century, through the post-WWII "urban crisis" and women's liberation movements, to the present day. Students will examine historical arguments about the construction of gendered identities, paying particular attention to divisions of race, class, sexuality, and religion. Throughout the course, students will interrogate their own personal geographies, as well as those inhabited by our historical subjects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 214 - American Cultural and Intellectual History

Surveys some of the most important conversations in the history of the United States. Explores: America's providential destiny, slavery, and the roots of "liberty;" the problem of maintaining a democratic society built on the wealth and inequality generated by capitalism; the making of a modern nation and the nature of nations; the multiplication of "experts" ready to help us live our increasingly bureaucratized lives; and late 20th-century debates about justice and identity. Students read and write extensively using primary sources and learn to read other cultural artifacts from the American past.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 218 - The African American Struggle for Freedom and Democracy

Surveys the presence of African Americans in the United States and their struggle for freedom under the concept of democracy. Examines African origins, the Middle Passage, the creation of an African American culture in slavery, the Civil War and Reconstruction, the growth of black communities in the face of hostility, the African American impact on American culture, the Civil Rights movement, and the continuing struggle by African Americans to make democracy real.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 219 - Oceanic Histories

It may seem self-evident that oceans have histories, that far from being timeless, they constantly change. Nonetheless, this is a relatively recent idea. Students take this idea as their starting point, and in doing so explore oceans and coastal areas as more than simply spaces, but as complex historical entities. Marine environmental history provides the main framework for the course, although maritime history and oceanic studies concepts, such as Atlantic and Pacific Worlds, also feature prominently. Coursework gives particular attention to the period of increasing globalization and drastically intensifying human exploitation of the oceans since roughly the fifteenth century. It also, however, considers pre-modern, pre-industrial relations between humans, oceans, and marine environments, suggesting their mutual influences long before the period usually associated with major human effects on the environment.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 222 - US Immigration History

An examination of the history of immigration and migration in the United States; students not only consider movements across national borders, but also take up the more expansive history of movements – both free and coerced – across all kinds of space. The examination is centered on the 1860s to the present, the period in which the demarcation and policing of national borders came to define what it meant to be a "modern" nation state. Just as students consider the rise and solidification of efforts to police borders, they also consider the entangled lives and relationships that were built across and in the space between borders. As students consider the United States' history as both a nation of immigrants and a gatekeeping nation, the categories of race, gender, sexuality, and class is at the center of the interrogation.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 223 - The American West

The American West is many things: it is a vast geographic region defined by awe-inspiring landscapes; it is an ancient homeland filled with deep political and spiritual meaning; and it is a process, a "frontier" that has profoundly shaped the way Americans see themselves and their place in the world. Students examine the history of the West as both a place and a process, with a particular emphasis on issues of settler colonialism, Indigenous sovereignty, environmental change, mythology, and the formation of American identity.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 224 - Introduction to Environmental History

Explores reciprocal relationships between people and the environment over time. These relationships can be intimate and mundane (mowing a lawn, eating an avocado) or much grander in scale (testing nuclear weapons, creating a national park); they are also connected to global processes of colonialism and industrial development. Focusing on the modern period, students investigate how a wide range of people around the globe—from Indigenous peoples to plantation workers to suburban families—have used, transformed, and made sense of their environments over time. This history is also considered for its relevance to contemporary environmental politics and activism.

Credits: 1.0
Crosslisted: ENST 224
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 227 - Civil Rights & Civil Fights: The History of the Long Civil Rights Movement in the United States

Designed as a historical and interdisciplinary course that provides a deep and thorough examination of the "long civil rights movement" among African Americans and their allies during the 20th and early 21st century United States, with attention to the structure of racial inequality, movement philosophies and strategies, white allies and opponents, relationships to other freedom movements, and the movement's historical legacies with the Black Lives Matter Movement and #SayHerName.

Credits: 1
Crosslisted: ALST 227
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 229 - Latin American Migrations

Explores the history of migration in the Americas, focusing on mobility to and within Latin America. In addition to discussion on Latin American immigration to the United States, emphasis is on significant but little-known trajectories, such as those linking East Asia and the Middle East to Latin America. Illustrates how mobility to and from Latin America has crucially shaped the region's history, exploring both what has attracted migrants to the region and what structural forces have influenced Latin Americans' choices to leave. Includes several weeks of inquiry into present-day migration in Latin America which students connect with their newfound knowledge of historical migration realities.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 232 - The Crusades

In 1099, a crusading army sacked Jerusalem, killing Muslims, Jews, and Christians alike. This act of savagery earned the crusade fame in Christian Europe and infamy in the Islamic world, prompting a crusade movement in the West and a military reaction in the East. The forces stirred up by these events also led Western Europe toward the conquest of Spain, Eastern Europe, Greece, and eventually the Americas and beyond. Students study the causes, progress, and results of the Crusades themselves, as well as the new colonial societies that developed in their wake, focusing on the transformation of four cultures: western Christendom, Judaism, Byzantium, and Islam.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815

An overview of one of the most tumultuous periods in modern European history. France experienced a range of different governments, from absolute monarchy, to the Reign of Terror, to the Napoleonic Empire, a progression that was accompanied by an expansion of the existing war (from 1792 on) into a massive European-wide war. There were serious claims for citizenship and equality from working class men, from women of all classes, and from enslaved and free people of color in France's colonial empire; there were disturbing acts of violence committed by crowds as well as by the government itself. Designed to introduce students to the major events and personalities and the political evolution of the state during this time, as well as to discuss some of the important historiographical arguments.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 234 - France in Modern Times

Focuses on the recent history of France, from the fall of Napoleon to the present, with a particular focus on the revolutionary unrest in the 1830s; the Paris Commune of 1871; the two World Wars; the student and worker revolts of 1968; the decolonization wars in Vietnam and Algeria; and France in the 21st century. Students look at the rise of populism and the National Front, immigration and politics, France within the European Union, and changes in the political party landscape.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 235 - African American Women's History

Explores the complex history and experiences of African American women's lives beginning with their enslavement in the United States through the present day. Students consider issues that African American

women have faced in the United States including their fight for freedom, the exploitation of their labor, their practices of leisure, institution building, and social and political activism; family life and love relationships, and their subsequent re-enslavement through the prison industrial complex.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 236 - The History of Money

Surveys the history of money as an economic, political, and cultural resource. Touches on ancient and medieval precedents, but mostly deals with the early modern period and later. Surveys key controversies surrounding money, banking, and finance, particularly in the modern United States, and considers the development of accounting and credit systems alongside the diverse uses and meanings ascribed to cash and other forms of payment. Traces the financialization of late twentieth century and consider the recent development of digital currencies. Employs various approaches to this subject, including the history of economic thought, economic sociology, legal studies, media studies, political history, intellectual and cultural history, and the history of technology.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 237 - Empires and Global History: 1400-1700

Empires controlled much of the world for much of recorded history. They did much to shape the modern world. Much of what we think about empires is based on Western European examples such as the Portuguese, Spanish, British, French, and Dutch empires of the fifteenth to eighteenth centuries. Students reconsider the formation, operation, and impact of early modern empires through a comparative look at Western European empires and powerful but often ignored East Asian empires.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 238 - Europe in the Age of the Renaissance and Reformation

A survey of early modern European history. The primary areas of focus include the development of the European state system, the emergence of the European economy, and the growing size and scale of warfare. Additional subjects include the witch craze and gender roles, art and patronage, print culture and literacy, popular religions, and the development of the concepts of the self and individual freedom.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 241 - Life and Death in Early Modern Britain

In 1485, Henry Tudor became king of England. A second-rate power in Europe, his kingdom had been torn apart by dynastic struggles and civil war. By 1714, when the last of the Stuart monarchs died, everything had changed. England was now part of the United Kingdom of Great Britain, which included Scotland and Wales, and whose king also ruled over the neighboring island of Ireland. The medieval feudal kingship had been replaced by a well-established parliamentary monarchy, with many stops along the way. Britain was now a world power, at the center of a far-flung empire, and competing with France for dominance in Europe and beyond. This course will explore precisely how these monumental changes came about, taking a close look at British history over the long 16th and 17th centuries from a number of different perspectives: political, religious, social, cultural, commercial, and intellectual.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 243 - Native American History

Typically, American history is told from the perspective of European colonizers, with the story beginning on the east coast and expanding west across the continent. How does American history look different when we reverse this perspective and put the continent's original people at the center of the story? What has been the experience of America's Indigenous people, both before and after European contact? And why is this history essential for understanding the world we live in today? With these questions in mind, students will examine the history of indigenous peoples in what is now the United States from 1492 to the present day. Particular focus will be placed on Native Americans' history of adaptation and resilience in the face of European and American colonialism.

Credits: 1.00
Crosslisted: NAST 243
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: None
Core Component: None

HIST 245 - Russia at War

Examines five Russian wars fought between 1800 and the present: the Napoleonic wars, the Crimean War, World Wars One and Two, and the current conflict in Ukraine. Russia's modern wars have been particularly (although certainly not uniquely) traumatic, with profound impacts on government and citizens alike. The course examines the ways in which the events leading up to war, wartime conditions, and eyewitness accounts were recorded and internalized by citizens and managed by an autocratic state to create collective historical understandings of events. By analyzing the changing ways in which social hierarchy, gender and exclusivity have been structured during and in the aftermath of war, the course offers an important guide to understanding the emergence of ethno-nationalism in one of the world's largest and longest lasting multi-ethnic Empires.

Credits: 1
Crosslisted: REST 245
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

HIST 249 - History of the City of London (Study Group)

A history of the city from its origins in Roman times, through its medieval rebirth, its growth as the commercial and institutional capital of empire, to its refashioning as a vibrant, cosmopolitan metropolis. Taught through a combination of classroom sessions and walking tours. Offered only in London.

Credits: 1.00
When Offered: London Study Group

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 250 - Introduction to the History of Modern Medicine

Seeking medical care today looks different now than in the past – from the practitioners, to the treatments, to ideas of how disease is spread, to the very disease categories through which people think about poor health. Students explore major themes in the history of medicine from 1600 to the present, using a global frame and following changes in medical practice across several therapeutic systems, via case studies from Japan, South Africa, France, Bangladesh, the United States and elsewhere. Students critically analyze the causes and effects of changes in the practice of medicine over time, including the development of new modes of knowing the body and disease transmission (from anatomy and germ theory to DNA technology); shifts in who practiced medicine; and methods for responding to disease at communal or individual scales.

Includes an explicit focus on the relationship between health, medicine, disease, and colonialism, as well as the ways in which medicine reflected and produced ideas of sexuality, sex, gender, and race.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 251 - The Politics of History

While the discipline of history is often approached as a collection of static, undisputed facts, the past is constantly re-interpreted and re-written to suit the needs of those living in the present. Far from being an apolitical exercise or a straightforward empirical investigation, history is contested and sometimes hijacked by individuals and groups who seek to use it to advance their interests and promote their agendas. History is not only subject to intense and divisive public debates, it frequently appears at the center of both latent and active inter-group conflicts. Through close readings of key texts and engagement with contemporary case studies, students are provided an overview of the politics of history. The scope is global, and the methodological approach is multi-disciplinary, spanning such fields as history, political science, public and international affairs, memory studies, museum studies, and peace and conflict studies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 253 - The History of Global Health

Colonial states often justified their rule through a reference to the "civilizing mission," a central part of which was the provision of 'modern' health care and education. But what truly was the role of these programs in the exploitative colonial system? And how did they set the stage for global health programs, all the way to the present? Through an examination of the field of global health in the 19th and 20th century, this course explores the history of global health from its roots in colonial medicine to contemporary responses to Ebola. Using historical sources, it focuses on the social, political, economic histories of global health, discussing the relationship between public health interventions and violence, racial discrimination, and caretaking and empathy.

Credits: 1.0
Crosslisted: GPEH 253
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 254 - History of Coffee and Cigarettes

How did Arabian coffee and American tobacco become global vices? How has the use and meaning of these everyday products changed over time? Why are so many people drawn to caffeine and nicotine, and why do they have such a hard time quitting them? Students trace the history of coffee and cigarettes from the 1500s to the present. Readings and discussions range from 16th-century Turkish coffeehouses to 21st-century Starbucks, and from the prohibition by King James I of tobacco to contemporary debates on second-hand smoke and vaping. This allows students to look at the medical properties of these two products, the close links between colonialism and consumer goods; the marketing campaigns and advertisements that promoted them; and the impact of climate change on their production.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 255 - The Ottoman Empire, 1300 - 1924

The Ottoman Empire lasted for over six centuries and was one of the last multi-ethnic empires in world history. States that were once part of the empire include Iraq, Israel, Syria, Egypt, Lebanon, Libya, Greece, Bosnia and Herzegovina, Serbia, Turkey, and Saudi Arabia. Students examine the social, political, and economic life of the Ottoman state from its beginnings among nomadic tribesmen to the fall of the "Grand Turk" in World War I. Issues addressed include the organization of structures of control over such a large and heterogeneous population and the maintenance of a relatively high level of integration in society over time. The factors that led to the disintegration of this empire, including nationalism and colonialism, are also examined.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 261 - Modern Irish History

Few Western European countries have had as turbulent a recent history as Ireland, nor one whose legacy remains as persistent. This course focuses on Ireland's evolution from Britain's oldest colony to a self-governing state, culminating in her current situation as a divided nation whose acute internal tensions sit uneasily within a broader framework of European unity. Although the independence struggle and Anglo-Irish relations in general feature prominently, the course goes beyond the "national question" to examine such issues as the growth of Irish culture, images of Irishness at home and abroad, developments in social and economic history, and the complex roots of the conflict in Northern Ireland.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 264 - Modern East Asia

Examines the formation of modern East Asia, with particular focus on China, Japan, and Korea. Explores the changing role of empire and nation, indigenous reevaluations of tradition, and finally the shifting political, economic, and military relations among China, Japan, and Korea. Concludes with a look at East Asia's evolving place in the world as a whole.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 265 - War and Violence in East Asia

Explores the place of war and violence in East Asian societies from 1200 to 1700. Among the many topics examined are samurai, ninja, martial arts, Ghenghis Khan, and piracy. First, students look at the internal organization of armies, their place in domestic politics and society, and their role in foreign relations. Second, they examine the impact of war on religion, economics, politics, and the arts. Third, because of its importance, violence was tightly linked to religion, literature, and popular theater. Finally, students consider the various ways that these traditions attempted to prevent, control, and manipulate violence through examining political philosophy, law codes, and social mores.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 269 - The Indian Subcontinent: Raj to Republics

Surveys the history of South Asian from the expansion of the Mughal Empire in the early modern period and the rise of the British colonial power in the 18th and 19th centuries to the emergences of modern nation states. Students also look at the different political, economic, and cultural trajectories that these nation states, particularly India, Pakistan, and Bangladesh, have taken since independence. With the aim of developing a historical perspective to the complex and often paradoxical social, religious, and political identities that the region of South Asia exhibits today, students are introduced to a diverse set of primary sources ranging from Mughal court chronicles, European travel accounts and autobiographies to public speeches and official correspondences. Although this course complements the survey of the ancient and medieval history of South Asia taught in HIST 268, no prior background in South Asian history is required.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 271 - The First World War

Was the First World War a "tragic and unnecessary conflict," as one of its leading historians has recently suggested? Why did men continue to fight amid horror and misery? And how did total war rend the fabric of society, politics, and everyday life? To answer these and other questions, this course examines the First World War from a variety of perspectives. Attention will be paid to its origins and outbreak, its conduct by generals and common soldiers, its effect on women and workers, and its wide ranging consequences, both on individuals and empires. The course concludes with a discussion of how the First World War has shaped the world in which we live today.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 272 - War and Holocaust in Europe

Focusing on one of the darkest chapters in European history, students examine the causes, conduct, and consequences of the Second World War and maps the terrible course of the Holocaust. Chronologically, the course begins with Hitler's seizure of power and ends with the collapse of the Nazi empire in 1945. Thematically, coursework gives special attention to collaboration and resistance, morale and mobilization, and military and diplomatic turning points. Throughout the course, emphasis is given to the experience of ordinary men and women, whether on the home front or the battle front, in neutral or warring states, in hiding or in the camps.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 275 - Between Homelands and Promised Lands: The Modern Jewish Experience

Focuses on the experience of Jews in the modern era, from 1871 with the emancipation of the Jews of Germany to the immediate aftermath of the Second World War and the establishment of the State of Israel in 1948. Topics include expulsions and migrations, emancipation and acculturation, anti-Semitism and the Holocaust, modern Jewish nationalism movements such as Zionism, the establishment of the State of Israel, and the expansion of American Jewish communities and the reassertion of Jewish life in Europe in the aftermath of the Holocaust.

Credits: 1.0
Crosslisted: JWST 275
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 276 - Racial States: The Jim Crow South and Nazi Germany

The trajectories of the Jim Crow South and Nazi Germany departed from each other in fundamental ways: the Jim Crow South harnessed racism to subjugate African Americans, Nazi Germany relied on racism for persecution and extermination. And yet Nazi leaders, including Adolf Hitler, looked to the United States as both a model, and a cautionary tale, of how to put racial ideas into political practice. By examining the intertwined histories of these two societies, students are asked a series of vexing questions about the creation and memories of societies of oppression: What cultural, political and scientific ideologies did leaders use to justify racial segregation and violence? How and why did ordinary people support, comply with, or resist racist and antisemitic policies? How did ordinary individuals experience, and remember, their personal histories of persecution? Can making comparisons (to Jim Crow and to other victim groups in Nazi Germany) complicate how we understand the mechanisms and intent of the Holocaust? These two historical epochs are historically intertwined and share universal phenomena that continue to resonate.

Credits: 1.0
Crosslisted: JWST 276
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 281 - Slavery and the Slave Trade in Africa

Slavery and the slave trade are global phenomena with historical roots in the earliest civilizations. The course examines the long history of slavery and the slave trade in African societies, exploring the role that slavery played in African economic, political, and social life, as well as how the export of human beings as slaves transformed African societies. The course also considers how slaveholders and slaves shaped early African societies, the logic and consequences of African participation in the Atlantic slave trade, the aftermath of abolition in 20th-century colonial Africa, and how coercive forms of labor control have persisted into the 21st century.

Credits: 1.00
Crosslisted: ALST 281

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 284 - Decolonization in Africa

Surveys the history of the growth of anti-colonial nationalism, the end of colonial rule, and post-independence Africa to the contemporary period. It focuses on the comparative analysis of the winning of independence from French, British, Italian, Portuguese, and Belgian colonization. Major themes include African responses to colonial rule, wind of change, independence and problems of independence, pan-African movement, socio-economic developments, cold war, colonial legacies, political systems, and contemporary issues.

Credits: 1.00
Crosslisted: ALST 284
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 288 - Animals in History

Focuses on human-animal relationships in global history. Considers how animals have shaped the human past, as well as how humans have shaped animal lives, through interactions like hunting, husbandry, pet keeping, and conservation. In taking seriously the agency of nonhuman animals, coursework challenges notions of human superiority and decenters humans in historical narratives. Students learn to look for animals—as elusive as these may be—in the historical record and will come to understand human histories as embedded in ecological contexts.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 300 - The London Colloquium

Taught each fall semester. Limited to students accepted to the London History Study Group the following spring. Has three purposes: first, to introduce students to subject matter to be covered in the instructor's London seminar; second, to get students started on the London-based seminar projects, to be researched and finished under the auspices of HIST 491 in London; and third, to prepare students for life and work in London through study of the city's history and culture.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 302 - Global Toxic History

Focuses on the themes of contamination, waste, and toxic exposure in the modern world, with the goal of understanding environmental health issues in historical context. What political, economic, and social forces have contributed to the prevalence of contamination? Why have some communities suffered disproportionately? How have people in the past identified and coped with toxic danger, and how have they fought against the contamination of their regions, cities, homes, and bodies? In the face of mounting global challenges of toxicity and contamination today, students consider what lessons might be found in these past struggles.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

HIST 304 - Sex and Sexualities in U.S. History

Explores the complex and often hidden histories of sex and sexualities in U.S. history, from the late 18th century to the present day. Students consider how American views of sex, desire, and other intimate matters have changed over time, influencing both private decisions and public policies. Topics to be examined include: the emergence of hetero- and homosexuality as categories of experience and identity; the contested boundaries drawn between sociability, friendship, and romance; experiences of dating and

courtship; representations of sex in popular culture; the development of women's liberation and LGBTQ+ politics; and the significance of gender, class, race, and age as categories of analysis. Students read broadly in the field to understand the kinds of questions historians are pursuing in this growing area of study.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 305 - Asian American History

Offers an in-depth survey of the history of people of Asian descent from the first arrivals of significant numbers of Asians in America in the mid-19th century to the present, with heavier emphasis on the post-1965 era. In that year, the Hart-Cellar Act lifted earlier restrictions on Asian immigration and initiated substantial migration from the East. Covers significant events and people in Asian American history while examining the course of ordinary individuals through demography, law, family, and cultural history. This history enables students to learn about and analyze issues of tradition/modernity; race, acculturation, and identity politics; culture and the intersection of laws and politics; and multiculturalism. While coverage extends to every Asian nationality present in the United States, emphasis is placed on the largest groups including Chinese, Japanese, Korean, Filipinos, and East Asians.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 306 - History of Numbers in America

Students in this course explore American history by asking how numbers have come to play such a powerful role in shaping American lives. Case studies present the histories of some of American society's most important numbers, including IQ and SAT scores, credit ratings and stock indices, BMI and the calorie, census data and the consumer price index. Students learn the methods of cultural and intellectual history. They develop new conceptual tools for understanding US history, as well as the history of science, business, and the modern state.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 309 - Culture and Society in Cold War America

For more than 40 years, the Cold War cast a long shadow over American culture and society, shaping everything from gender roles to religious practice, from funding for science to the struggle for civil rights. This course explores the impact of the Cold War on the American home front. Topics include American reactions to the atomic bomb, the role of civil defense, McCarthyism, the culture of consumption, and the impact of the Cold War on the family, politics, religion, science, and popular culture. Finally, the course considers the domestic legacy of the early Cold War, asking to what degree it retarded or set the stage for the social movements of the 1960s.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 316 - The United States in Vietnam, 1945 - 1975

The origins, progress, and consequences of the U.S. war in Vietnam. The course opens with a chronological overview of the war and U.S. decision making, then examines several key interpretations of American intervention, explores special topics on the war (including antiwar protest and the war as an international event), and concludes with a look at the legacy of the war.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 318 - African American History: African Background to Emancipation

This is a course in the history of African American people from 1619 to 1865. The emphasis is on the transition from Africa to the New World, the slavery experience, and the transition from slavery to freedom. The ideology of racism, the formation of racial identity within the diaspora, and the importance of African American culture are also studied.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 319 - African American Leadership and Social Movements

This is a research-oriented course that examines the history of African American leadership and those social movements that have impacted the black world and the United States in the late 19th, 20th, and 21st centuries. Topics include Reconstruction, the movement to build black communities, the civil rights/black power movements, and the continuing struggle to achieve social justice in the 21st century.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 320 - New York City History

Survey key patterns of development of New York City's society, economy, and culture from colonial through recent history includes contact and syncretistic cultures of Iroquois, Dutch, German, English, and Afro-Americans; impact of New York's post-revolutionary growth; establishment of metropolitan culture and politics; social and political ramifications of New York's transport and trade; rise of ethnic democracy in 19th and 20th centuries; New York's place in national perspective; perspectives for the future.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 331 - Medieval Italy, c. 1000 - 1500

Italy in the Middle Ages comprised an immense variety of cultures and societies, from papal Rome to republican Venice, from Arab and Norman Sicily to the commercial cities of the north. Students examine aspects of this complex history; themes for the semester may include the Normans in Southern Italy, Piety and Strife in Medieval Italy, or Venice and the World.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 332 - Medieval England

Topics in the history of England between the years 600 and 1500. The focus may in a particular semester be the Anglo-Saxon Kingdoms, the Norman Conquest and the origins of English law, or Revolutions and Piety in the later Middle Ages.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 333 - The Medieval Church

Studies the development of the theology, institutions, and practice of Christianity in the medieval West. Topics to be covered include the early Church; the rise of the papacy and monasticism; the relationship of Catholicism with Jews, Muslims, and Orthodox Christians; the challenge of heresy; the Investiture Conflict; the role of women in the Church; and the shaping of doctrine and practice.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 337 - Pirates in the Atlantic World, 1500s - 1730

Examines the emergence of piracy and pirates in the Atlantic World. During the early modern period (15th to 18th centuries), violence and robbery at sea became intense, giving rise to famous figures. In the second half of the 17th century, pirates established a permanent presence in the Caribbean Sea, and their activities in the area are associated with the first Golden Age of Piracy. A second Golden Age dates from 1713 (Treaty of Utrecht) to the 1730s. The British Navy led an intense campaign against piracy in the 18th century, eventually removing pirates from the Caribbean Sea. Students explore the role pirates played in the development of Atlantic empires, colonial American societies, the transatlantic slave trade, and the Atlantic commercial system from the 16th to the 18th centuries, as well as international legal issues and gender issues.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 338 - The Age of Absolutism in Europe

Covers the development of political absolutism in Europe, with a special focus on France from 1589 to 1774. The construction of absolutism in France began with the first Bourbon monarch, Henri IV, reached its high point under the Sun King, Louis XIV, and began its decline under Louis XV, whose many failures led the way

to the French Revolution in 1789. Topics include the intellectual and religious justification for absolutism; the political and cultural role of Versailles and courtly etiquette; the crushing of the power of the nobility; wars, the economy, and the rise of the modern army; and the Enlightenment.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 340 - 20th-Century European Intellectual History

At the beginning of the 20th century, European men and women of ideas agreed that the continent was experiencing an unprecedented intellectual crisis, as the optimistic and positivist doctrines of Victorian liberalism began to crumble in the face of radical challenges from left and right alike. This course examines the transformation in European world-views that has occurred during the past 100 years, focusing in particular on such themes as the growth of "cultural despair," the intellectual impact of the Great War, the New Physics, Gramscian neo-Marxism, second- and third-wave feminism, existentialism, faith after the Holocaust, the generation of 1968, and the ideas of the Frankfurt School.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 345 - The New Deal and Modern America

A survey of the social and political history of the "long New Deal". The long New Deal refers to the period of United States history from the election of President Roosevelt in 1932 to the election of President Eisenhower in 1952. Across this time period, the people of the United States lived through the crises of economic catastrophe, global war, reconversion from total war, and the Cold War's beginning. American society then, as now, was divided and stratified along fractures of race, class, gender, sexuality, physical ability, geographic location, and political ideology. The American people did not experience or respond to the crises and transformations of this era in a unitary fashion. Nor did they share a single vision of how the United States government should steer the country through this era of uncertainty and into the future. Our course will examine how, across this prolonged period of crisis, different Americans thought up and fought to implement different configurations of the relationship between citizen, state, and society. In our course we will repeatedly return to the possibilities, limits, unexpected consequences, and contradictions of these varied efforts to reshape American society.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: None
Core Component: None

HIST 346 - Germany, Russia, Eastern Europe

Examines the often troubled but always fascinating history of Germany, Russia, and Eastern Europe from the earliest times to the present. Students consider what makes this region distinctive and pay close attention to its mix of peoples, languages, and religions. As part of this, students explore why coexistence sometimes gave way to conflict and what this meant for ordinary people. The course materials are equally diverse and include scholarly books and articles, maps, movies, graphic novels, podcasts, short stories, and poems.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 350 - Contemporary European History, 1945 to the Present

Studies Europe's changing status in the global community since 1945 and the domestic effects of that change. Topics include the movement toward European Union, the Cold War, decolonization, the rise and fall of Communism, and the emergence of multi-racial Europe. Also explores critiques of material prosperity and consumer culture in the West and the tenacity of nationalism in an era characterized by supra-national ideologies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 356 - Global Indigenous History

Indigenous communities exist throughout the world, but rarely is their history approached in global terms. What does "indigenous" mean, and how does world history look different when approached from the perspective of indigenous people? How does such an approach change the way we think about our national stories, and why does that matter? With these questions in mind, students explore the history of indigenous peoples from around the world, including communities in the United States, Latin America, Pacific island nations, Canada, and Australia. By examining these diverse people's experiences with outside colonization from the 15th century to the present, students are offered new perspectives on ongoing histories of colonialism, resistance, adaptation, and cultural resilience.

Credits: 1.00
Crosslisted: NAST 356
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 358 - Conquest and Colony: Cultural Encounters in the Americas

Explores contrasting patterns of colonization in the Americas. Traditionally, such comparative studies have focused on the cultural differences among the European colonizers, but here, students pay equal attention to differences among the many Indigenous groups that lived in this hemisphere. Rather than treating Indigenous peoples as passive players in the political and social struggles of the 16th and 17th centuries, students consider how they actively shaped processes of conquest and colonization.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 359 - Resistance and Revolt in the Colonial Atantic World

Proposes to see Atlantic World history as a history of resistance (to this day). Students examine various resistance, revolts, rebellions, and revolutionary practices in the Atlantic World during the colonial period. Students examine forms of resistance, including sabotage, absenteeism, and riots, used by Indigenous and enslaved people to protest and question their life conditions and their attempts to establish autonomous and meaningful ways of life and revolts, rebellions, and the revolutions of the late colonial period..

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 360 - Borderlands of North America

Instead of looking at history from the vantage of national centers, borderlands history focuses on the complicated places where empires, nations, and Indigenous peoples have collided, converged, and overlapped over time. Borderlands were—and continue to be—perplexing places, where national identities and boundaries often held little sway, and where marginalized peoples sought to forge new paths. A focus on borderlands has the power to change our perspective on the history of North America, and to lend insight into the complex politics that define the border up to the present day, including heated debates over migration and the building of border walls. With this in mind, students examine the history of Indigenous, U.S.-Mexican, U.S-Canadian, and imperial borderlands from the 16th through the 21st centuries, including their political, social, and environmental dimensions.

Credits: 1
Crosslisted: NAST 360
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 364 - Kyoto as a Global City (Study Group)

Students examine the history of Kyoto in global history, and begin with consideration of Kyoto as Japan's capital until 1868 and its multifaceted ties to East Asia and beyond. In the second half, students think about how Kyoto looks from the perspective of global history. Students look at Kyoto's cultural, political, military, economic, and ethnic ties to the world, with particular attention to developments of recent decades. Classroom work is closely tied to specific sites and organizations in Kyoto and environs, including Buddhist monasteries, Shinto shrines, public architecture, civic associations, and museums. To better contextualize Kyoto as a city, students consider it in a comparative light with places like Tokyo, Osaka, Nara, Kobe, Kanazawa, and Kagoshima, which are visited over the course of the semester.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 365 - Warriors, Emperors and Temples in Japan

Examines three very different kinds of Japanese culture and government during the medieval and early modern periods. Study begins with the transforming influences of continental civilization such as Buddhism, Chinese techniques of government, and state building. Students then look at the ways in which these influences were integrated into Japanese society and trace the emergence of the highly refined court culture during the classical Heian period. Next, students explore the erosion of the central government's power and the rise of the first warrior government, the Kamakura military government, and the new ethos of the "way of the warrior." Finally, students examine the fate of the samurai in an age when the arts of peace and administration were more critical than skill with a sword.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 368 - China, the Great Wall, and Beyond

Examines key questions in military, cultural, social, and political history in China from 1200 to 1750. In particular, students compare foreign peoples who conquered China, like the Mongols and Manchus, with the last "native" dynasties in Chinese history. Students consider styles of rulership, the impact of war and the military on society, developments in intellectual life, and international relations of the most populous country in the world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 370 - The Mongol Empire

Traces the origins and impact of the greatest land empire in history. Late in the 12th century, Ghenghis Khan unified the steppe and assembled an awesome military force. During the next decades, the Mongols conquered most of Eurasia. Students examine steppe military traditions, relations between the steppe and the sown, and the establishment of the Mongol empire. Drawing on eyewitness accounts, historical chronicles, art, and modern scholarship, students explore Mongol methods of rulership in the Middle East, East Asia, and Inner Asia and how a century of Mongol domination reshaped world history.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 371 - Medicine, Health and Healing in Africa

Designed as a reading seminar, students are introduced to major themes and the ways in which scholars approach them. Students read and discuss several recent books of history and anthropology on varied topics relevant to medicine, health and healing in Africa. These range from historical forms of healing to training African medical students to the history of malaria to the complexity of pharmacological discoveries and patenting to psychiatry and decolonization.

Credits: 1.0
Crosslisted: ALST 371
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations, Institutions, & Agents
Liberal Arts Practices: None
Core Component: None

HIST 374 - Jews and Autobiography

Explores the accounts of individual lives as a means of understanding the past and gauging historical change through time. Students examine memoirs written from the early modern era to the present year, from a gambling rabbi in 11th century Italy to a French Jewish child surviving the Holocaust in hiding to the contemporary reflections of an IDF soldier. Among the questions students will consider are the limitations of memoirs as dependable historical sources and the ability of the individual to participate in and reflect historical processes.

Credits: 1.0
Crosslisted: JWST 374
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

HIST 379 - U.S. and Africa

Examines the history of US-Africa interactions since the 1960s. Following the end of European colonial rule in Africa in the 1960s, the United States stepped in to exert its influence. Newly independent African countries were seen as a great opportunity to promote US economic, political and sociocultural agenda particularly during the Cold War. On the other hand, many African immigrants started to permanently settle in the US following the passage of the 1980 Refugee Act consolidating interactions between the US and Africa. Major themes include: African immigrants & Refugees in the US; Cold War; Public Awareness of African Issues in the US; USAID; Disease Control in Africa; US & Apartheid; War on Extremist Groups; Peace Corps and Humanitarian Interventions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 381 - Pre-Colonial Africa

Surveys African history to 1880: its peoples and their environments, early Islamic North Africa, Bantu expansion, early states of the northern savannas, the kingdom of Ethiopia, the impact of medieval Islam, Europe's discovery of Africa and the slave trade, and later European missionary and commercial enterprise.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 382 - Modern Africa

This study of Africa from 1880 to the present includes the following topics: European settlement in South Africa and Rhodesia/Zimbabwe; background to the scramble for the rest of Africa; partition by the European powers; British, French, Portuguese, and Belgian colonial regimes; nationalist resistance movements; "patrimonial" post-independence regimes and growing resistance to them in the 1990s.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 384 - Somalia: From Independence to Collapse

Examines the history of modern Somalia from 1960 to the present. Major themes include the partition of Somaliland, Somali resistance; colonial rule in Somaliland; independence and problems of independence; the Siad Barre government; irredentist claims and wars; the collapse of Somalia; international intervention and aftermath; attempts to form a government, Islamic Courts Union, and al-Shabab fighters; and piracy.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 385 - Darfur in Historical Perspective

Examines the history of the Darfur crisis. Topics include the people of Darfur, ethnic relations and conflicts, conquest and colonial legacy, Darfur and the Sudan government, the rebels, responses of the Sudan government and Janjaweed, the war, human rights violations, foreign powers, the challenge of humanitarian intervention, and the future of Darfur. Students explore the responsibilities and opportunities we have, as individuals and as a nation, to respond to the refugee migrations, human rights abuses, and genocides that haunted the 20th century and that are beginning to plague the 21st. Exposes students to historical causes of the crisis and some of the humanitarian challenges facing the world today. Also offers multiple frameworks for thinking about what roles we might play in influencing public policy and having an impact on people in need. Students learn to understand and analyze the crisis that the United Nations called "the world's worst humanitarian disaster" and the United States called "genocide."

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 386 - Mexico and the United States

Explores the history of Mexico-U.S. relations in the nineteenth- and twentieth centuries, covering migration, cultural and academic exchange, trade, and diplomacy. What dialogues, encounters, and conflicts have shaped the bilateral relationship over the decades, and what roles have ordinary Mexican and U.S. citizens played in defining that relationship? In what ways has U.S. dominance shaped politics, culture, and economy south of the border, and how has Mexico asserted its sovereignty and influenced the United States?

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 387 - Epidemic Histories

Epidemics often appear akin to natural disasters in historical accounts, as unpredictable and destructive forces apparently beyond human control. But epidemics are not simply random events that shape and constrain individual people, societies, and institutions. Epidemics are the creations of particular and varied contexts, both human and ecological. Students examine some of the conditions of possibility for historical epidemics, emphasizing social and cultural factors, as well as the variable effects epidemic diseases had on people and societies in the past. Students also consider challenges of writing history in a pandemic, the ways in which the COVID-19 pandemic might influence how we understand historical epidemics, and the extent to which we can draw parallels between past and present.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 388 - The American South: From Reconstruction to the Present

Examines the historical and social changes of the American South from the end of the Civil War throughout the twentieth century. The South, a region left almost destitute following the Civil War, underwent a major transformation which saw enslaved labor replaced with prison labor, industrialization driven by southern progressives who envisioned a "new South" and race relation struggles that would and still do plague the region. Material and visual culture, literature, journalism, music, food, religion, and recreation serve as course materials. Discussions cover a variety of topics including race, class, gender, southern agriculture, Jim Crow, the southern penal system, immigration, the South and the New Deal, southern labor, religion, cultural expressions through jazz, blues, country, and hip-hop, the civil rights movement, Southern conservatism, and voting rights.

Credits: 1.0
Crosslisted: ALST 388
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 389 - Reproductive Technologies in the 20th Century

What is a reproductive technology – IVF and the pill, perhaps, or maybe the fetal monitors and forceps, or even a DNA test? This class explores these and other technologies which made and remade ideas of biological reproduction and the family in the 20th century, highlighting histories of the Global South. Reproductive technologies are used as a lens to discuss the relationship of technology to medicine, the processes of medicalization, health activism, the intersections of law and healthcare, and the ways in which reproductive technologies produced, expressed, or challenged concepts of gender, sexuality, and race. Rooted in the philosophy of Reproductive Justice, this course also centers the relationship between reproductive technologies and reproductive politics, and highlights the role of race and class in the history of reproductive medicine, exploring how the same technologies could be sources of personal freedom, or used as tools of violence, eugenics, imperial domination, and reproductive control.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

HIST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 399 - History Sandbox

Offers history students and faculty the opportunity to explore new fields of historical scholarship and to experiment with different ways of practicing and writing history. Students hone skills of critical reading, discussion, and writing. Topics and themes vary based on faculty interests; examples include public history, history of sexuality, material culture, military history, environmental history, or historical justice.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

HIST 400 - Thematic Seminar

Selected topics with thematic focus rather than a geographical focus. The thematic seminar underscores the importance of exploring the diversity and the connections of human experience across space and time, and it aims to support the field of focus pathway within the major.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 462 - Seminar on Problems in African History

Selected topics in African history from the ancient times to the present. Possible topics include African kingdoms and civilizations, expansion of Europe and the conquest of Africa, African resistances to colonialism, decolonization, colonial legacy, socio-economic and political developments in post-independence Africa, ethnic relations and conflicts, modern and indigenous mechanisms of governance. Students become familiar with the major historiographical debates in the field and are expected to refer to them in their research project.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 475 - Seminar in African American History

A thematic seminar that focuses on structures of Black RAGE during the long Civil Rights Movement. Students explore forms of Black RAGE by focusing on themes including Race, Rebellion, Reform, and Revolution. Of importance to note is that RAGE, in this course, is not always madness. Rage can be eloquent, powerful, implicit, boastful, skillful, innocent, unwavering, masterful, gritty, hurtful, harmful, painful, and much more. RAGE can also mean determination, rebellion, revolution, redemption, abolition, and freedom! While pursuing work on a common theme, coursework provides the opportunity to think intensely about the craft of researching and writing history. Much of the classwork focuses on the lived experiences and narratives of Black men, women, and children who used varying forms of Black RAGE as an avenue to freedom during the long civil rights struggle.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 484 - Seminar on Modern European Cultural and Intellectual History

Examines selected themes and topics in the cultural and intellectual history of Europe from the late 18th century to the present.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 489 - Seminar on Problems in Military History

Focuses on the role of organized violence in history in the context of military-civil relations and change in military technology and methodology. The period covered is ancient to modern, European and non-Western. Each seminar concentrates on a particular era.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 490 - Honors Seminar in History

A seminar for candidates for honors and high honors in history. Students enroll in this seminar to complete or extend a paper already begun in another history course.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only History Majors
Class Restriction: Only Senior
Restrictions: Limited to seniors with a history GPA of 3.50 of higher
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

HIST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

ITAL 121 - Elementary Italian I

The ITAL 121, 122 sequence is an introduction to the Italian language that provides a foundation in both spoken and written Italian. ITAL 121 introduces students to the basic structures of the language in a highly interactive way: it emphasizes the mastery of grammatical structures and vocabulary with a strong emphasis on obtaining both communicative and cultural competency. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 122 - Elementary Italian II

ITAL 122 is a continuation of ITAL 121 designed to increase students' proficiency in the four skills of understanding, speaking, reading and writing Italian by enhancing their mastery of more complex grammatical structures and vocabulary. Students continue to work with conversation partners, but will also incorporate more specific cultural references in oral presentations and in written assignments. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students with a grade of C– or below in ITAL 122 are urged to repeat the course before continuing.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 195 - Elementary-Level Italian Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 201 - Intermediate Italian

Designed to improve student's ability to understand, speak, read, and write Italian and to expand students' knowledge of Italian culture. It includes review of basic Italian grammar and introduction to new grammar structures, conversational practice, short compositions, cultural and literary readings, and films. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 122 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students with previous high school Italian should consult with instructor for proper language placement
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 202 - Intermediate Italian: Language and Literature

Designed to build proficiency in all four language skills (listening, speaking, reading, and writing) and to improve knowledge of Italian culture. Besides reviewing and improving students' grammar and vocabulary competency, this course will focus on the reading of short works of Italian literature, short compositions, and class discussions. Students will engage with a wide variety of literary and nonliterary materials, such as books, newspapers, magazines, and videos. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 201 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ITAL 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ITAL 295 - Intermediate-Level Italian Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 353 - Introduction to the Study of Italian Literature: Modern and Contemporary Italian Literature

Offers a close reading of the most representative works of outstanding Italian writers from the early 1900s to the present. Focuses on questions of aesthetics, national identity, politics, gender, and race as well as on the special relationship between texts and society. Students discuss both canonical works of Italian literature from the Risorgimento (1860) to the present as well as migration literature (from and to Italy), which continually questions the parameters of national identity. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 201 or at least four years high school Italian
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ITAL 354 - Modern Italian Culture

Critically introduces students to the very diverse facets of modern and contemporary Italian culture. Students engage with a wide variety of literary and nonliterary texts, such as books, newspapers, music, theatrical works, films, etc. Aims at investigating the concept of Italian identity in its relationship to issues of class, gender, race, and ethnicity. Students enhance their linguistic skills through reading materials, the writing of compositions, listening activities and oral productions. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 202 or at least four years high school Italian

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ITAL 359 - From the Page to the Screen (and Vice-Versa)

Examines the relationship between literature and cinema by focusing on a critical analysis of both written and film texts through a wide variety of genre and styles. Students consider classic and contemporary theories of literary criticism, film analysis, and film adaptations to address some of the course central questions and raise new ones. How does the medium affect our perception of a story? What can a film add to (or detract from) our reading experience? How does our reading experience affect our watching experience? And what happens when the book is actually written after a film?

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 201 or at least four years of high school Italian
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ITAL 359L - Required Film Screening

Required corequisite to ITAL 359.

Credits: 0
Corequisite: ITAL 359
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

ITAL 361 - Advanced Grammar, Composition, and Conversation

Provides a review of grammatical principles with emphasis on correctness and style in composition in Italian. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: ITAL 202 or at least four years of high school Italian
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

ITAL 381 - Special Topics in Italian Literature and Culture

An advanced-level study on a specific topic related to Italian literature, cinema, politics, history, and art. This could be the study of a specific literary period not covered by the existing courses in Italian literature, a specific film movement, socio-historical period, political movement, or the combination of two fields of study (the conjunctions of politics and literature/cinema; academic and creative writing; psychology and art; medicine and literature; etc.). Topics are determined each time by the research and scholarly expertise of the faculty member teaching the course.

Credits: 1
Corequisite: None
Prerequisites: At least four years of high school Italian or ITAL 202. Not open to students who have taken a 400-level ITAL course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

ITAL 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 395 - Advanced-Level Italian Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ITAL 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JAPN 121 - Elementary Japanese I

Introduces the four basic skills of speaking, listening comprehension, reading, and writing. Emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. The two kana syllabaries and about 60 kanji (characters) are introduced with the goal of developing reading skills and reinforcing grammar and vocabulary acquisition.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 122 - Elementary Japanese II

Builds on speaking, listening comprehension, reading, and writing skills acquired in JAPN 121. Emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. By the end of this course, students can read and write in Japanese with a total of about 150 kanji. When there is sufficient demand, the department may also offer an intensive version of Elementary Japanese that covers a full year of instruction in one spring semester.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 195 - Elementary-Level Japanese Language Abroad

Elementary-level language course taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: Language Study
Core Component: None

JAPN 201 - Intermediate Japanese I

The first semester of intermediate-level study of Japanese, this course completes the presentation of basic structures of the language. There is continued emphasis on oral communication, with practice in reading simple texts and acquisition of additional kanji.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 122 or JAPN 124
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 202 - Intermediate Japanese II

The second semester of intermediate-level study of Japanese, this course completes the presentation of basic structures of the language. There is continued emphasis on oral communication, with practice in reading simple texts and acquisition of additional kanji.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 222 - Japan through Literature and Film

Introduces major works of Japanese literature from the classical, medieval, and modern periods, including novels, short stories, poetry, and drama. Films spanning genres such as samurai, new wave, and anime illuminate the historical periods and their cultural contexts. No knowledge of Japanese is required.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JAPN 233 - Japanese Popular Culture and Media

Examines how media are rooted in popular cultures and popular cultures in media. Students will draw on media theories from Japan and elsewhere, critically evaluating those theories and applying them to a range

of primary materials, including Japanese graphic narrative, literature, animation, film, song, and music as a way to think about the ideologies that affect how popular cultures and media interact. Students will articulate their own positions about the contexts that inform the creation, circulation, and consumption of representations in and of Japan. This course is taught in English.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JAPN 240 - Gender and Sexuality in Japanese Culture

Explores how gender identities and sexualities have been constructed and contested in Japanese culture, as expressed through novels, poetry, manga, films, television, music, video games, and the visual arts. Students first examine Japan's diverse premodern philosophical, religious, and political conditions of cultural production and reception. Focus then shifts to how gender and sexuality have intersected with race, ethnicity, class, ability, and age in the past 150 years. Specific themes will include evolving gender roles in a rapidly industrializing empire; the changing stakes of coming out in different times and different media; and selling transgender hero(in)es to straight, cisgender audiences. All materials will be in English.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JAPN 251 - Intermediate Japanese III (Study Group)

This is an intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 255 - Hidden Japan: Tea Ceremony

"The way of tea," chanoyu or chado/sado, was established by Sen no Rikyu in the 16th century in Japan, with "harmony, respect, purity, and tranquility" (wa kei sei jaku) as its principles. Chanoyu is the most direct

practice of Zen Buddhism tradition, and many samurai warriors practiced it as part of the martial arts education. Students learn to realize the principles of chanoyu in a concrete and ritualistic way of making and receiving a bowl of maccha whisked tea. Assigned readings, along with hands-on practice, help students learn the Japanese tradition, art, aesthetics, calligraphy, literature, history, philosophy, and architecture. At the end of the course, students create and perform a tea ceremony in small groups, write a final paper that reflects on their performance and relates their experience to their modern lives as well as to their own cultural backgrounds. Students learn how the apparent universal concepts such as purity, tranquility, and mindfulness are attained through different sets of human behavior, and examine the human diversity and global interconnections reflected in cultural and artistic expression over time and space. The course is taught in English. Students will consume maccha tea and Japanese confectionery.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

JAPN 255L - Hidden Japan: Tea Ceremony Lab

Required co-requisite for JAPN 255.

Credits: 0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

JAPN 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JAPN 301 - Advanced Japanese I

Increasing emphasis on written Japanese, with acquisition by the end of the term of an additional 140 kanji.

Credits: 1.00
Corequisite: None

Prerequisites: JAPN 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 302 - Advanced Japanese II

Increasing emphasis on written Japanese, with guided practice in reading unedited modern texts.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 301
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 351 - Advanced Japanese III (Study Group)

Intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JAPN 395 - Advanced-Level Japanese Language Abroad

Advanced-level language course taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Language Study
Core Component: None

JAPN 401 - Readings in Japanese I

Focuses on reading in literary and non-literary modern texts and mastery of the remaining characters on the list of about 2,000 jōyō kanji.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 302
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 402 - Readings in Japanese II

Focuses on reading in literary and non-literary modern texts and mastery of the remaining characters on the list of about 2,000 jōyō kanji.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 302
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 451 - Readings in Japanese II (Study Group)

Intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

JAPN 455 - Advanced Grammar in Japanese

Focuses on a systematic study of advanced grammar necessary for oral and written communication in Japanese at the native speaker level. At this level of advanced study, possibilities of one-on-one correspondences between Japanese and English are few, and simply consulting dictionaries could easily result in insufficient or misleading information. Grammar structures that appear beyond JAPN 402 are covered and extended so that students understand systematic and comprehensive usages. Students concentrate on these kinds of advanced grammar patterns through textbooks and authentic reading materials, and learn to use them actively, accurately, and systematically in context. In addition, the study of kanji characters and vocabulary accompanies the study of grammar in order to reach the native-level fluency.

Credits: 1.00
Corequisite: None
Prerequisites: JAPN 302
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

JAPN 481 - Topics in Japanese Culture (Study Group)

Offered in a field of the study group director's expertise. Takes advantage of museums, libraries, and historical sites in and around Kyoto, as well as guest lectures by Japanese and Western experts, to enrich classroom instruction.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JAPN 482 - Cultural Studies: The Japanese Village (Study Group)

This study group course examines the foundations of Japanese social interaction through a series of readings, guest lectures, and discussions, followed by several weeks of intensive study and documentation of life in one or more village settings.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: None
Core Component: None

JAPN 485 - Kyoto in Japanese Culture and Thought (Study Group)

"Even in Kyoto, / I always long for Kyoto." These lines from a haiku by the Japanese poet Matsuo Bashō epitomize the importance and the allure of the city that was the capital of Japan for more than a millennium. Students trace the image of Kyoto in Japanese literature and culture, with texts by non-Japanese travelers to Kyoto for contrast. Primary texts are set in and around Kyoto from the eighth century CE to the present. Those readings are paired with lectures by site-specific experts and excursions to the original settings. Students analyze how Kyoto's self-image is used, both in Japan and internationally, to serve a variety of agendas.

Credits: 1.0
Corequisite: None
Prerequisites: CORE C167 and JAPN 121 and JAPN 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

JAPN 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JAPN 499 - Special Studies for Honors

Students pursuing honors research enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JWST 181 - The Many Faces of Israel

Introduction to the rich tapestry of cultures and peoples who live in contemporary Israel. Looking at the experiences of immigrant communities-Jews from Poland, Morocco, India, Russia, Ethiopia, etc., this course will discuss ethnicity, acculturation, and mobility in Israel. A consideration of film, literature, and scholarly accounts from a range of disciplines will allow students to explore both those who are at the center and at the periphery of Israeli society.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 181E - The Many Faces of Israel (Extended Study)

A continuation of the on-campus course JWST 181, The Many Faces of Israel. Students travel to Israel and experience first-hand the diversity of religions, cultures, and ethnicities in modern Israel and meet with experts on its economy and society.

Credits: 0.5
Corequisite: JWST 181
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

JWST 204 - Jewish Fiction since Holocaust

Covers representative works of fiction by Italian, French, English, Russian, Hungarian, American, Canadian, and Israeli Jewish writers. Not all nationalities are covered in the syllabus for any given year. Discussion centers on a close analysis of the novels, comparing individual and national responses to the Jewish 20th-century experience. By including fiction written across Europe, North America, and Israel, while limiting the time frame to the years following World War II, the question of whether there exists one or more approaches to fiction that are characteristically Jewish is addressed. All readings are in English translation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JWST 208 - Hebrew Bible in America

The Bible is not only the best-selling book in America, but is arguably the book that has most profoundly shaped the United States. This course is an introduction to the Hebrew Bible/Old Testament in its American

contexts, particularly American public life. In reading the Hebrew Bible, students ask themselves how these scriptures have shaped American politics, culture, history, and literature. Who has used the Bible and how? To whom does the Bible now speak, and what does it say? In what sense is the Bible understood to be an American text? This course presumes no knowledge of the Christian or Jewish Bibles.

Credits: 1.00
Crosslisted: RELG 272
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 213 - The Bible and/as Literature

What role does literary art play in the shaping of biblical narrative? How does the construction of the sacred text reflect its theological meaning? The religious vision of the Bible is given depth and subtlety precisely by being conveyed literarily; thus, the primary concern in this course is with the literature and literary influence of the received text of the Bible rather than with the history of the text's creation. As students read through the canon they establish the boundaries of the texts studied, distinguish the type(s) of literature found in them, examine their prose and poetic qualities, and identify their surface structures. Students also consider the literary legacy of the Bible and the many ways that subsequent writers have revisited its stories.

Credits: 1.00
Crosslisted: RELG 273
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

JWST 222 - Comparative Scripture

Comparative scriptural analysis or what is now called "Scriptural Reasoning." The focus will be on close readings of the Hebrew Bible, New Testament, and Qur'an with an eye to common themes and differences. Students will engage in a comparison of interpretive traditions in Judaism, Christianity and Islam to see how particular scriptural passages are understood in the religious traditions. The course will also spend time studying the ways in which scriptural reasoning has been used as a form of religious conflict resolution and peace-building in situations of conflict in the UK and Middle East.

Credits: 1.00
Crosslisted: RELG 222
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JWST 226 - Reason, Religion, & God

Examines the similarities and differences between rational and religious understandings of God. By pursuing close readings of classic texts in the field of philosophy of religion, students considers how both philosophical and religious ideas are often developed together. Students explore various arguments about the rationality of God as responses to wider intellectual, cultural, and historical contexts in which they are made and to the specific shape and needs of a particular religious tradition (e.g., Catholicism, Protestantism, or Judaism). Students also explore the "rationality" of religious forms such as scripture, symbol, ritual, and prayer. In different semesters, select themes such as revelation, theodicy (the justification of God in the face of human suffering), providence and free will, or the theism/atheism debate are investigated.

Credits: 1.0
Crosslisted: RELG 226
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

JWST 243 - From Borscht Belt to Borat: Jews in American Popular Culture

Jews have held a central place in Hollywood and American popular culture. This ranges from early Hollywood moguls including Louis B. Mayer and Samuel Goldwyn to contemporary film executives and filmmakers including Amy Heckerling, Stephen Spielberg and Joel Silver. And it extends from early and mid-century comedians such as Milton Berle, Carl Reiner, and Joan Rivers, to more contemporary comics like Larry David, Amy Schumer, Judd Apatow, Sarah Silverman, and Nathan Fielder. How did this come to be? How has a relatively small minority, making up less than 3% of the U.S. population, occupied such an outsized role in American culture? A range of media, including theatrical performances; radio; early and contemporary film and television; home movies; stand-up comedy; popular music; and new media, sheds light on how Jews have navigated their outsider, minority position within the United States, all the while occupying places at center stage in certain sectors of American popular culture. That speaks to the ways in which American Jews have been positioned (and positioned themselves) as being "White" and/or "Other." At the center of this class are fundamental questions about the historical and political stakes of representing ethnic, racial, religious, and other minority groups.

Credits: 1
Corequisite: JWST 243L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

JWST 250 - Jewish Diasporas: Ukraine, Moscow, Jerusalem, New York

Examines the evolution of East European Jewry at the turn of the twentieth century, as a community with a single way of life finds itself in the vastly different environments of immigrant New York, Ottoman-era Palestine, and Soviet Russia. What stays the same and what changes? What is the fate of Marxist-inspired Jews in Palestine and in Soviet Russia? What happened, and what did they think as it happened? The course starts in the 1880s and ends in 1953 (the end of World War II, the formation of the State of Israel, the

death of Stalin). The group we are studying is both a historical community, with roots going back 3,000 years, and a community of practice.

Credits: 1.0
Crosslisted: CORE C143
Corequisite: None
Prerequisites: None
Class Restriction: No Junior, No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

JWST 251 - Faith after the Holocaust

The death of six million Jews at the hands of the Nazis in the Second World War represents a radical challenge to faith in Judaism, in Christianity, and in humanism. Study begins with a historical overview of the Holocaust and uses accounts of Holocaust survivors to articulate the challenge of the Holocaust to faith. Then students review philosophical and theological responses to this challenge by a variety of Jewish, Christian, and secular authors.

Credits: 1.00
Crosslisted: RELG 251
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

JWST 254 - Hope and Reality, Delusion and Dissent: Story-telling in the age of Communism, Nazism and Exile

Examines life under Communism as distilled through the fiction of Russian, East European, and Jewish writers who experienced it firsthand. Students follow the intertwining of political and private life from the inception of a new regime, with many people exuberantly hopeful, through the various stages of acquiescence, resistance, escape, and sometimes death. Authors include Chekhov, Mayakovsky, Babel, Vasily Grossman, Kundera, and Nabokov.

Credits: 1.00
Crosslisted: REST 254
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None
Formerly: JWST 354

JWST 260 - Rabbis Reinventing: The Making of Judaism as We Know It

Students are introduced to Rabbinic Judaism as it unfolded over centuries and came to be accepted as normative. Students explore ways in which Rabbis worked to create a dynamic religious system, which could portray itself as a continuing tradition while regularly absorbing new ideas and influences. Historical and literary approaches to the course material provide necessary context for developments in Judaism between the second and early twentieth centuries C.E. while exposing students to texts that both shaped those developments and were defined by them.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 275 - Between Homelands and Promised Lands: The Modern Jewish Experience

Focuses on the experience of Jews in the modern era, from 1871 with the emancipation of the Jews of Germany to the immediate aftermath of the Second World War and the establishment of the State of Israel in 1948. Topics include expulsions and migrations, emancipation and acculturation, anti-Semitism and the Holocaust, modern Jewish nationalism movements such as Zionism, the establishment of the State of Israel, and the expansion of American Jewish communities and the reassertion of Jewish life in Europe in the aftermath of the Holocaust.

Credits: 1.0
Crosslisted: HIST 275
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 276 - Racial States: The Jim Crow South and Nazi Germany

The trajectories of the Jim Crow South and Nazi Germany departed from each other in fundamental ways: the Jim Crow South harnessed racism to subjugate African Americans, Nazi Germany relied on racism for persecution and extermination. And yet Nazi leaders, including Adolf Hitler, looked to the United States as both a model, and a cautionary tale, of how to put racial ideas into political practice. By examining the intertwined histories of these two societies, students are asked a series of vexing questions about the creation and memories of societies of oppression: What cultural, political and scientific ideologies did leaders use to justify racial segregation and violence? How and why did ordinary people support, comply with, or resist racist and antisemitic policies? How did ordinary individuals experience, and remember, their personal histories of persecution? Can making comparisons (to Jim Crow and to other victim groups in Nazi Germany) complicate how we understand the mechanisms and intent of the Holocaust? These two historical epochs are historically intertwined and share universal phenomena that continue to resonate.

Credits: 1.0
Crosslisted: HIST 276
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 283 - Introduction to Judaism

As a minority culture, throughout history, Jews and Judaism have always been subject to the influence of the majority cultures in which Jews have found themselves. In response to the shocks of modernity, ruptures, scientific advancements, and philosophical ideas and challenges, Jewish thinkers, culture, and individuals formulated responses—religious and otherwise. Students explore how Judaism has responded to modernity, the "age of secularism." To wit, students focus on distinctively modern expressions of Judaism: the range of denominations, their historical origins, ideologies, and attitudes to Jewish law and its development, secularism, religious and secular Zionism. Students explore these developments through primary texts within their historical contexts to better understand contemporary Judaism as it is expressed and practiced, mainly in North America and Israel, as a religion and also as a culture.

Credits: 1.00
Crosslisted: RELG 205
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

JWST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

JWST 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)

How is history used to advance state-building and nation-building projects? What role do forgetting and memory play in politics? How do international forces interact with domestic political movements? This extended study course uses Vilnius, the current capital of Lithuania, as a case for studying the politics of nationalism and memory, which so shaped its history and which continue to inform its politics and culture today.

Credits: 1
Crosslisted: POSC 329
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 339 - Modern Jewish Philosophy

A course on European and American Jewish thought, covering a spectrum of liberal and traditional figures. The course studies the ways in which Jewish thinkers have responded to the challenges of modern philosophy, religious pluralism, and feminism. Modern reformulations of traditional Jewish ideas and religious practices are discussed as well as contemporary theological exchanges between Jews and Christians. Readings are taken from such figures as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim, and Plaskow.

Credits: 1.00
Crosslisted: RELG 339
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

JWST 343 - Gender and Judaism

Focused on the creation and conception of gender within Judaism. Students explore the ways in which gender is built into the scriptures, structures, institutions, and ideologies of Judaism, into Jewish religious, cultural and social life. According to Genesis, from the beginning there were male and female. To what degree are these two categories essential? To what degree artificial? How do religion and tradition enforce the gender divide, and in what ways can they be used to blur the distinctions between male and female?

Credits: 1.00
Crosslisted: RELG 343
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

JWST 357E - Cracow, Poland (Extended Study)

Bringing together students who have had diverse introductions to Polish culture after WWII, students examines how, in distinct but interrelated ways, Polish art and post-WWII religion each reacted to an era of extreme political instability and horrific violence. Students on this trip pay special attention to how, even

decades after the second World War, these broader cultural and religious developments simultaneously persist, are contested, and undergo re-imagination in contemporary Poland.

Credits: 0.5
Crosslisted: ARTS 357E
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

JWST 374 - Jews and Autobiography

Explores the accounts of individual lives as a means of understanding the past and gauging historical change through time. Students examine memoirs written from the early modern era to the present year, from a gambling rabbi in 11th century Italy to a French Jewish child surviving the Holocaust in hiding to the contemporary reflections of an IDF soldier. Among the questions students will consider are the limitations of memoirs as dependable historical sources and the ability of the individual to participate in and reflect historical processes.

Credits: 1.0
Crosslisted: HIST 374
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

JWST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

JWST 463 - Contemporary Jewish German Literature

What does it mean to write in German as a Jew today? A diverse group of contemporary German-language authors position themselves as Jewish writers engaged in probing the complex constellations of identity and intergenerational trauma and memory after the Shoah. Much of their work is centered on the Jewish experience in German and Austrian cultures, yet always in a web of relations to other places, their contexts,

and languages - for example, Israel and the US, France and Algeria, Russia and Poland. Seismic shifts in national borders and transnational mobility, including German unification in 1990, the immigration of many Jews from the former Soviet Union to Germany and more recent demographic influences of migration of the 21st century, are further reshaping the topographies of intersectional identities and society that these writers explore. Students examine the relationships of generational position, gender, and literary voice; the interfaces of personal stories, historical knowledge, and contemporary local contexts; the politics and collective understandings of the memory of the Shoah; and the roles of literary representations in shaping that memory as time passes and personal memory disappears. Readings include fiction, essays, interviews, songs, and articles by Wolf Biermann, Ruth Beckermann, Maxim Biller, Irene Dische, Olga Grjasnowa, Lena Gorelik, Barbara Honigmann, Wladimir Kaminer, Ruth Kliiger, Katja Petrowskaja, Doron Rabinovici, Robert Schindel and others.

May be taught in English translation or in German, depending on the semester and student interests and background. When the course is taught in English, students counting it for German major or minor requirements must also register for the additional (.25 credit) FLAC section (GERM 463X) and do readings and written work in German; students registered for the course as JWST may also join the FLAC course, with instructor permission.

Credits: 1.0
Crosslisted: GERM 463
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

JWST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

LATN 121 - Elementary Latin I

The first semester of an introductory study of the elements of the Latin language. A thorough and methodical approach to the basics is supplemented, as students progress, by reading selections from ancient authors.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

LATN 122 - Elementary Latin II

The second semester of an introductory study of the elements of the Latin language. A thorough and methodical approach to the basics is supplemented, as students progress, by reading selections from ancient authors.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 123 - Intensive Elementary Latin

Covers the material of Elementary Latin (121, 122) at an accelerated pace. Open to all students who would like to learn Latin efficiently and intensively; some background in Latin is helpful but not required.

Credits: 1.00
When Offered: Spring semester when there is sufficient demand

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Not open to students who have completed LATN 121 or 122.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 195 - Elementary-Level Latin Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 201 - Intermediate Latin I

Covers advanced grammar while also providing a survey of the history of Latin literature. Through close reading of short selections from a wide range of prose and poetry, students develop skills of formal analysis and interpretation. Familiarity with a variety of styles and genres provides the foundation for further study at the advanced level.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 122 or LATN 123 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 202 - Intermediate Latin II

An introduction to Classical Latin literature through extensive readings of one or two major authors of the late republic and early empire (e.g., Catullus, Caesar, Vergil, Ovid). Aims to develop fluency in the language and to deepen appreciation for literary design. A gateway to advanced coursework that may be an appropriate first course for students with a strong high school Latin background.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 122 or LATN 123 or LATN 201 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 295 - Intermediate-Level Latin Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 340 - Roman Oratory

Examines the role and development of public speaking in the Roman republic. Readings in Latin include early rhetorical fragments (from Cato the Elder and others) and at least one major oration of Cicero. Several Ciceronian speeches are also read in English translation. Equal amounts of attention are given to analysis of style, scrutiny of argument, and study of historical context.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 350 - Roman Comedy

Close reading and analysis of at least one complete play from the early Roman comic playwrights, Plautus and Terence. The focus is on how Roman societies and morals are revealed and satirized within the comedies, as well as on the language and dramaturgy.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 360 - Roman Love Poetry

Close reading and analysis of selections from Catullus, Propertius, Tibullus, and Ovid. Particular attention is paid to the tradition and development of love elegy as a genre and to the poems' treatment of intimate emotional experience within the context of political and cultural revolution.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 370 - Ovid

Close reading and analysis of one of the most influential of ancient works, the *Metamorphoses*. Ovid's epic poem begins with creation and ends with Augustus, retelling the myths of Greece and Rome in memorable ways that have shaped countless later authors and artists.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 201 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 395 - Advanced-Level Latin Language

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 410 - Tacitus

Close reading and analysis of selections from the *Annals* of Tacitus and other works. Particular attention is paid to the historiographical method of Tacitus as well as to the Roman imperial period that is the subject of the bulk of his work. Selections from other Roman historians may be examined for comparison.

Credits: 1.00
Prerequisites: LATN 340 or LATN 350 or LATN 360 or LATN 370
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 430 - Horace

Close reading and analysis of selections from Horace's Odes. Students will study all aspects of the poems, focusing on their thematic concerns, formal design, response to Greek predecessors, relationship to Augustan ideology, and later influence.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 450 - Cicero and the Roman Republic

Close reading and analysis of a selection of Cicero's correspondence (from the collection of more than 900 letters) with such figures as Marcus Brutus and Julius Caesar, as well as with friends and family. Students not only focus on the variations in style and function throughout the corpus but also examine the tumultuous world of the late Republic, in which Cicero himself played a leading role and for which his letters remain one of history's most revealing testimonies.

Credits: 1.00
Corequisite: None
Prerequisites: LATN 201 or LATN 202 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

LATN 490 - Honors

Independent study, open to candidates for honors.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LATN 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

LGBT 220 - Exploration in LGBTQ Studies

Explores the lives, experiences, and representations of LGBTQ persons, those who identify or are identified as transgressive in terms of their sexuality and/or gender expression. Particular emphases may vary, but topics typically explore LGBTQ communities and families, cultures, and subcultures; histories, institutions, and literatures; and/or economic and political lives. Selected topics serve to expose complex cultural forces that continue to shape sexuality and regulate its various expressions. The course promotes the examination of new theories and methodologies in relation to established disciplines as it underscores the generation of new knowledge within traditional fields of scholarship. By examining sexualities, students gain an understanding of and respect for other differences in human lives such as age, ability, class, ethnicity, gender, race, and religion.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

LGBT 227 - Machismo: Masculinity in Hispanic Cultures

Interrogates the intersection of sexuality and gender in Latin American and Iberian literature and film. Beginning with representations of Don Juan in 16th- through 19th-century Spain, students learn how during that period of imperial expansion a particular brand of masculinity spread throughout the "New World." The second part of the course focuses on writings and films from artists whose works draw on and question myths of Hispanic masculinity by looking at racialized, female, and queer masculinities in Latin America. Lastly, students examine how the figure of the "Latin Lover" has been appropriated and critiqued by writers and directors in U.S. Latine contexts. These are analyzed together with critical works on masculinity, gender theory, and cultural studies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

LGBT 241 - Queering Education

LGBTQ youth have traditionally been marginalized in schools. K-12 education offers few curricular and institutional spaces where queer identities are affirmed and queer voices are heard. From sex education to the prom, most schools and educators operate under the ahistorical guise of heteronormativity--a term used to describe ideologies and practices that organize and privilege opposite-sex gender relations and normative gender and sexual identities. Using critical lenses developed by queer and feminist theorists and critical pedagogues, this course seeks both to explore how heteronormativity operates in a variety of educational spaces and how students and educators are confronting these processes by using schools as sites of resistance.

Credits: 1.00
Crosslisted: EDUC 241
Corequisite: None
Prerequisites: ALST 242 or EDUC 101 or LGBT 220 or LGBT 227 or LGBT 242 or RELG 253 or SOCI 220
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

LGBT 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean

Studies African-derived religions and practices in the Caribbean, particularly the ways in which they constitute anticolonial and decolonial perspectives and practices. By exploring texts drawn from cultural studies, religious studies, literature, theatre and anthropology, students will develop an analytical framework through which to examine concepts such as syncretism and hybridity, ritual and bodily performance, and the construction of gender and sexuality. Key concerns in this course are the empowerment of women and people of diverse gender and sexual identities in religious contexts, Black identity in the Caribbean and beyond, and the creation of new spaces for marginalized voices to be heard.

Credits: 1.00
Crosslisted: ALST 242
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

LGBT 303 - Queer Identities and Global Discourses

Queer identities are -- and have long been -- enmeshed within large-scale circuits of exchange engendered by the movement of people, ideologies, markets, and capital. This course considers transnational conceptualizations and circulations associated with gender or sexual nonconformity. In doing so, it emphasizes ways of interrogating queer citizenship that purposefully attend to dynamics exemplifying complex interactions on global and local scales. Rather than assuming a particular narrative, the course examines the way by which queer identities are variously constructed and contested.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

LGBT 310 - Imagining Queer Caribbean Futures

Students will study LGBTQ-themed graphic novels, speculative fiction, and films from across the Caribbean and its US diasporic communities that draw on Afrofuturism as well as African-derived and Indigenous traditions and visual cultures to imagine alternative pasts, decolonized futures, and solutions to environmental problems. Legacies of colonial violence, destructive weather events, and damaging policies have made it difficult to imagine a way forward, especially for those with non-hegemonic racial, gender, and sexual identities. Studied alongside political, sociological, and historical works, textual and performative artistic productions will be employed as contestatory discourses that center those who are most marginalized and imagine creative responses to the economic, environmental, and social issues the region and its diasporas face.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

LGBT 321 - Gay's Anatomy

Gay's Anatomy, a play on the title of the classic 19th-century anatomy textbook, encourages students to analyze cultural conversations pertaining to the relationship between gender, sex, and the body. Through assessing the medical processes and social institutions used to regulate and perpetuate the gender binary, students gain a better understanding about queer embodiment. Readings and lectures center the lived experiences of people who do not conform to dichotomous forms of gender expression and how healthcare professionals, government officials, and others attempt to police these behaviors.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

LGBT 340 - Rural Sexualities and Genders

Global LGBTQ politics and historiography have produced a dominant narrative that celebrates urban centers and Western metropoles as the spaces in which queer life and communities thrive. However, non-normative sexualities and expressions of gender have long been cultivated in rural spaces. This course draws on

theoretical, literary and cinematic works that engage with the challenges and complexities of being queer in rural spaces, particularly when compounded by poverty, racism, the degradation of the environment, and exploitation of natural resources. Furthermore, this course explores the potential of rural LGBTQ communities to offer new models and definitions of queerness that are anti-consumerist, anti-urban, decolonial and sustainable. Students are prompted to understand gender and sexual diversity as intimately tied to issues such as environmental justice, biodiversity, and indigeneity through examples taken from around the world and in upstate New York.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

LGBT 350 - Sexuality, Gender, & the Law

The course examines the effects of the U.S. legal system on the lives of the LGBTQ communities; the influence of religion, science, and culture on the laws affecting LGBTQ individuals; and the processes by which LGBTQ citizens may advance their legal rights. Constitutional theories such as equal protection, privacy, due process, liberty interests, and states' rights are applied to issues such as consensual sodomy, same-sex marriage, LGBTQ parenting, employment rights, military policy, and freedoms of public school students. The power of the U.S. Supreme Court to shape laws concerning LGBTQ issues not only for the present society but for future generations is also examined. Cases studied are supplemented with secondary works. These works include writings by traditional legal scholars as well as works by feminists, race-based scholars, and queer theorists to create a fuller perspective. Through this exploration into the legal reality of a marginalized group, students see how the U.S. legal system continues to evolve in its struggle to provide equality for all of its citizens.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film

An intersection of sexuality and legality in literature and film. Beginning with topics of LGBTQ activism, homosociality and homonormativity, students will analyze how certain bodies and sexualities come to be on the right or wrong side of the law and how these sexual norms are quite literally policed. Focus will shift to literary writings and films from artists whose queer protagonists choose not to seek acceptance but rather to move outside of the law. Through bank robbery, border crossing, terrorism and homicide, these figures threaten not only the sexual order but also structures of class, race, and national security. Students will inquire into the true nature of these crimes, and determine how their crimes are sexualized and their sexualities criminalized. These will be analyzed together with critical works on queer and dissident genders and sexualities. The course may vary between semesters to focus on different regions or periods.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

LGBT 360 - Special Topics in LGBTQ Studies

A theme-based seminar taught by different members of the LGBTQ Studies Program and the content of the course will vary depending on the instructor. This interdisciplinary course will allow for in-depth exploration of topics related to LGBTQ culture, politics and perspectives beyond those regularly covered within our curriculum. This seminar will familiarize students with a variety of methodological and theoretical paradigms to explore new directions or trends in the field of LGBTQ Studies.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

LGBT 369 - Queer Literature

Students read texts written by diversely queer writers about diversely queer folks. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

Credits: 1.0
Crosslisted: ENGL 369
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

LGBT 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

LGBT 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CORE C127 - Prisons

Introduces students to the critical study of prisons, with a geographical focus on Upstate New York. Prisons contain complex communities and they are places with fraught relationships to other communities.Students engage with ethnographic research, literary and artistic works, prison-based journalism, and documentary films that highlight the lived experiences of incarcerated people, people who work within prisons, and people whose lives are impacted by prisons. In conversation with these perspectives, students consider how studying the prison can help us think about themes relevant to any community, including: belonging and non-belonging, stigma, care, hierarchy, solidarity, violence, and love. Through individual research projects, students further explore a prison-related topic of their interest, drawing on primary texts and artistic works to consider how thinking about prison life can contribute to, and complicate, our understanding of community.

Credits: 1
Corequisite: None
Prerequisites: Students may not take more than 1 CORE Communities course
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C128 - Armenia

Explores the nation of Armenia in a multidisciplinary context. An ancient civilization whose people once heavily populated Anatolia, northern Mesopotamia and the Levant, Armenians developed a rich and unique culture and served as crucial intermediaries in information exchange between western and eastern civilizations. At the turn of the 20th century, Armenians constituted a large and economically successful minority ethnic group in the Ottoman Empire but were afflicted by repeated massacres that culminated in the first genocide of the century beginning in 1915. The legacy of the genocide continues through today, where the contemporary independent country of Armenia struggles with its historical dependence on Russia and the Armenian diaspora, conflicts with neighboring Azerbaijan, a humanitarian crisis with refugees from Nagorno Karabakh, and a desire for a westward turn towards the United States and Europe. The current geopolitical and economic complexities facing Armenia make the country a case study for the survival of small nation states in an increasingly multi-polar world.

Credits: 1
Corequisite: None
Prerequisites: Students may not take more than 1 CORE Communities course
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C129 - U.S.-Mexico Borderlands

Examines the complexities of the US-Mexico border through literature and theoretical concepts from both sides, raising broader questions about the geopolitical, social, and ideological divisions shaping our world. Students consider borders beyond mere physical barriers, acknowledging their impacts on landscapes, communities, and cultures. Coursework addresses themes of sovereignty, identity, and their interplay within communities, linking these to the intricate history and geography of the US-Mexico border regions. Students specifically focus on communities that emerge due to their proximity to the border (borderland communities) or through the act of border crossing (forming communities of practice). Furthermore, it delves into identity politics, with particular emphasis on Latina/o/e/x and Chicana/o/e/x identities, encouraging students to view the US-Mexico borderlands as a dynamic construct shaped by historical and ongoing human interactions.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C130 - Korean Peninsula

Examines the divided yet intertwined communities of the Korean peninsula, focusing on how unique political and cultural landscapes have developed over 70 years of separation and 2000 years of shared history. Key periods like Japanese colonization, the Korean War, and Western influence are explored for their lasting impact on community identities. Coursework also uniquely employs music, from traditional forms to Western-influenced genres like K-pop, to probe social and cultural shifts in both regions. Topics explored range from the influence of traditional Korean music under the late Chosun Dynasty to the arrival of Western music during colonial times, examining how each has shaped cultural and social narratives. Students also delve into the use of music as propaganda in North Korea and assess the impact of the K-pop industry on democratization movements in South Korea. Students gain a nuanced, empathetic understanding of life in both Korean communities, contemplating the complex ethical, economic, and political implications of their shared and divergent histories.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C131 - Native Oklahoma

Oklahoma embodies the highs and lows, the triumphs and tragedies, the diversity, and the weirdness of the American experience. It is America's most Native state, home to some 38 federally recognized tribes, but it is also its most quintessential state, one that displays both the ugly and beautiful character of the country as a whole. Students explore the many aspects of Oklahoma identity, from the ancient Indigenous inhabitants to the Trail of Tears, from the Tulsa Race Massacre to *The Grapes of Wrath*, from the musical *Oklahoma!* to the groundbreaking comedy *Reservation Dogs*. Throughout, Students pay particular attention to how Indigenous identity and perseverance have shaped what we now know as Sooner State.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C132 - Black Youth

An investigation of histories, movements, and politics that shape and are informed by Black youth. Students are introduced to critical and intersectional frames for exploring how social categories like gender, class, sexuality mediate Black youth life. Challenging monolithic narratives of Blackness and the category youth, it draws on a variety of source materials to examine Black youth as creative and social contributions alongside experiences of exclusion and injustice. With a focus on the United States, experiences of Black youth is placed within a broader diasporic, global context, including South Africa and the United Kingdom. Coursework compels students to question their lives as youth, narratives of belonging and the whole idea of "community," as well as expand analytical tools for interpreting Black youth bodies and experiences.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C133 - Gentrifying New York: From Brooklyn to "Upstate"

Over the past two decades, gentrification has become a flash point in terms of conversations about urban renewal and development and, more recently, about rural revanchism. Reversing many decades of white suburban flight and fiscal asphyxiation, gentrification names a set of entanglements between the state, the private sector, and a set of cultural ideologies that have turned the idea of both inner city and the bucolic countryside from a space of racialized otherness, violence, backwardness, and failed public infrastructure to one of high culture, hipness, and health. Perhaps nowhere is this more visible and visceral than in New York State. From bike lanes to craft breweries in Bed-Stuy to glamping and bespoke cideries in the Catskills, the current historical moment is witnessing massive demographic and infrastructural shifts that, it's argued, are recapitulating processes of dispossession and displacement that have marked power relations for millennium. Centering questions around capital and race, readings and class conversations offer an entrée into debates about the politics of memory, renewal, and the right to place in both urban and rural spaces in New York State.

Credits: 1.0

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C134 - Soul Food

Investigates the traditions and symbolism of soul food for the black community in the United States and the black diaspora. Emerging in the mid 20th century, soul came to mean a feeling of one's roots as described in black music and culture, a sense of racial history. Students focus on black foodways by exploring the historical, political, and cultural significance of soul food to the black community. Soul food is one part of a larger universe of dishes such as collard greens, corn bread, potato salad, gumbo, barbeque, fried catfish, black-eyed peas, and chicken bog, to name a few. Soul food tells a story of how black folks endured slavery and carry the traditions and history of that time into the present. Much more than physical sustenance, soul food is an object of meaning-making, inseparable from the cultural frameworks in which it is enmeshed. The practices of making and eating soul food are foundational to the black community's survival. What people eat, how they eat, and who is doing the food preparation is every bit as much symbolic as it is rooted in biological survival. Ultimately food is an object of historical and philosophical inquiry. Students investigate black foodways through cookbooks, food media, cooking shows, and by eating and engaging with soul food in and around the Central New York area.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C136 - Pacific Islands and Diasporas

The Pacific Islands, also referred to as Oceania, constitutes a broad and complex range of political, social, economic, and cultural formations, ones that are not contained to the islands but have also traversed, through diasporic migrations, to North America and elsewhere. Students consider the vast geographic expanse of that trans-pacific by drawing together lived connections across islands and diasporic communities, particularly in the U.S. mainland. With a particular attention to the effects of U.S., Spanish, and Japanese imperialism across the Pacific, and to Indigenous demands for place-making amidst military and tourist projects imposed from outside, students examine the competing geographic ideas and political struggles that make place and meaning in the region. As Pacific Islanders continue to migrate within and beyond the Pacific Islands, such movements and flows prompt the questions: What, and where, is the Pacific? What does it mean to identify as Pacific Islander or Pasifika? How do Pacific Islanders in the U.S. fit into struggles for racial justice, immigrants' rights, and decolonization in the global present?

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: Communities

CORE C137 - Partition: The Division of British India

The Partition of British India into India and Pakistan resulted in the movement of approximately 20 million people in 1947. The communities living in the region experience the aftershocks of Partition to this day, as evidenced by three major wars, countless peace efforts, and recent attempts to reunite separated families. Students aim to understand individuals' lived experiences during Partition and how it affects the region today. The goal of the class is to explore a variety of perspectives of the Partition and its ripple effects across geography, time, caste and gender. Later in the semester parallels are drawn with conflicts and separations in other regions of the world, including Israel and Palestine, North and South Korea, and East and West Germany, while keeping the main focus on the Partition of India.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C138 - Black Italy

Examines the cultural, political, artistic, and historical intersections between Italy and Africa. Through literature, film, photography, and an interdisciplinary set of academic works, students consider how Italy's colonization of northeast Africa (1890-1941) shaped and continues to shape the country's national identity. With an emphasis on contemporary Italian fiction, coursework highlights Italy's ongoing struggles to come to terms with its colonial past in Africa. Students learn how the Italy-Africa nexus remains an essential part of some of today's most serious problems in the country, such as anti-Black racism in Europe, the ongoing refugee crisis in the Mediterranean, the resurgence of xenophobic populism, and other deep-seated patterns of inclusion and exclusion.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C139 - Pre-Modern Households

An exploration of the household when the "idea" of the household was not necessarily attached to place or to the psychological dynamics we associate with the word "home." Classical and medieval writers used the household as a sign of the strengths and weaknesses of a political community whose order reflected hierarchies of power. Beginning with Aristotle and ending with tales of Robin Hood, readings include philosophical, political, historical and literary texts from classical Greece, Italy, France, and England from about 800 BCE to 1500 CE that offer pictures of rural, ecclesiastical, and aristocratic households which prompt considerations of both the nature of power and the realities of gender, class, and race in relation to

that power. Though political theorists conceived of the orderly household as emanating from a powerful and wise figure of male rule, literary texts offer depictions of male folly and female wisdom and thereby reconceive and refigure the household as a site of discourse about the nature of power and thus of order.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C140 - Queer Origins

Explores origin stories for LGBTQ identities and communities, tracing the emergence and histories of minoritized gender and sexuality categories. Challenging singular narratives about the development of LGBTQ identities and communities, students examine how disciplines such as psychology, anthropology, sociology, history, and epidemiology have asked and answered the question of queer origins. If queerness originates in individual pathology or early caretaking relations, or if queerness originates in biological morphology or genetics, or if queerness originates in social relations and organizing for the sake of building collectivity, the wide range of approaches taken to locate queerness and its origins have deeply shaped knowledge production about LGBTQ identities and communities. Students carry out an independent research project in which they research an LGBTQ community or identity and their origin stories.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C141 - Sri Lanka

What is Sri Lanka? How does this faraway, "island," nation state inform different identities and belongings? Students are introduced to key questions on the study of Sri Lanka and its identity formation using cinematic, literary, historical, textual and visual scholarly materials. Students address themes such as: notions of kinship, gender, political conflict, religion, nationalism, colonialism, sexuality, and forms of belief and belonging. The course is meant for a beginner student who may have heard of Sri Lanka's ethnic war or the recent protests against the government but is not familiar with the living cultures of the people of the land. Students have an opportunity to investigate topics of interest to them, in the form of research essays as well as curatorial or media projects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C142 - Literature of Addiction and Recovery

Explores addiction and recovery through fiction, poetry, memoir, film, and psychological theory. Coursework is designed to improve student's ability to analyze complex texts and to situate them within their cultural, political, and historical contexts.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C143 - Jewish Diasporas: Ukraine, Moscow, Jerusalem, New York

Looks at the evolution of East European Jewry at the turn of the twentieth century, as a community with a single way of life finds itself in the vastly different environments of immigrant New York, Ottoman-era Palestine, and Soviet Russia. What stays the same and what changes? What is the fate of Marxist-inspired Jews in Palestine and in Soviet Russia? What happened, and what did they think as it happened? The course starts in the 1880s and ends in 1953 (the end of World War II, the formation of the State of Israel, the death of Stalin). The group we are studying is both a historical community, with roots going back 3,000 years, and a community of practice.

Credits: 1
Crosslisted: JWST 250
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C144 - Time

What is time? The question has been asked by philosophers, theologians, scientists, as well as many other serious thinkers over the centuries. Nevertheless, human beings are still far from deciphering the enigmatic qualities of time today. Students spend a semester together tackling the profound question of time from diverse angles and through diverse means. Students engage in the conversations between scientists and religious thinkers; take a moment to meditate; look at how temporality in other cultures reflects and shapes alternative relationships between man and nature; watch and discuss films; also indulge in dance and music; explore how time is connected to our body, to social structures, and to power; also make the effort to capture, reconstruct and present time through art works. This intellectual / experiential / artistic journey through "time" is intended to serve as a mirror that reflects on ourselves — our body and mind, our history, our society, and ultimately, who we are.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior

Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C145 - Dirty South

The Dirty South offers an interdisciplinary exploration of the rich history, cultural and aesthetic traditions, as well as the environmental and architectural landscapes that make up Black southern life in the United States. The course title, which is inspired by the Black southern vernacular phrase for the region, marks the course's focus on the particularly diverse mixture of cross-cultural, diasporic traditions, beliefs and practices that define the south, from Virginia to Texas and all points in between. Course materials include readings that chronicle histories of slavery, Jim Crow, mass incarnation and gentrification, personal narratives that provide insights into historical and contemporary political realities and social movement organizing, and music, film, and visual art that lend an affective window into the sensory, spatial, and creative dimensions of the Black south. In addition to considering the profound social fabric of Black southern life and its larger impact on the United States, students also explore how this culture and region present a generative challenge to conventional notions that posit identity and geographical boundaries as clear and distinct categories.

Credits: 1.0
Crosslisted: ALST 245
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C146 - Haiti

Students seek to understand the lived experiences of Haitians in Haiti and other particular geographically distinct regions of the world, with a focus on different enclaves in the Dominican Republic and United States. Students critically examine the multiple forms of social life and analyze the ways in which Haitian society functions as a unified whole and yet encompasses multiple, sometimes conflicting identities (based, for example, on gender, race, color, status, class, religion, and immigration status). Interdisciplinary in focus and materials, students study the geography, history, politics, sociology, and economics of the country, as well as its languages, literature, film, art, music, and religions. Students will develop a comparative, historical frame of reference between Haiti and the communities to which they belong.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C147 - Senegal

An introduction to the cultural diversity and vitality of Senegal. Focusing on postcolonial Senegal and the diaspora, students study the lived experiences of and theoretical scholarship on gender, sexual, religious, racial, national, and class categories and identities. The course asks how these are informed by shifting political economic agendas including decolonization, nationalism, and global capitalism. Employing a decolonial perspective, students pay particular attention to the afterlife of French colonialism, based on the premise that "postcolonial" describes not the end but the shifting nature of European domination. The objectives are to unpack how Senegalese people of various identities are positioned in the world, to understand the constructed nature and fluidity of intersecting identities, and to encounter the ways in which individuals and communities creatively respond to identity-based oppression.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C148 - Black Migrations

An investigation of the contemporary dispersal of African-descended people throughout the world. While students focus primarily on dispersion to the Americas, some attention is also given to Africa, the Caribbean, Europe, and the Indian Ocean Basin. Recognizing the value of a complex diasporic lens that includes race, gender, sexuality, immigration status, and class, students are introduced to diasporic encounters African descendants have experienced, the formation of transnational social movements, black internationalism, Pan Africanism, post-1965 immigration, and contemporary Black life. To this end, coursework challenges and expands students' understandings of the diverse and complex history of people of the African Diaspora, what it means to be Black in the 21st Century, and how contemporary Black life is been informed by cultural exchanges in addition to migration, colonialism, slavery, and the quest for political enfranchisement.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C149 - Hispaniola (Haiti/Dom. Rep.)

A single island, both divided and unified by distinct languages and colonial legacies, students explore the complex negotiations of race and nation in Haiti and the Dominican Republic. By studying works of literature, film, cultural studies, history, and politics from both sides of the border and its diasporas, students consider how the various articulations of colonial and postcolonial identities by states and different social actors have affected the national and international narratives of what it means to be from Hispaniola. Throughout the course, students ponder how physical and notional borders are employed as both tools of exclusion and sites for cooperation and exchange, while considering the complex processes by which national identities are constructed, disputed, and negated. In particular, students focus on discourses of race, language, gender, class, and migration as key to understanding the complexity of these issues, both on the island and in its diasporas.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C150 - Native People of Great Plains

The Native people of the Great Plains are among the most familiar, yet least understood, cultural groups in all of North America. Students seek to understand Plains Indian people beyond the simplistic renderings of Hollywood films. How have Plains people adapted to their unique environment, and how have their livelihoods changed over time? What historical processes underlay Plains Indian people's relationship to settler society, and how can we understand changes to plains life through lenses like race and gender? And what is happening in Plains Indian communities today? With these questions in mind, this Core Communities traces the experiences of Plains Indian people from the colonial era through the present day.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C153 - Appalachia

A multidisciplinary introduction to the Appalachian region of the United States, with a particular focus on representation, culture, sense of place, the history of the labor movement, and issues of social and environmental justice. Books, articles, movies, songs, and art that engage the reader critically with the history, people, environment, and economy of central Appalachia will serve as the texts for this course. The course seeks to complicate and challenge popular myths and stereotypical renderings of the Appalachian region, which typically portray its people as devastatingly and deservedly impoverished: economically, intellectually, and culturally. Through the works of Appalachian authors, filmmakers, songwriters and musicians, artists, storytellers, and scholars, students develop a deeper understanding of Appalachian identity, an appreciation for the phrase "sense of place," and a new critical lens through which to view American society and their role within it.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C154 - Indonesia

As the world's fourth most populous country, modern Indonesia is home to over 260 million religiously and ethnically diverse individuals. Despite its substantial population and rich regional cultures, Indonesia is often overlooked both in American popular discourse and at American universities. This course pushes back against this unfortunate pattern of neglect. Students approach Indonesia as a valuable window into a whole host of global issues including: the legacy of European colonialism, the complexities of nation-building, cultural evolution, religious revivals, literature and the arts, economic development, and climate change. The vibrancy and paradoxes of modern Indonesian lives are highlighted.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C155 - Internet

Examines the internet as a site of disparate cultures from multiple disciplines including: computing, history, psychology, and sociology. Students are introduced to the technological infrastructure of the internet and the historical context in which it was developed. Drawing on theory, students explore the internet as a place for communities to form, individual self-presentation, social interactions online and off, as well as power and inequality. Topics may include: digital divide, echo chambers, trolling, cyberbullying, etc. Ultimately, the internet provides a context to study the concept of community and the ways in which shared identities are constructed and negotiated.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities & Identities

CORE C157 - France

A multidisciplinary survey of the varied communities that make up contemporary France. Students focus on France as a leading member of the European Union and as a global power, as a former major colonial power, and as a leader in the arts. Using history, films, photography, and literature, students examine France's efforts to come to terms with its colonial past; its self-examination of World War II and the Holocaust through the "politics of memory"; the different "communities" within France itself--youth, religious groups, urban life and the countryside, the communities of refugees and immigrants; and its vibrant culture, with a particular focus on French cinema. Students also examine France's historic and current relationship with several parts of its former empire: Algeria, French Polynesia, and French Guiana.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: Communities

CORE C158 - Puerto Rico

Understand the cultural, political and social complexities of Puerto Rican identity, with particular attention given to the effects of Spanish and U.S. colonialism on gender and race relations in the stateless nation. Students study how the colonial discourses that shaped the earliest modern Puerto Rican imaginary continue to inform current political discourse. Through the study of a wide-ranging body of Puerto Rican works that includes literature, cinema, history, and politics, students seek answers to how national identity is articulated in a colonial context, how migration to the mainland has altered the cultural landscape and what kinds of collective cultural and political movements have emerged in response to the archipelago's socio-economic, environmental and political problems. Through its focus on how gender, sexuality, race, and class are linked to the archipelago's colonial legacy, this course develops a framework for understanding the complexities of identity on the island and within Puerto Rican communities in the U.S.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C159 - Maya

The term "Maya" typically conjures images of ancient pyramids and/or ancient civilizations that are now found in ruins. Some forms of popular media, particularly science fiction, even go as far as describing the Maya people as a civilization that mysteriously disappeared sometime around AD. 900. The Maya currently total over 7 million people in what is today Mexico, Guatemala, Belize, Honduras, and El Salvador. Furthermore, the word "Maya" serves as an umbrella term that refers to a number of diverse populations, each with distinct culture, language, and material culture. Students focus on both the construction of the pan-Maya identity, and the numerous populations included within the concept, such as the Tzel Tal, Tzotzil, Kaqchikel, K'iche', Chantal, and the Lacandon, just to name a few. Each of these groups has distinct histories, which often demonstrated significant clashes with colonial and modern national hegemonies. Coursework also highlights how tradition, language, and identity are preserved under the forces of colonial and nationalistic domination and also delves into the subject of changing traditions, as these Maya movements of resistance have integrated social media, rock music, and hip-hop to engage younger generations. Ultimately, the Maya provide a means of deconstructing the concept of identity itself by demonstrating how shared identities are constructed, contested, and negotiated.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C160 - Latin America

Explores how the idea of "Latin America" came to be and the various political purposes it has served from the colonial encounter to the contemporary moment. This is not a traditional survey course that gives an overview of the regional mosaic we have come to call "Latin America." Instead, it illuminates how the very notion of Latin America as a discrete world-region has been conjured and politicized at key historical moments, emphasizing the underlying social inclusions, exclusions, and global relations fueling these multiple (re)inventions. In addition to the central themes of race, nature, and anti-imperialism, the crucial role of the United States as an interventionist foreign power also looms large in this story.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C161 - Transnational Afro-Asia

Through a range of themes, and across many contexts, students explore Afro-Asian communities and identities. Covering histories, music, films, food, martial arts, social movements, geopolitics and more, class materials engage how African, African diasporic, and Black communities/identities, and Asian and Asian diasporic communities/identities interact. Students also explore how these communities/identities may even blur or complicate the boundaries between each other. Major factors include race and racism, colonialism and empire, as well as nation, culture, and ethnicity. Students explore how these various social forces play a role in Afro-Asian tensions and solidarities as they are made, remade, and un-made. Coursework takes the approach of examining global and transnational Afro-Asian relationships, along with U.S. and South African contexts in particular as well. Students also participate in an intensive small group dialogue project with training involving South African partners.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C163 - The Caribbean

The archipelago of islands and mainland nations called the Caribbean constitutes a complex montage of races, ethnic groups, languages, and nations. Stretching from Guyana in South America to as far north as the Bahamas, minutes from the coast of Miami, the region is joined by a common history of slavery, imperialism, and resistant self-definition. Students study literature, film, and music of the region to trace a socio-cultural history of the Caribbean. What are the continued effects of slavery and imperialism on the Caribbean? How does African-Creole culture in particular respond to these continued effects? How do tourism, advertising, music, and film inform/construct people's relationship to the Caribbean in the global present?

Credits: 1.00
Crosslisted: ALST 203
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C165 - China

China has the distinction of being one of the world's oldest continuous cultures, with 5,000 years of rich, complex history. Today, it is also a rising international power with the second largest economy on the globe. Students approach China not as a monolithic entity, but as a complicated place and people best understood through diverse perspectives, including but not limited to history, economics, geography, literature, art, politics, environment, society, ethnicity, gender, migration, and diaspora. Students also gain indispensable research skills as they develop their own projects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C166 - India

Offers a wide-ranging and challenging introduction to contemporary India--its famed social, political and cultural diversity, its conflicts and contradictions, its literature and history. India as it is known today, with its population of more than a billion, is a recent creation, a product of the partition of the South Asian colonies of the British Raj (Empire). How has such a diverse region come together, and been held together, as one nation? How have its conflicts and contradictions—of class, caste, ethnicity, language, religion and politics—been managed by its rulers and politicians? How have these conflicts and contradictions been captured in novels and on film? The course goal is to subject the "Idea of India" to a detailed investigation, beginning in the present, and working through a process of excavation, discovery, and critique.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C167 - Japan

Engages in dialogue with popular discourses, scholarly literature, and primary information sources of Japan and those who live in the island nation state. Focuses on key social and cultural issues that characterize contemporary Japan while also paying attention to its historical experiences and traditions that variably shape the present. Examines topics such as changing 'western' views on the Japanese, diversity in Japanese society, socio-demographic challenges, literature and religion, Japanese political economy and globalization, societal response to natural disasters, and popular culture. Employs a wide range of learning

methods, including lecture, class discussion, films, hands-on experiences (e.g., calligraphy), and intensive projects which require students to collect, analyze, and synthesize a wide range of scholarly and non-scholarly sources. Ultimately aims to nurture students' ability to understand and empathize with the logic (and illogic), experiences and emotions of the Japanese people; that is to say, to understand them as you would understand yourselves.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C169 - Rwanda

A multidisciplinary examination of the ways in which community and identity have been formed, are politicized, and remain relatively static over time. This is not a course about the 1994 genocide, but rather one about how such an event could have happened. This world-defining event is historically situated and culturally contextualized as a way to study Rwanda's past and the questions it raises about its future. The experience of Rwandans and consideration of how they understand themselves are analyzed. Assesses the historical and social implications of being ethnic Hutu, Tutsi, or Twa in Rwanda, whether at particular watershed moments — in for example 1894, 1931, 1959, or 1994 — or during periods of so-called 'normalcy' that the country has enjoyed in the past and is experiencing at the moment.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C170 - Islamic North Africa

Surveys the varied ethno-national and religious identities and communities of Islamic North Africa, or "the Maghreb": Morocco, Algeria, and Tunisia, and sometimes Libya, Western Sahara, and Mauritania. Students briefly survey pre-modern Maghreb history from the 7th-century advance of Islam to 19th-century French colonialism. Students focus on the modern Maghreb from the colonial 19th century to the global 21st. Students examine the region from "the natives' point of view," i.e., from North Africans' perspectives on Islam and politics, European and American imperialism, authoritarianism and democracy, technological media, gender, and class. Central to this discussion are the recent Arab revolutions and their continuing aftermath.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: Communities

CORE C171 - Mexico

An interdisciplinary introduction to the history, people, art and cultures of Mexico, a country of diverse ethnic, sexual, gendered, class, and political identities that shares a 2,000-mile border with the United States. How does Mexico's colonial past inform the present? On what terms has a Mexican national identity been defined and who is included or excluded from rights and citizenship? Objectives are to examine Mexico's complex history and social fabric; to study Mexican identities, politics, and cultural expressions with relation to this history; and to gain a general understanding of contemporary Mexico in the context of current events and Mexico's relationship to the United States.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C172 - California

Examines the fabric of California's syncretic cultures in historical, geographic, sociologic, artistic, racial, literary, political, and economic contexts. The diverse settlement patterns, environmental and economic challenge/opportunity, explosion of art forms, and continuous creation of new communities often foreshadowed trends of the entire nation. Readings explore major themes and issues of California history, while literary and personal narratives provide insight into social and political realities, including the struggles of successive waves of immigrants to interact with the established populations. Artistic and architectural expressions that document cultural phenomena offer tangible examples of the creative forces that shaped Californian intellectual and physical communities. Sociological case studies as well as economic, political, and environmental reporting assist students to understand the challenges, failures, and victories of the composite California culture. Underlying all of this is a continuous study of the variegated geography of California, which has both offered and required substantial human choices.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C173 - Ethiopia

Surveys the culture, religion, communities, history, and socio-economic developments of Ethiopia from the ancient times to the modern period. Ethiopia is home to over 80 ethnic groups with striking cultures that are distinct from Western traditions. Major themes include peoples and languages; traditional customs and beliefs; Christianity and Islam; marriages; community service organizations; literature, novels; education; ethnic relations; traditional art and music; colonial resistance; sports; socio-economic developments; natural

resources usage; Ethiopia and Europe; the Ethiopian revolution; Ethiopian immigrants in the United States; traditional harmful practices; and politics. Emphasis is also given to contemporary issues. Lectures are supplemented by discussions, film presentation, group activity, and coffee ceremony.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C175 - Wilderness

A multidisciplinary engagement with the idea of wilderness and the lived experience of the people and communities that have been shaped and reshaped by the local, regional, and global forces involved in the conservation and preservation movements in the US and internationally. Students explore the lives of the, often, land-based or agrarian local peoples who, in the service of environmental protection, are excluded from places and social and economic activities that are tied to their identities and livelihoods. Reading and research topics include historical and contemporary case studies such as national parks, national forests, national monuments, wildlife refuges, and ocean preserves and the forces that have formed these places and changed the communities of practice that have access.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C176 - Indigenous North America

Provides an overview of Indigenous people in what is now North America—also known as Turtle Island. Case studies link specific Indigenous histories to broader Indigenous communities in North America. Works from community members, storytellers, educators, and elders expose students to Indigenous voices, which highlight agency, autonomy, and the interconnections between past and present. Specifically, students learn the importance of ways of knowing to Indigenous identity and decolonization.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C177 - Peru

The Latin American country Peru evokes dramatic and conflicting images of spectacular natural settings, ancient ruins, cosmopolitan cities, shantytowns, street children, poverty and more. It is a country of extremes. Students are offered an interdisciplinary inquiry into this ecologically and culturally diverse land. Students begin by exploring the distinct geography and ecology of the central Andean region (rainforest, mountains, desert, and ocean) in order to understand how these features have shaped the societies that inhabit the region of present-day Peru. This involves analyzing the evolution and organization of Pre-Columbian societies, paying special attention to the Inca civilization. Students also examine the ideologies, institutions and practices introduced with the Spanish conquest and era of colonialism in order to understand their impact on indigenous society and their relevance to the state of underdevelopment that characterizes contemporary Peru. Special emphasis is placed on analyzing the diverse social, historical and cultural manifestations of Afro- and Asian-Peruvian communities, which have had a determining influence on the fabric of what today is called the Peruvian identity. Study of present-day Peru juxtaposes rural and urban life, the ties between the two spheres, and the crisis conditions that enveloped both ways of life until recently. Specific issues include the internal armed conflict, shantytowns and land invasions, Indigenous and Afro-Peruvian resistance, among other compelling issues. Throughout the term, emphasis is placed on the many paradoxes of this intriguing land.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C179 - Central Asia

Central Asia lies at the intersection of East and South Asian, Islamic, and European worlds. Yet Central Asia possesses a unique culture of its own, shared by nomads of the steppes and settled peoples of the oasis cities throughout the region constituted by the modern nation-states of Afghanistan, Kirghizstan, Tajikistan, Turkmenistan, Uzbekistan (and, to some extent, Mongolia). Students are offered an introduction to this multiethnic, multinational community through the eyes of its participants, from medieval geographers to nomad bards to pan-Turkist revolutionaries and post-Soviet autocrats.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C180 - Francophone and Creole Identities

The topic of migration and resettlement is ubiquitous and has permeated the very ethos of many cultures around the world, sparking heated debates and numerous instances of violence. During more than three centuries of colonialism, the French Caribbean islands of Martinique and Guadeloupe have witnessed the displacement of thousands of people from Europe, Africa, and Asia; the majority involuntarily, others voluntarily or due to desperate circumstances This course will explore the development of a multi-faceted, multilingual French-Creole community by examining the historical and cultural contributions of the three major ethnic groups, French, Africans, and Indians. The cultural contributions of many other smaller groups,

especially those of the Haitians and those from the Dominican Republic, that have found their home in Guadeloupe more recently will also be discussed. The adaptive strategies to the process of resettlement and the reciprocal influences of these displaced people are woven deep throughout every aspect of their contemporary lives and continue to inform French Creole societies in the Caribbean and define their cultural identities. The course will also delve into how these contexts of migration and resettlement account for why Martinicans and Guadeloupeans choose to remain French citizens to this day while they continuously negotiate the power dynamics of the "colonizer and colonized."

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C181 - Arabs

Provides a general analysis of contemporary Arab communities and cultures across local, national, and global contexts. It is a highly selective study of the trends and forces—geographical, economic, political, and ideological—that shaped the formation of these communities in the places that today we call the Middle East and North Africa (and their diasporas). Students encounter the rich and complex mosaic that forms the basis for Arab unity, disunity, and identity by exploring the many ways in which Arabs understand, critique, contribute to, and transmit their cultures through generational change, migration, and political participation. Topics include history, religions, politics, languages, cultures, and social dynamics. Given the wide scale and scope of the class, coursework focuses on strategies of analysis—methods for reading, seeing, questioning, and interpreting materials from and about Arabs. Students also learn to assess their assumptions about Arabs, Arab Muslims, Arab Christians and Arab Jews, and to think critically about cultural representations in media and political discourse.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C183 - The Middle East

A multi-disciplinary introduction both to the region conventionally referred to as the Middle East, and also to the academic discipline of Middle Eastern Studies. In other words, it is a study of the people, religion, history, and culture of the region, and also an examination of the politics of studying that region. One of the presuppositions is that a careful, rigorous, and critical study of cultural studies can help one understand one's own assumptions, presuppositions, etc. Among the topics students examine are the multiple interpretations of religion, including sects within Islam, that exist in the region; a variety of cultural practices and various languages; and the effect of imperialism and colonialism on the area. Readings include what current native commentators are saying on cultural, economic, and social debates, as well as how they are perceived by American media.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C184 - The Danube

The Danube is Europe's second largest river: from its beginnings in the German Black Forest to the Romanian and Ukrainian shores where it meets the Black Sea, the Danube flows through and/or borders ten countries, while its watershed covers four more. The river serves as a unifying artery of economic, cultural, and international exchanges in the diverse region of central and southeastern Europe. The course structures its multidisciplinary inquiry around the river to examine the region's long-standing history as a neglected, maligned, and contested multilingual, multicultural, and multinational space. Culturally mapping the region by focusing on the river's peoples, their intertwined histories, and their cultural imaginaries, students trace the turbulent history of the region from antiquity, with an emphasis on the 19th century up to the present, to explore the Danube as a quintessential site of cross-cultural engagement in the New Europe.

Credits: 1.00
Corequisite: CORE C184L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C184L - Required Film Screening

Required corequisite to CORE C184.

Credits: 0.00
Corequisite: CORE C184
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C186 - Black Upstate New York

New York State has the third largest African American population in the U.S. While most of that population is concentrated down-state, the cities and rural areas of central Upstate New York are rich in African American history and culture. Through an interdisciplinary lens with emphasis on the arts and humanities, students explore the experiences of Black communities in Upstate New York by posing questions about Black bondage, incarceration, emancipation, politics, cultural traditions, religion, and entrepreneurship and their relationship to place. Students also approach these questions through an intimate look at the lived experiences and life histories of individual Black Upstate New Yorkers, both past and present, including those belonging to the Colgate community. Through these stories, students learn how Black people in Upstate New York have not only endured the often racialized, violent, and lethal histories of the region, but

how they have also made history.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C187 - Russia at the Crossroads

Examines Russia, Ukraine, and Central Asia—historically parts of the Russian Empire and the Soviet Union—from Peter the Great's rule through the current war in Ukraine. The course follows the legacy of Tsarism, revolution, social engineering, war, and societal transformations. We look at music, art, and literature as arenas for political pressure from the state, and conformity or rebellion on the part of artists and audiences. Examining the region's everyday life, identity, and geopolitics, we trace Russia's self-image and constituent national identities through massive social experiments and upheavals. We consider Russia's place in the world; its collective struggles, successes, and failures; and how these are understood and contested regionally and globally. This course provides a foundation for understanding what Russia is up to now and where the roots of those actions lie.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C188 - Haudenosaunee

Examines the archaeology, culture, history, economics, religion, literature, arts, politics, law, and individual lives of the Haudenosaunee - Colgate's closest Native American neighbors - from the period before European contact to the present day. Students place Haudenosaunee experiences in North American Indian contexts (comparing the Haudenosaunee, e.g., to their linguistic relatives, the Cherokee), especially concerning the loss and persistence of tribal sovereignty; and investigate Haudenosaunee relations with New York State and the United States, especially in regard to competing land claims.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C189 - Africa

An introduction to the interdisciplinary study of Africa. The goal is to introduce students to a major world area with which many, even highly educated, Westerners are unfamiliar. Africa is the original home of the human species, and the intellectual contributions of the continent and its people to the concept of a common humanity are tremendous, including agricultural and industrial technologies, artistic and aesthetic principles, and religious and philosophical ideas. Due to early patterns of globalization and European colonization in the western hemisphere, the Atlantic slave trade, and ultimately colonialism on the continent itself, Africa was configured as "the Dark Continent" in European discourses of the nineteenth century.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities & Identities

CORE C191 - Spain

Covers diverse aspects of "Spanish" society, history, and culture, past and present. Tracing Spain's cultural self-image and national identities through its encounters with war, fascism, democracy, and societal transformations during our global era, students explore its place in the world, its collective struggles, its encounters and negotiations of diversity, and how these have been understood and contested by "Spaniards" themselves. Drawing on fictional works, art, music, and ethnographic texts, a significant portion of the course examines peoples' everyday lives in contexts of violence, war, and socio-cultural change. In sum, students grapple with an inherent paradox in the study of "Spain": the failure to create a homogenous national identity and a coherent, commonly shared historical memory.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C193 - Brazil

Examines communities and identities in Brazil, the largest nation in Latin America. Focuses on the formation of communities under the constraints of Portuguese colonialism, within slavery, in the vast interior of the country, under conditions of extreme violence and poverty, and in the realm of Brazil's vibrant popular culture. Particular attention is paid to the role of individuals in forming and maintaining communities, and to the complex processes of regional and national identity formation. Spans the colonial period to the present, with readings drawn from history, anthropology, literature, ethnography, and journalism, as well as a range of visual sources.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: Communities

CORE C195 - West Africa

In contrast to Western journalists' focus on Africa's underdevelopment and widespread disease, West Africa stands out as an area of remarkably vibrant culture. West Africa has always been a space of much social interaction between its various peoples, with many shared cultural practices. Students examine how the pre-colonial and colonial histories shaped social identities. Using an interdisciplinary approach, students analyze how people in West Africa express and reinvent their identities through art, music, dance, clothes, and food. Coursework draws further on film and literature to understand the specific experiences of West African peoples.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C197 - Tibet

Examines the formation of a Tibetan identity. This is largely a recent phenomenon brought about unwittingly by the ethnocentric policies imposed throughout the Tibetan Plateau by the modern Chinese state. However, earlier processes were already under way before the People's Liberation Army entered Tibet in the 1950s, which made the transition from a constellation of feudal polities to a nation possible. These included a common written language, common subsistence patterns (farming, pastoralism, and trade), Buddhism, participation in common rituals and festivals (especially religious pilgrimage), a certain respect for the authority of the Dalai Lamas, and so on. Students examine these processes as well as the consequences of China's political and economic incorporation of Tibetan areas into its nascent nation-state. Specific topics to be explored include "the Tibet Problem" (i.e. contemporary Sino-Tibetan relations and conflict), the historic colonial and religious ties between China Proper and Tibet, religious life and everyday Tibetans, "nomadism" (or pastoralism), polyandry and women in Tibet, and Tibetans' encounter with modernity and the West.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE C199 - Bolivia

A multidisciplinary look at communities and identities in Bolivia, a country in the heart of South America that has captured transnational attention for its Andean panpipe music, its majority Indigenous population, and its social movements. Students use music, dance, film, history, memoir, political documents, policy reports, anthropology, and journalism to grasp different community articulations in Bolivia. Along with historical understandings of Bolivian communities, students take a special look at thematic issues that, while locally

grounded, have global resonances: indigenous rights, water, resource extraction, neoliberalism, coca and cocaine, and Andean music and dance.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Communities

CORE 111 - Conversations

Employs a set of five common texts – selected by the faculty teaching the course – to promote wide-ranging conversations, anchored in the past and directed toward the present. Core Conversations defines the term "text" expansively, not limiting it to written work but encompassing diverse modes of intellectual and creative expression. As such, the common texts for this course are drawn from multiple disciplines, from pre-modern and modern worlds, and from Western and non-Western cultures. Instructors are encouraged to add other materials in order to enhance the themes of the course.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CORE 400 - Core Distinction Seminar

The goal of the distinction seminar is to complement major work in departments and programs by giving select students the opportunity to reflect on the broader, interdisciplinary contexts of their research or creative projects. Through readings assigned by the seminar instructors, students explore the methodologies of their own and other disciplines. This requirement may be satisfied in one of the following ways: 1) by extending a departmental honors project to explore interdisciplinary perspectives on the project topic or to examine the social implications or historical foundations of the project; 2) by self-consciously considering the generation and evaluation of knowledge in the major; or 3) by collaborating with one or more members of the seminar to explore themes common to the students' departmental projects. If selected to enroll in the distinction seminar, students must achieve a 3.33 (B+) or better GPA. To earn Distinction in the Liberal Arts Core, students must earn an A- or better in the distinction seminar and achieve an overall GPA of 3.33 or better at the time of graduation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

CORE S101 - Energy and Sustainability

Our current use of energy is unsustainable. Fossil fuels, which were deposited on Earth over hundreds of millions of years, will largely be exhausted over the course of just a few hundred years. Global climate change makes our situation even more unsustainable—we need to stop using fossil fuels long before they run out if we want to avoid catastrophic environmental change. Students takes a quantitative approach to learning about our current energy use, so that students can understand how our personal choices and lifestyles affect energy use. Discussion includes how our energy needs are met in the future through renewable resources: what technologies are available now, what are their costs, and how much energy can they provide.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S102 - Molecules, Energy, and Environment

When reduced to fundamentals, virtually all of our environmental problems deal with chemicals in the wrong place: noxious and reactive gases in our atmosphere, insecticides and toxic metals in our ground and drinking water, and spilled nuclear wastes. Unfortunately, many citizens in our society do not understand the fundamentals of these environmental problems. Coursework -- designed for students without experience in other university-level science courses -- explores the chemistry behind some of our more pressing environmental dilemmas. Topics include some consequences of fossil fuel combustion (the greenhouse effect, acid rain, urban smog), the ozone hole, nuclear energy/wastes, and groundwater contamination. The emphasis is on the science behind these problems, what we know about how the problems have come about, and what we can do, if anything, to ease the problems. This course is for the student who has not taken college-level chemistry, but is concerned about our threatened environment.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S103 - Remote Sensing of the Environment

Remote sensing is the art and science of obtaining information about a phenomenon through a device that is not in contact with the object. The remote sensing process involves collection and analysis of data about energy, reflected from or emitted by an object. Remote sensing is used to better understand, measure, and monitor features and human activities on Earth. After an introduction to the interplay among science, technology, and remote sensing, students examine the development of remote sensing technology. Students focus on the physical principles upon which remote sensing is based, explore the basic tools of photography and photograph interpretation, and consider the principles of acquiring and interpreting data collected by non-photographic sensors. Throughout the semester, students consider how remote sensing has improved our understanding of biophysical processes using a case-study approach to demonstrate the

theoretical underpinnings. Finally, consideration is given to the ethical implications of remote sensing.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S105 - The Science and Potential Implications of Nanotechnology

Imagine repairing your body without surgery and no longer burning fossil fuels. Imagine enjoying abundance with no manufacturing costs and taking an elevator to the moon. Imagine also the loss of all personal privacy and the irreversible poisoning of the environment. Such are the hopes, hype, and fears of nanotechnology — the study of materials and devices with dimensions on the nanoscale (1 x 10-9m, the realm of assemblies of molecules). This course provides an introduction to the science and potential implications of molecular nanotechnology. Scientific and sensationalist visions of nanotechnology are critically examined through a combination of readings, lectures, discussions, and presentations. The course forges an appreciation for the nanoscale, an understanding of the excitement and the challenges, and an awareness of the societal and ethical implications. Through the lens of nanotechnology, students gain insights applicable to the broad landscape of emerging technologies — and encourage curiosity towards the future.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S106 - Saving the Appearances: Galileo, the Church, and the Scientific Endeavor

Four hundred years ago, Galileo Galilei turned his modest telescope skyward. The universe he discovered was a stark contrast to the universe described by the ancient Greek philosophers whose cosmology had held sway for over a millennium. Some 60 years after the publication of Copernicus' treatise "On the Revolutions of the Heavenly Spheres," Galileo used his newfound insight into the nature of the heavens to support the heliocentric model of the universe. In so doing, Galileo challenged not only the authority of Aristotelian cosmology, but also the religious tradition and interpretation of the scripture by the Holy Fathers of the Catholic Church. This episode in the history of western science and the development of the Church is often cited as one of the original clashes between modern science and religious traditions. The discoveries, writings, and trial of Galileo Galilei serve as both a focus and backdrop for students to explore the practical development of scientific thought and the near simultaneous invention and re-invention of the Church. In addition to readings, written responses, and classroom discussions, coursework requires students to repeat many of the ground-breaking observations Galileo made using a hand-held refracting telescope similar in size and shape to the one he built.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S107 - Social Mathematics

Modern society is deeply mathematical: our financial, political, and social systems have been built on mathematical foundations and can be better understood by mathematical analysis.Students learn to think about society mathematically. They explore the role that mathematical expertise plays in the modern U.S and its relationship to inequality and discrimination tied to factors like race, class, gender, or sexuality. Topics covered include mortgage financing and risk rating; the apportionment of representatives in Congress and political polling; and cryptography and cryptocurrency.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S108 - The Story of Colorants

Colors are all around and people tend to take them for granted. Throughout history, humans have employed colors in artistic and creative expression, particularly in jewelry, ceramics, textile and metal art and in paintings. Some colorants occur naturally. Other colorants are manufactured, and thus the result of scientific and industrial development. Students explore the history and material science of colorants. The interplay between artistic expression and science/technological discovery is considered with emphasis on the materials used in textile art and in paintings. In the process, students find out how science can be used to authenticate artwork. Is a work of art an original by a "famous artist," have parts been reworked by someone else, or is it a forgery? In addition to lectures and discussions, students participate in small group hands-on projects.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S109 - Technology, Death, and the American Civil War

How do people understand a world radically transformed by new technology? The Civil War is the first truly industrial-scale conflict in American history. As many as 750,000 Americans lost their lives due to the conflict – more soldiers died at the Battle of Shiloh in 1862 than in all previous American wars combined. The war

bridged an early-modern understanding of conflict and America's emerging heavy industrial capabilities. Herman Melville, writing about the modernization of naval warfare, bemoaned this transformation. "Warriors are now but operatives; War's made/Less grand than Peace," he wrote, never having faced the weapons he derided. New weapons, the unprecedented scale of production, mass communication, the understanding of medicine, and the processing of mass death, national suffering, and the relationship to technology underwent profound changes during the war and long after as the nation gradually healed its wounds, sought out spiritualism and other forms of mourning, and utilized the massive industrial base created by the war. Students examine how the interplay of emergent technologies, government policies, and cultural production worked to create such mass destruction and how those who survived made new meanings of their industrialized world. Americans are still fighting the Civil War today over its memory and history as we process the aftermath, issues of race and equity, and questions of what it means to be an American.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior, No Junior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S110 - Discovering Biology

Examines some of the major questions that inform human understanding of the living world. Covering long-standing biological questions as well as questions emerging from the latest discoveries, students explore the great diversity of life and how organisms adapt and change. Students use this framework to tackle new and relevant issues arising from our study of biology. The approach is student-active and hands-on; students work together to explore a few of the mysteries of the natural world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S112 - Science of Relationships

Close relationships are central to our lives; friends, parents, siblings, romantic partners, acquaintances, and coworkers have an enormous influence on one's thoughts, feelings, and behavior. The purpose of this course is to understand the processes that regulate human relationships using a scientific perspective. It will include an overview of social psychology theories of relationships research and an exploration of the current literature. Students will be exposed to a variety of research methods and will have the opportunity to design their own experiment about relationships. Topics include attraction, intimacy, attachment, friendship, interdependence, communication, dissolution and loss, love, and maintaining relationships.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course

Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S113 - How to Build a Baby

If one were a highly developed, extraterrestrial scientist with advanced technology to engineer organisms from other planets, how would one build a human baby? What kind of brain would one design? What kinds of social, emotional, and cognitive predispositions would be included? What kind of environment would one provide? To answer these questions, one must determine what is innate and what is learned in human development. Although this "nature-nurture" question can be traced back to ancient philosophers (right here on Earth!), modern-day science has made great strides in exploring (and reformulating) this question. In this class, students first explore some pop-culture approaches to this issue. Then, they briefly trace the history of the debate to its foundations in classical and modern philosophy. Finally, students compare these philosophical and pop-culture perspectives to modern-day scientific approaches. This is accomplished through primary and secondary readings, class discussions, and group presentations. In the end, students may discover that the answers to the "nature-nurture" question are not on a planet far, far way - but rather closer to home than they have ever been.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S114 - Ecology, Ethics, and Wilderness

Explores the ways in which scientific concepts, such as deep geologic time and Earth history, biological evolution and co-evolution, and ecosystem dynamics can inform humans about radical moral stances (e.g., biocentrism, deep ecology). Also investigates whether a scientific perspective, in and of itself, is sufficient to resolve pressing environmental problems, most of which are the outcome of complex social, economic, political, philosophical, and historical forces that operate on regional and global scales.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S115 - Language Acquisition

Explores how infants and adults acquire native and foreign languages. What goes on in the brains of new-born infants before they discover the meanings of words? What might be the linguistic and social consequence of acquiring an English dialectal accent, distinguishing or not distinguishing between Mary,

merry, and marry? Why do some adults succeed in learning a second language, while others do not? Why are some Japanese unable to tell the difference between rice and lice? When a girl has had no contact with a language speaking community, is she able to acquire her first language after puberty? Are bonobo chimpanzees able to learn human language? Students read books and articles that address these issues, watch films and have some direct experience of learning a difficult second language. Physiological, linguistic, psychological, and social factors that determine whether one succeeds or fails to acquire native and foreign languages are discussed.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, No Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S117 - Outbreak-Pandemics and Diseases

Outbreaks of infectious disease are an inevitable component of human existence. Ranging in severity from the common cold to the 1918 influenza pandemic that killed 2.5-5% of the human population, outbreaks have altered the course of human history and continue to exert a dramatic influence on human activity. Students examine historical pandemics, including the "Black Death" and 1918 "Spanish flu," and some more recent outbreaks, including SARS. Through lecture, discussion, and in-class exercises, these outbreaks are used as a framework for investigation into basic epidemiological principles. Students investigate different methodologies of epidemiologic data collection and analyze data sets derived from various outbreaks. Students also discuss the microbiologic, social, and environmental factors that contribute to disease pathogenesis, and examine current preparedness for future infectious outbreaks.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S122 - Life in the Universe: A Cosmic Perspective

Examines the historical debate on the concept of whether extraterrestrial life exists. Students examine what astronomy and physics tell about the origin and evolution of the Universe, the production of elements that make up living matter on Earth, the evolution of stars like the Sun, and the formation of solar systems. Also examined are the astronomical, geological, chemical, and biological conditions that were responsible for the origin and evolution of life on Earth, and speculate about the possibility of life on other planets in our solar system or on planets around other stars. How would one detect the presence of life on other planets in the solar system; in the galaxy? The development of intelligent life and the possibility of contact between civilizations are examined.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S123 - Climate Change and Human History

As the "Global Warming Summit" made clear, anthropogenic activity has the potential to dramatically alter global climate. The increased introduction of greenhouse gases, sulfate aerosols, and dust through human activities may result in a variety of regional responses, including warming and cooling, changes in precipitation and drought patterns, and rising sea level. Climate change as a force driving human history, however, is not unique to the 20th century. The primary objectives of this course are to present case studies that demonstrate the strong role of climate in driving human evolution, adaptation, and societies; and to assess the relationship between climate forcing and man, with a view toward understanding the potential consequences of modern anthropogenic impacts.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S124 - Cells and Human Development

The fusion of sperm and egg cells to form a single-celled zygote is the initial step in development in most multi-cellular organisms. In humans, repeated divisions of this single fertilized egg are responsible for the production of more than 70 trillion cells of greater than 200 different types. Students examine how a fertilized egg undergoes division, how the stem cells produced by these divisions become "determined" to form cells of particular types, and how these determined cells finally differentiate into the highly specialized cells that make up most tissues and organs. As this process is examined, students also explore the relationship between cells and developmental patterns, and investigate how genetic and environmental factors can influence (and alter) cell fate. Biological, social, and ethical aspects of the human manipulation of development are also considered, including examination of such topics as cloning by nuclear transfer, reproductive technology, fetal surgery, stem cells, and embryonic gene therapy.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S125 - Our Relationship with Water

Explores the ecological, cultural, economic, and conservation sides of freshwater. Students balance the scientific with the social aspects through a series of readings, field trips, experiments, discussion, and self-

reflection. Students explore their own relationship with water and examine how it relates to other people around the world. By the end of this course, students understand their part in the water cycle, the importance of this critically endangered resource, and the solutions to a hopeful freshwater future.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S127 - The Artful Brain: An Exploration in Neuroaesthetics

Consists of an exploration in the aesthetic experience of art as it relates to the sensory and perceptual mechanisms of the brain. Many of the topics discussed are centered on the view that the function of art and the function of the visual brain are one and the same. Students thus consider that the aims of the artist in rendering a particular piece of art essentially constitute an extension of the processes of the visual brain. By taking this point of view (through an introductory understanding of the sensory and perceptual processes of the visual brain) students discuss possible outlines of a theory of aesthetics that is biologically based. Students are required to read chapters from different textbooks devoted to sensory and perceptual processes as they relate to visual art, as well as review articles from professional journals.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S128 - Global Change and You

Our planet is currently undergoing a level of abiotic and biotic change that is unprecedented in recent history and the scientific consensus is that it is anthropogenic. This course introduces students to the recent data on climate change and inferred causes and consequences of that change. Throughout the course, the way in which humans influence these changes and also the ways in which these changes impact humans are explored. The main focus of the course is the carbon cycle, specifically on human energy consumption, food production, and water use, and how they are linked to biodiversity loss. The many sides of issues (e.g., biofuels) are explored and debated throughout the course. The immediate consequences of global change are demonstrated in a required weekend field trip to the Adirondacks in the third week of the classes to learn about the effects of pollution and climate on our local ecosystems.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S129 - Dangerous Earth: Science of Geologic Disasters

Geologic hazards such as floods, earthquakes, and volcanic eruptions serve as dramatic reminders of the power of nature. Disasters occur when these hazards intersect with human vulnerabilities, and can result in catastrophic economic and humanitarian impacts. Communities have a clear interest in understanding what causes these disasters and how to mitigate their impacts. Geology provides a scientific framework for understanding the potential risks, likelihood, and effects of these natural hazards. Students examine the science behind floods, earthquakes, volcanic eruptions, and meteorite impacts. Students investigate significant case studies and consider the types of data collected to study these disasters, ambiguities in the data, and how risk is determined. Students also examine potential ways to mitigate the damage caused by natural hazards and the scientific, economic, political, and societal implications of these approaches.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S130 - The Social Life: The Paradox of Cooperative Behavior

If survival of the fittest is the law of the land, why are so many animals (including humans!) compelled to live in cooperative, complex societies? Cooperative behavior among organisms is recognized as one of the major transitions in evolutionary biology. Seemingly defying the selfish laws of natural selection, the evolution of social behavior has fascinated biologists, psychologists, sociologists, philosophers, and economists alike. Students first explore the basic foundations of sociobiology, the study of social behavior in animals, and solve the paradox of how cooperative behaviors can evolve by natural selection. Using detailed case studies from organisms as diverse as dolphins, birds, ants, and humans, students discuss the mechanisms driving social interactions and the ecological and evolutionary consequences of cooperative behavior. Students also discuss the philosophical, ethical, and political controversy that erupted with the emergence of sociobiology in the 1970s, a debate that is still smoldering today. Finally, students explore the application of social behavior principles to human behavior and the organization of human societies.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior, No Junior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S132 - Mathematical (Counter) Culture

Students take a close look at mathematics, mathematical communities, and the applications of mathematics throughout history. The origins of mathematical thought, and how its foundations have changed over time, are explored. Along the way, the role of mathematics within the sciences is questioned. For example, in what ways is mathematics similar or dissimilar to other sciences? Unlike many courses focused on the history of math, there is additional emphasis on how mathematics is viewed by and used by society, in both positive and negative ways. Indeed, are shown how, in many cases, the prevailing mathematical culture of the time – explicitly or implicitly – rewarded malicious and, generally, unkind behavior. Questions raised include: how much have these aspects of mathematical culture changed? How have society's attitudes

towards mathematics contributed to a problematic culture? How can one use mathematical literacy as a positive force? In this way, students examine how doing mathematics responsibly can be considered a countercultural act.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, No Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S133 - Sex, Drugs, and Chocolate

Students explore the many tasty, interesting, useful, mystical, and illegal uses of plants. Starting with basic plant biology, coursework provides a framework for understanding where plant products come from, and then rapidly shifts to human-plant interactions. Course topics include the history of agriculture and its effects on land use and the environment, the origin of common crops, historical and modern human uses of plants, as well as the chemistry, pharmacology, and history of drug use. Current botanical issues such as transgenic crops, ownership of genetic stock material, and bioprospecting are discussed. Students emerge from this course with a new appreciation for what people eat, drink, smoke, and wear.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S135 - Renewable Energy

What are renewables? Why do we need them? Can we sustain ourselves solely on renewable energy? What impacts does the utilization of renewable energy have on the global climate and the human society? How can you contribute to the field of renewable energy sciences? These are the questions that are addressed and explored in this introductory course. Through reading, discussions, lectures, and hands-on laboratory experiences, students delve into various topics to foster a scientific understanding of renewable energy sciences, and contemplate what renewables mean to our lives and the global community.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S138 - Advent of the Atomic Bomb

Examines the scientific evolution of nuclear weapons and the historical context in which they were developed. World War II made urgent the exploitation of atomic power for military purposes. Topics include the scientific thought that made harnessing nuclear power possible, the political pressure that shaped that process, the ramifications of the bomb for science and politics during and immediately after the war, and the subsequent impact of nuclear bomb use on the population and the environment. Includes consideration of post-WWII developments of nuclear weapons, weapons testing, and nuclear power generation, with an emphasis on their environmental impact.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S139 - Election Methods and Voting Technology

How should we elect our president and other government officials? Is our method of election fair to all voters? What is the best way to cast and record our votes? Students survey different methods of conducting elections and voting. This gives tools to assess the fairness of our election methods in this country and how they might make policy decisions related to elections and voting. These policies concern both the ways of casting our votes (voting technology) and the election methods. One part of the course compares different ways of electing candidates and the mathematical theory behind these methods. Methods to be considered include plurality (candidate with the most votes wins), different run-off methods, and other methods. It also looks at the two-stage process for the US presidential elections where in the second stage, states vote using a weighted vote (the Electoral College). The second part of the course considers different ways that votes can be cast. This includes the history of different methods of voting and their vulnerability to fraud. This will lead to current debates about voting technology: How effective are different modern systems, such as electronically scanned paper ballots and direct recording electronic (DRE) voting machines, for accurately and securely recording votes and protecting against voting fraud? How can people systematically compare and weigh the risks associated with different voting methods?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S140 - Language and Cognition

What is the relationship between language and cognition? To answer this question students explore the interrelation between verbal expression and such cognitive faculties as bodily experience, imagination, memory, categorization, and abstract thought. The study of language as a cognitive phenomenon is a relatively new discipline. It originated in the late 1970s and early 1980s. Since then, cognitive linguistics has been a rapidly growing field that has both benefited from and contributed to its allied disciplines of cognitive psychology, cognitive anthropology, and cognitive neuroscience. The course begins by examining the advantages and shortcomings of the cognitive perspective on the different levels of language (e.g., sounds, words, sentences, texts, etc.). Students explore the connections of cognitive linguistics with the related fields

that are broadly referred to as the "cognitive sciences." No background in linguistics is required, but interest in linguistics is expected.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S142 - Contemporary Issues in Computer Science

An introduction to contemporary concepts, models, and issues in computer science. Coursework interweaves traditional computing topics with current issues such as privacy, software reliability, information access, politics and social networks, e-commerce, electronic piracy, globalization, hacking, sustainability, copyright and patent infringement. The goal of this course is to show the broader impacts of computer science in society and to remember that technology always impacts and affects the humans who use it.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S143 - Statistics in Real Life

Introduces students to statistical thinking by examining data collected to solve real-world problems. A wide range of applications are considered. Topics include experimental design, descriptive statistics, the normal curve, correlation and regression, probability theory, sampling, the central limit theorem, estimation, hypothesis testing, paired observations, and the chi-square test. Particular emphasis is given to the models that underlie statistical inference.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S144 - Privacy

What is privacy? Why does privacy matter? Is privacy dead? Students examine these and other questions about privacy from social, legal, and technical perspectives. Students explore the history of privacy in the United States from the 1800s to the present, discussing how changing norms and technologies have influenced privacy across society. Then they focus on how the Internet, computing systems, and connected

devices have enabled novel privacy vulnerabilities and protections. Finally, students learn how computer scientists study privacy and practice writing about privacy across genres.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S146 - The Good Life: Perspectives from Psychological Science

Throughout history, men and women have been captivated by questions of what constitutes the "good life" and how such a life can be cultivated. What is the nature of human happiness, joy, and pleasure? How can people most effectively cope with the inevitable difficulties faced in life? Are some people simply born more content than others? How are happiness and life satisfaction affected by health, relationships, material wealth, culture, habits of thought, and spiritual practice? Students focus on how contemporary psychological research can be used to answer these enduring questions. Students read original research articles on these topics and gain hands-on experience collecting and analyzing data. Throughout the course, students are helped to recognize the strengths and limitations of the scientific method for approaching questions such as these, and students are encouraged to articulate their own emerging views of what constitutes a life worth living.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S147 - Emerging Global Challenges

In the 21st century, global citizenship will require a comprehensive understanding of key challenges on a planetary scale, including global warming, diminishing energy resources, population pressures (adequate water and food supplies, humane living conditions), urbanization, and the impact of natural disasters. Students explore the underlying scientific concepts essential to developing a thorough understanding of the phenomenon and developing a healthy skepticism and critical analysis of complex, global-scale processes. Through the application of design-thinking project-based learning, students assess the potential global ramifications of selected global issues, develop their own interpretations, and propose creative solutions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S148 - Making and Breaking Codes

The science of writing secret messages has been studied for millennia. Code makers have kept secrets safe, aided in winning wars, and enabled secure banking transactions. Code breakers have uncovered nefarious plots, helped to win wars, and gained access to millions of people's personal data. Students investigate the science of code making and breaking throughout the ages and how it has impacted the course of history. Topics include the early substitution ciphers, translating lost ancient languages, the role of cryptography in World War II, and modern cryptography in the age of the internet.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S149 - Scientific Study of Willpower

Willpower allows people to delay gratification, resist temptations, and reach challenging long-term goals. Coursework is devoted to the study of this unique human capacity to regulate behavior. Students explore the psychological mechanisms underlying willpower from a scientific perspective. While reading relevant theoretical and empirical works, students test the ideas under study through laboratory exercises. Discussions explore the broader implications of research findings and apply these principles to the self-regulatory challenges that one faces every day. Assignments focus on developing strong writing and scientific-reasoning skills, and gaining useful insight into one's own motivational tendencies. A final research project allows students to investigate empirically an original idea on the nature of willpower.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S156 - Drugs, Brain, and Behavior

Drugs, used recreationally and medicinally, can have physiological and behavioral consequences that are important to both the individual and society. The processes in the brain and nervous system that mediate drug-induced effects on behavior and physiology are examined with emphasis on the strategies and methods used to evaluate, scientifically, the effects of drugs. This course is designed for students with no background in the field of neuroscience.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S157 - Poisons

Students explore some of the many ways that humans, across different times and places, have identified and used poisons for good and evil. A broad survey of animal venoms, heavy metals, polychlorinated biphenyls, pesticides, and chemical warfare agents emphasizes the history, toxicology, and modes of action of these ubiquitous compounds. Special attention is given to chemical carcinogenesis, the mechanisms by which certain compounds cause cancer, and chemotherapeutic strategies for curing the resulting diseases.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S158 - Molecules that Rock Your World

How could a collection of atoms, tethered together to form molecules, have played such important roles in colonization, health, environment, lifestyle, and so forth? Students look at 13 of the most intriguing molecules in history. As they explore these interesting histories, students catalogue a few of the relevant scientific observations and molecular structures that give rise to the important characteristics of particular "world rocking" molecules. Molecular modeling, demonstrations, and lab-like exercises will illustrate the connection between structure and function. Students also suggest and research other molecules that have impacted history or might be projected to have a profound influence in the future.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S161 - From Chatbots to Personalized Medicine: A Short History of Generative AI

Generative artificial intelligence is a form of computation that uses deep learning to produce images, nonfiction writing, medical treatment plans, synthetic data, deepfakes, and more. Its broad applicability derives from an underlying method whereby vast quantities of data are used to train domain specific models that can then be be used to produce content and answers to user queries. When appropriately applied and delimited, generative AI shows promise as a support for researchers working across several fields. At the same time, when inappropriately applied, these tools have been shown to be quite limited, hallucinatory, and backwards-looking. As such, media scholars have argued that one of the core utilities of generative AI (and deep-learning more broadly) may be its ability to provide a window into ourselves: What theories of the world and its inhabitants underlie our data and our collection methods? What forms of lived experience do we value and elevate through these models? How do we understand knowledge and the role of investigator, especially as we collectively stare down big, epoch-defining problems like climate change, new and newly virulent diseases, and widespread food and water insecurity? In order to answer these questions, students examine the antecedents for and current forms of generative AI. Students engage with these tools in order to gain an understanding of their uses, their limitations, and the collective consciousness that is evidenced in their data. To that end, students also read material from computer science, science and technology studies, media studies, and critical theory, much as they engage with film and media that either implement or represent generative AI.

Credits: 1
Corequisite: None
Prerequisites: Students may not take more than 1 CORE Sciences course
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S162 - Foodwise

Food is essential for all of us to survive but we often take food and food preparation for granted. Have you ever wondered why some food tastes as it does or how food preparation can alter the taste of consistency of a dish? What is a balanced diet and why do we strive to have one? Students explore how understanding the science of food and cooking enhances our enjoyment of it as well as our benefit from it. Students look at the history and culture of human nourishment, and explore some controversial aspects of food and food technology, such as use of additives, genetically modified organisms, and diets and weight loss programs. If you have an appetite for learning or are just food motivated, this course may appeal to your senses.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S166 - The Air Up There

Weather and climate command our attention because they deeply affect life on Earth. Now more than ever, life on Earth also affects atmospheric conditions, with vitally important scientific, political, cultural, and ethical implications. Course readings, discussions, and lectures examine the atmosphere from microscopic and macroscopic points of view, exploring the atomic basis for atmospheric properties such as pressure, temperature, and transparency; investigating the physical processes behind weather patterns and disturbances; and examining some of the complexities of global climate change. The course emphasizes interactions between the atmosphere and humans, as well as interactions between science and other human endeavors. Students better their understanding of the atmosphere, weather phenomena, climate change, and the power and limitations of scientific inquiry. A term project allows students to study an atmospheric phenomenon of their choosing and to strengthen their knowledge through written, oral, and visual presentations.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S167 - Living Well in a Climate Dystopia

Climate science is largely retrospective, looking at centuries to millennia of climate records to infer trends and determine how the Earth system operates, while speculative fiction, particularly Cli-Fi, is fundamentally future-oriented, and provides a vehicle for exploring a range of possible scenarios and human responses to a climate system in flux. Coursework focuses on the science of climate change, the social choices involved in adaptation to climate change, and the literary practice of using fiction writing to explore the dilemmas inherent to living in the midst of a climate crisis. Students engage with Cli-Fi and climate science data products in order to explore how they would respond to a range of climate crises, basing their preparations for fictional climate scenarios in the science of Earth system processes, emerging climate adaptation strategies, and the social and ethical "laboratory" provided by creative writing.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S168 - Stem Cells, Gene Therapy, and Bionics: The Making and Remaking of the Human Body

Examines several topics on the cutting edge of regenerative science. Initially focuses on the body's ability to repair itself. Students examine the nature of stem cells, as well as the limitations and potential for future work with these cells. Students then explore how gene therapy techniques have the potential to repair a wide variety of genetic disorders, but may also bring about the possibility of selective improvement in normally functioning bodies. Finally, students look at how scientists are developing techniques to grow organs in the laboratory to replace damaged or injured organs, and how bionic parts are being investigated increasingly as alternatives to biological replacements. Along the way, students consider the ethical and social concerns that surround each of these approaches, and explore whether current definitions of humanity will apply well to a future where we can increasingly manipulate fundamental aspects of the human body.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S170 - Media Effects

Uses a social scientific approach to examine the effects that media exposure has on audience members. Students develop an understanding of how the media affects audience members' physiology, cognition, beliefs, attitudes, affective states, and behavior. Key media topics studied include violence, sex, politics, and portrayals of groups. Key types of media studied include television, music, video games, and social media.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S172 - The Biology of Women: Sex, Gender, Reproduction, and Disease

Myths regarding the female body have been circulating for centuries and still influence human behavior throughout the world. Though female and male anatomies differ, the underlying genetic material of each is very similar. This course investigates the historical and environmental construction of gender, the biological aspects of sex, the unique characteristics of female anatomy and reproduction, and the effect of sexually transmitted diseases and cancer on female health. Lectures, discussions, and in-class exercises explore the scientific methods used to acquire our current understanding of hormonal signaling, genetic inheritance, development, microbial pathogenesis, and cell biology that underlie these topics. Social and ethical issues that exist and are raised by the biological differences between males and females are also discussed, including hormonal therapy, in vitro fertilization, prenatal genetic testing, female genital mutilation, and the use of birth control to prevent AIDS transmission. This course is open to both men and women.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S176 - Natural Disasters: Science, Media and Movies

Natural disasters are part of the normal processes that shape the Earth, but can have dramatic and tragic impacts on human populations around the globe. Many citizens, however, are only exposed to these phenomena through media coverage seeking high viewership or movies optimized for spectacular special effects. This course will introduce the science behind many natural disasters – including earthquakes, asteroid impacts, storms, volcanic eruptions, and tsunamis – while also considering how media stories and films present, frame, or incorporate disaster science. Students will gain a practical understanding of natural disasters, and learn to critically analyze the representation of science in popular media.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S177 - Critical Analysis of Health Issues

Examines a key global health issue, such as AIDS or Cancer, from an interdisciplinary approach. Readings introduce students to the history, politics, science, and public health issues of the disease. Students examine the epidemiology of the disease, examining how geography, socioeconomic status, and other factors influence transmission and treatment, and statistical measures used to analyze data about causes, cures and spread of disease are introduced. Finally, the impacts of the disease on communities at different scales is examined.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences
Formerly: CORE 116S and CORE 136S

CORE S178 - Water

Explores water technologies and their evolution through time, and how the technologies related to water distribution and treatment evolve with human's understanding of and interaction with water. Through the lens of science and engineering, students examine the role water plays in human health, the environment, and sustainability. Focused on history of water transportation; water quality issues, coinciding with an improved understanding of water following advances in chemistry, biology, and physics; and modern and emerging problems related to water and water technology. Students cover topics on the application and limitation of scientific knowledge, and broader impacts that technology has on past and current societies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S179 - Living and Dying in an Unequal World

Social inequality affects us all. This course will explore what the science of social psychology tells us about how social inequality shapes the ways we think, live, and die. Because social inequality is about the relative status of people based on their group memberships, we will begin the course by exploring social psychological theories that help explain the centrality of our group memberships to our identity. As we will see, these group memberships can be based on many different aspects of our identity: race, gender, socioeconomic status, among many others. Next, we will explore what experimental data tell us about the sources of, and consequences of, group-based disparities. In particular, we will examine the roles of limited resources, identity, power, morality, and prejudice in perpetuating inequality. Finally, we will discuss the emerging literature on how to coexist more peacefully in an unequal world.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S180 - The Science of Music

What is music? How do natural raw sounds become a musical phenomenon? Why are some combinations of sounds more pleasant than others? The answers to these questions are tightly related to the concepts of matter, energy, time and space. Where there is music, there is sound; and where there is sound, there is physics. Students explore the underlying principles of the musical phenomena, including acoustics of musical instruments, formation of scales and perception of sound.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S181 - Cooperation & the Environment

Cooperation is the key to understanding many environmental problems and policies. When and how do humans cooperate with each other to solve environmental issues? What features make that cooperation easier or harder, and what can we do to encourage cooperation? This course explores the origins of cooperation from an economic, biological, psychological, and social perspective, with a particular focus on game theory. This knowledge is then applied to a variety of environmental issues, ranging from climate change to overfishing to the hole in the ozone layer.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S182 - From Paintings to Pixels

A first course in programming languages that uses origami as a metaphorical parallel to programming and generative art as a focus for assignments. Students learn and practice elementary programming techniques such as loops, conditionals, and functions, as well as the abstraction of objects. This course is designed for students who have no prior programming experience; interested students also need not worry about their prior proficiency in art.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S183 - The Science Fiction Effect: Popular Science Writing and Science Fiction in Public Discourse

Combines popular science writing with works of science fiction in order to interrogate the ways in which science is presented, expressed, and translated into texts intended for lay people. Students consider the role both kinds of work play in shaping public scientific literacy. Readings include essays from Best American Science Writing, recently published nonfiction in the genre of popular science, assorted recent articles, as well as seminal and contemporary works of literary science fiction. Students gain a deeper understanding of how science is practiced and written about today, as well as the ways in which fiction about scientific advances popularizes the science it addresses. Given what we learn through reading nonfiction, is fictional writing about real science a fruitful part of public scientific discourse?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S184 - Fire

Fire is the quintessential human technology. It is also a potent symbol whose meaning has become central to our national and community discourse. Fire is at the root of countless traditions, myths, and foodways, and through controlled combustion of fossil fuels, fire has grown to be the central process at the heart of modern industrial and agricultural systems. The deliberate release of energy through different forms of combustion has changed the course of human social- and potentially, biological evolution. But where does the energy in combustion come from? How do humans harness that energy to do work? And how do storytelling and cultural perceptions of fire influence the choices individuals and societies make about what resources to burn, where to burn them, and what to do with the waste products?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S185 - Balderdash, Codswallop and Malarkey

Takes a scientific approach to understand the sources and validity of information. Students focus on the roles of language, mathematics, and computation in the production, dissemination, and consumption of knowledge. Discussions include strategies for recognizing false or misleading information, and topics are considered through multiple lenses. This requires questioning one's own expertise as well as understanding the lifecycle of information, for good judgment and intellectual humility are two sides of the same coin.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S186 - The Rhetoric of Science

Applies rhetorical theories and methods to scientific discourse in the public and academic sphere. Students develop an understanding of the relationship between research and writing, and they practice these skills by examining historical and current scientific debates and controversies. Through looking at case studies, students will gain an increased understanding of how, where, and when scientific research is influenced by (and influencing of) different audiences and communities. Students will examine and work with qualitative research methods, genre theory, rhetorical style, and multimodal compositions.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S187 - The Things with Feather: Human's Passion for Birds and Scientific Study of Bird Intelligence

Emphasizes an interdisciplinary approach to explore the historic journey of scientific studies of bird behavior and nature while celebrating the triumphs of these surprising and fiercely intelligent creatures. Students examine the study of intelligence of birds from behavior, brain mechanisms, to ecological and evolutionary adaptation. Students look at the history of ornithological study in the past centuries and examine the key social-cultural events and conceptual breakthroughs that advance scientific study of birds. Students also explore how these scientific findings can shed light on human behaviors and help us to better understand ourselves. Moreover, students examine the impacts of human-created environmental changes on the behavior, reproduction, and survival of these precious creatures, and how citizen science has helped contribute to numerous bird conservation projects.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior

Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S188 - It's a Dog Life

Dogs are a fascinating study organism. From their very beginnings their evolutionary history contains unpredicted effects across all levels of biological organization. From the social construct of being a wild animal (wolf), to becoming dependent on man (domestication), and colonizing our homes and our beds (inter-species bonding). The history of this single species provides a rich learning opportunity to introductory students. Readings and discussions include a brief introduction and exploration of most branches of biology, in an interdisciplinary manner: evolution, ecology, genetics, physiology, and behavior, with the underlying theme of how dogs are unique to each of those branches in biology. Emphasis is placed on the interaction between wild animals and early humans, and tracks that interaction through time as the domestication of the dog has progressed. Further exploration occurs on physiological aspects of canine biology that are beneficial for humans, for example, cancer research. Students are challenged to formulate questions about science and how science relates to the inter-species relationship we have created with "man's best friend."

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S189 - Sleep

Why do we sleep? Why do we dream? Do we really need to get 8 hours of sleep a night to perform our best? How is sleep affected by a person's neighborhood, job, family, or culture? Students will study the theories and empirical research that seek to answer these questions. The course begins examining sleep at multiple levels of analysis, including its biological underpinnings, methods of assessment, and developmental changes, as well as common sleep disorders and connections between sleep and learning, dreaming, and health. The second half of the course will address environmental influences on sleep and explore ways to improve sleep in diverse populations via intervention and policy.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S192 - The Anthropocene

Temperatures are increasing, sea levels are rising, many species are on the move, and some have gone extinct. These changes in Earth's environments profoundly shape our lives, influencing where we live, the

food we eat, the work we do, and how we see ourselves and others. Geologists have proposed that we live in a new interval in the history of our planet, the Anthropocene, in which the activities of our species have transformed Earth systems in ways that will leave an indelible signature in the geologic record. How do we know that these environmental changes are underway and that humans are responsible? Students explore the scientific evidence for the Anthropocene, considering how Earth systems operate both with and without us. Students learn about the process of science by critically reading the scientific literature, by collecting, analyzing, and interpreting scientific data, by communicating scientific research to different audiences, and by considering the social context in which science is done.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S193 - Climate Change in Cultural Context

Human-induced climate change is a defining issue of our time. That people are dramatically altering the climate is now the consensus in the global scientific community. Potential short- and long-term impacts include biodiversity loss, sea-level rise and coastal flooding, more intense storms, threats to human health, and disruptions of freshwater supplies and food security. But while the global community increasingly understands the basic processes driving climate change, and is starting to appreciate the consequences of a warmer world, the cultures (different societies, scientists, policymakers, to name a few) grappling with the dynamics of global warming are complex and the issue remains controversial and less well addressed, globally, than needed to stem dramatic climate change over the next century. Understanding climate-society relationships requires examining both the climatic effects of human activity as well as the cultural responses to addressing climate throughout history. Students examine climate change in cultural context in order to create engaged global citizens who grapple with the science and scientific uncertainty of climate change alongside the social, political, ethical, and economic matrix of society's responses.

Credits: 1.0
Corequisite: None
Prerequisites: None None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Students may not take more than 1 CORE Sciences course
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S194 - Electrons and Our Civilization

Since the early civilizations, phenomena associated with electric charges in various forms such as the lightning in the sky, static electricity, and northern lights have inspired human minds. However, it was only after the development of the modern scientific methods in the 16th and 17th century that the major discoveries related to electric charges and their flow was understood, which eventually led to the discovery of electrons in the 19th century. Those discoveries spurred humanity's quest to control the flow of electric charges for their own good. With electrons, humans created light without fire, were able to send long-distance messages, and developed computing devices. Within a span of about two hundred years after the first modern inventions associated with electrons, human civilization has completely been transformed.

Structured around lectures, discussions, demonstrations, readings, and research assignments, students learn about the human endeavor to understand electrons and how that understanding has shaped our civilization. Following the historical timeline of major discoveries associated with electricity & magnetism, students learn about the process of scientific discoveries and the development of electronics through the stories of individuals behind major discoveries in the context of contemporary sociocultural structures. Furthermore, students learn about the ongoing impact of electronics beyond the consumer market and contemplate the future of electronics and hence, the future of human civilization.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S195 - Networks: Friends, Terrorists, and Epidemics

A network, in its most basic form, is a collection of interconnected people or things. A friendship network, for example, is made up of individuals and their interactions. Indeed, networks are all around us, from the human brain to the internet to your circle of friends. All networks have an underlying order and adhere to basic mathematical laws. Understanding the structure and behavior of networks allows us to identify terrorists and halt disease outbreaks before they spread. Students are provided a broad overview of network science-including both the computational techniques as well as their applications and implications in biology, sociology, technology, and other fields. Students build networks in various fields, demonstrating that social networks, the internet, and cells are more alike than they are distinct, revealing crucial new insights into the world around us. Aside from the simple structural properties of real-world networks, topics covered include dynamic network activities, including epidemics, network robustness, and communities in networks. Students discuss the societal effects and implications of network analysis. Students have the opportunity to apply what they've learned about network science to real-world data sets of their choosing. Students are presented with an exciting glimpse of the next century of science in an inherently and increasingly interconnected world.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S196 - Environmental Science and Storytelling

Earth is in the midst of unprecedented climate change driven by human activity colliding with complex environmental feedback. How do we know Earth's climate system and ecosystems are changing, and how will humans be affected? Students examine the science of environmental change through hands-on investigation of global change data from across Earth's land, air, water, and ecological systems, while also exploring how storytelling techniques and narrative analysis explain how we make sense of these changes and communicate them to ourselves and others. In this workshop-model course, students work together to develop scientific analysis and storytelling skills, tackling climate change science, environmental news stories, and personal interactions with the Earth from the global scale to their own home environment.

Students investigate the causes of environmental change, the impacts of climate change on natural systems, the impact of climate change on humans, and the roles of interpretation, bias, lived experience, and different values systems on making sense of environmental scientific information.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S197 - Ethics, Algorithms, & AI

Machine-learning algorithms and autonomous systems introduce a wide range of morally significant questions: about rights, fairness, consent, accountability, trust, transparency, exploitation, and sustainability, among others. For example, are there moral costs to the design and training processes of such algorithms? Is it acceptable for an algorithm to classify people differently on the basis of things they have no control over, even if it's very accurate? How do we tell a machine we want its outcomes to be fair? What should we do when there is entrenched disagreement about moral values? More broadly, is it a problem if a machine-learning system develops a standard that is too complex to be recognizable as a human moral concept, or even understood by humans at all? If a machine reaches a certain level of sophistication, can it acquire moral status, e.g. responsibility for its decisions?

Students consider questions like these systematically and philosophically, with knowledge of the predictive reasoning underlying such systems. Special attention is paid to the difficulty of narrowing the gap between mathematical precision and human intuition. Readings come from a range of fields: computer science, contemporary philosophy, statistics, cognitive science, and law.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S198 - Measuring the Environment

Identifying and addressing environmental problems hinges critically on being able to measure them. How does environmental quality influence human well-being, and how are groups differentially exposed to environmental quality? How do different products/industries/countries contribute to environmental problems and how important are these impacts (relative to other social issues)? Students explore methods from economics and environmental science that are used to measure the environment, focusing specifically on experimental and observational data analysis, mapping, air pollution modeling, lifecycle and input-output analysis and economic valuation methods. Students use these methods to answer questions related to a range of current environmental issues such as air and water pollution, climate change, destruction of ecosystems and environmental inequities.

Credits: 1.0
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

CORE S199 - Computing as a Weapon

Computing as a Weapon uses that simile as a means for contextualizing and studying the development of modern computers for science, a history which is inextricably linked with warfare and weaponry. The development of digital computing hardware in the US was motivated largely by the need to speed up ballistic trajectory computation in World War II and for studying the feasibility of a thermonuclear weapon, among other scientific and military needs. As computers evolved from special-purpose devices to supporting general-purpose computation, they have continued to be an indispensable aid for scientific investigation and discovery like developing drugs to combat disease and simulating the environment to predict and possibly fight aspects of climate change. At the same time, the general purpose nature of computers allows them to be used as weapons of oppression, censorship, surveillance, and electronic warfare. What emerges is a view of the computer as a mostly beneficial weapon of science, including how it has shaped and continues to shape the kinds of questions that are feasible to address.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: Sciences

LING 200 - Science of Language Acquisition

Explores scientific questions regarding infants' and adults' acquisition of native and non-native languages. Students read journal articles and book chapters in the interdisciplinary field of linguistics, and engage in collecting and analyzing spoken language data. What goes on in the brains of new-born infants before they discover the meanings of words? Why do some adults succeed in learning a second language, while others do not? What might be the linguistic and social consequences of acquiring an English dialectal accent? Do non-human animals use language? Addressing these questions illuminates physiological, linguistic, psychological, and social factors that determine success or failure of acquiring language.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: CORE 115S and CORE 150S

LING 222 - The Theories and Practice of Second Language

Introduces students to the history and research that has shaped the field of second language teaching methodologies. The study of this history of language teaching helps situate students' understanding of the scientific findings that have led to current pedagogical approaches. Students examine scholarly studies focused on teaching methodologies to gain a greater understanding of how scientific research has led to theoretical approaches that are applied in classroom instruction. Topics covered include theories of communicative language acquisition, current teaching methods, the definition and assessment of language proficiency, the role of social justice in language instruction, and the influence of technology on language learning and classroom practices.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

LING 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

LING 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

LING 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MATH 105 - Introduction to Statistics

An introduction to the basic concepts of statistics. Topics include experimental design, descriptive statistics, correlation, regression, basic probability, mean tendencies, the central limit theorem, point estimation with errors, hypothesis testing for means, proportions, paired data, and the chi-squared test for independence. Emphasis is on statistical reasoning rather than computation, although computation is done via software.

Credits: 1.00
Corequisite: None
Prerequisites: Three years of secondary school mathematics
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 161 - Calculus I

An introduction to the basic concepts of differential and integral calculus including limits and continuity; differentiation of algebraic, trigonometric, exponential, and logarithmic functions; applications of the derivative to curve sketching, related rates, and maximum-minimum problems; Riemann sums and the definite integral; and the fundamental theorem of calculus.

Credits: 1.00
Corequisite: None
Prerequisites: Three years of secondary school mathematics including trigonometry
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 162 - Calculus II

A continuation of the study of calculus begun in MATH 161. Topics covered include the calculus of inverse trigonometric functions, techniques of integration, improper integrals, L'Hôpital's rule and indeterminate forms, applications of integration, and Taylor series. Note: MATH 161 may not be taken after credit is earned for MATH 162.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 161 with a grade of C- or higher or equivalent experience in a secondary school calculus course
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 163 - Calculus III

The content from MATH 161 and MATH 162 is extended to several variables. Among the topics considered are surfaces in three-dimensional space, partial derivatives, maxima and minima, and multiple integrals.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 162 with a grade of C- or higher, or equivalent experience in a secondary school calculus course, or MATH 161 with a grade of B- or better and concurrent enrollment in PHYS 232
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 214 - Linear Algebra

A study of sets of linear equations and their transformation properties over vector spaces. Topics include: systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, eigenvectors, and diagonalization.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 162 or MATH 163
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 240 - Computational Statistics with R

Provides a comprehensive introduction to the field of statistics and probability and the understanding of scientific programming and simulation. Students learn to clean, summarize, and analyze data in R, focusing on interpretation and extracting information. Coursework aims to expose students to the theory of probability and statistics through computational exercises and topics that provide insight into the essential theories of probability, random variables, expectations, and statistical inference. The required lab portion of the course enables students to implement these ideas in R by exploring real data from several disciplines.

Credits: 1.0
Corequisite: MATH 240L
Prerequisites: MATH 161 or equivalent experience in a secondary school calculus course.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

MATH 240L - Computational Statistics with R Lab

Required corequisite to MATH 240.

Credits: .25
Corequisite: MATH 240
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MATH 250 - Number Theory & Math Reasoning

Questions about the positive integers 1, 2, 3 . . . have fascinated people for thousands of years. The ancient Greeks noted the existence of right triangles with sides of integral length, corresponding to equations such as $3^2 + 4^2 = 5^2$ and $5^2 + 12^2 = 13^2$. Is there a way of describing all such "Pythagorean Triples?" As another example, the integer 6 is called "perfect" because 6=1+2+3, so that 6 is the sum of its positive factors. There are currently 51 known perfect numbers. Do the perfect numbers follow any pattern? Are there infinitely many of them? Much of this course focuses on such questions as a means for introducing students to the spirit and methods of modern mathematics. Other course content deals with the question of extending the list 0,1,2,3,... so that it will include the number of elements in any finite set, but also the number of elements in any infinite set. The emphasis throughout is on developing the ability to construct logically sound mathematical arguments and communicate these arguments in writing.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 162 or MATH 163 with a grade of C or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 260 - Computational Mathematics

An exploration of computer manipulation and presentation of mathematical ideas. The computer allows mathematics to be explored, manipulated and connected to data. No background in programming is presumed. Students learn how numbers are stored and manipulated on the computer in order to do mathematics (from calculus to linear algebra to exploring patterns in the integers), how mathematical functions can be encoded and presented, and how data relates to functions. Induction and continuity are methods of proof relying on infinity, yet will be explored using the finite number cruncher called a computer. The results provide examples and intuition for further mathematical investigation. The required lab portion of the course allows students to implement these ideas in practice.

Credits: 1.00
Corequisite: MATH 260L
Prerequisites: MATH 162 and MATH 163
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 260L - Computational Mathematics Lab

Required corequisite to MATH 260.

Credits: 0.25
Corequisite: MATH 260
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 302 - Systems Biology

Systems biology is an emerging interdisciplinary field that employs quantitative methodologies to gain a system-level understanding of the complex interactions of biological processes. Students focus on the applications of mathematical techniques such as differential equations, machine learning, network science, and modeling (e.g., Boolean and stochastic modeling) to the study of gene regulation, signal transduction pathways, small- and large-scale biological networks, and human diseases. Students also learn how to analyze biological questions using computer software.

Credits: 1.00
Crosslisted: BIOL 302
When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: (MATH 161 or MATH 162) and (BIOL 182 or MATH 163 or PHYS 204 or COSC 101)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 307 - Geometry

A study of several geometrical systems, with emphasis upon a development of Euclidean geometry that meets current standards of rigor.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: MATH 163
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 308 - Differential Equations

Differential Equations relate unknown functions to their derivatives. Finding the solution involves identifying functions that satisfy that equation. This course focuses on techniques for solving ordinary differential equations as well as some basic general theory of ordinary differential equations. Topics include: first order equations with associated initial conditions, linear higher order equations with constant coefficients, systems of linear and nonlinear differential equations, and solutions written as power series and/or using transforms. Applications are presented.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 162 and MATH 163 and MATH 214
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 310 - Combinatorial Problem Solving

Develops methods to solve combinatorial (finite) problems arising in mathematics, computer science, and other areas from the natural and social sciences. Enumeration and graph theory are the main subjects. Topics include recurrence relations, generating functions, inclusion-exclusion, modeling with graphs, trees and searching, graph coloring, and network algorithms. The emphasis is on problem solving rather than theory.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: MATH 162
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 312 - Math Modeling: Social Sciences

How do we translate problems from the world into solvable mathematical problems? Mathematical modeling is the art of creating mathematical problems whose solutions are useful for real world problems. Methods such as scaling, qualitative analysis, chaos and limits of predictability, Markov chains and simple random models, agent based models and optimization of non-parametric functions are discussed. Applications considered arise from economics, political science, and sociology.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: MATH 214
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 313 - Functions of Complex Variable

By introducing the imaginary number $i = \sqrt{-1}$ the analysis of functions over the complex plane becomes, at times, distinctly different than over the real plane. Topics include complex numbers and functions, the theory of differentiation and integration of complex functions, sequences and series of complex functions, and conformal mapping. Special attention is given to Cauchy's integral theorem.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: MATH 162 and MATH 163. Students who have not taken MATH 162, but have learned the equivalent of MATH 162 in other courses, shall consult with the instructor
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 315 - Mathematical Biology

Mathematical biology is a fast growing and interdisciplinary area in which mathematics is utilized as a tool for studying various biological phenomena such as population growth, infectious diseases, the spread of invasive species, cell movement, dynamics of a neuron, etc. This course provides an introduction to the basics of discrete and continuous models and mathematical concepts for students to learn how to derive, interpret, solve, simulate, and understand models of biological systems.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: MATH 163 and MATH 214
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

MATH 316 - Probability

An introduction to the basic concepts of discrete and continuous probability: axioms and properties of probability, standard counting techniques, conditional probability, important random variables and their discrete and continuous distributions, expectation, variance, moment generating functions, transformations, and joint distribution functions. Additional topics may include: Markov chains and Monte Carlo methods.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: MATH 162 and MATH 163
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 354 - Data Analysis I - Generalized Linear Models

An applied course on linear models, an umbrella term that covers a wide range of statistical models widely used today across disciplines in academic research and industry. Building on simple linear regression, students explore multiple linear regression with both quantitative and qualitative explanatory variables. Students investigate model building, assessment of assumptions with model diagnostics and residual analyses, and the interpretation of results via statistical inference, untangling interaction terms, and post hoc analyses. This discussion is then extended to analysis of variance (ANOVA), generalized linear models, and mixed effects models. While applied, coursework aims to combine theory and application to emphasize the need for understanding each method's theoretical foundation. Through iterative practice with scientific writing, students also learn to effectively communicate quantitative information. The statistical software R is used for all analyses.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 240
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

MATH 360 - Graph Theory

An investigation of the properties and structure of graphs. Graph theory uses mathematical constructs called graphs to approach a diverse set of problems that have nontrivial applications in computer science, operations research and other disciplines. It is one of the very few mathematical areas where one is always close to interesting unsolved problems. Topics include graphs and subgraphs, trees, connectivity, Eulerian and Hamilton cycles, matchings, colorings, planar graphs, directed graphs, network flows, counting arguments, and graph algorithms.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: MATH 250 or MATH 310 or COSC 290
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 362 - Topology

An introduction to both point-set topology and basic algebraic topology. Topics include metric spaces, topological spaces, compactness, connectedness, the classification of surfaces, mod-2 homology, and the Jordan curve theorem. Additional topics that demonstrate connections with analysis, dynamics, and algebra are determined by the instructor based on student interest.

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 250 or MATH 163 with a grade of C or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 375 - Abstract Algebra I

Abstract algebraic structures, rather than results specific to the usual number systems, are developed. Basic algebraic structures presented include groups, rings, integral domains, and fields.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 250 with a grade of C or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 376 - Numerical Analysis

An introductory treatment of methods used for numerical approximation. Topics include: roots of equations, simultaneous linear equations, quadrature, and other fundamental processes using high speed computing devices.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 214 and MATH 260 with a grade of C or better

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 377 - Real Analysis I

Results from calculus, including limits, continuity, the derivative, and the Riemann integral, are given a rigorous treatment.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 162 and MATH 163 and (MATH 250 or MATH 260) with a grade of C or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 408 - Partial Differential Equations

Explores mathematics as it is applied to the physical sciences. Mathematical topics may include boundary value problems, partial differential equations, special functions, Fourier series and transforms, Green's functions, and approximate solution methods.

Credits: 1.00
When Offered: Fall semester only, based on demand

Corequisite: None
Prerequisites: MATH 308
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 410 - Ramsey Theory

Unbreakable, inevitable, assured, inescapable: choose whichever synonym you prefer. Ramsey theory is the study of properties that must occur for sufficiently large structures. We can try to break the structure through partitioning, but a Ramsey property will persist. We will survey the main results in Ramsey theory and, along the way, encounter several disparate proof techniques. We will visit van der Waerden's Theorem on arithmetic progressions, Ramsey's Theorem on graphs and hypergraphs, the Hales-Jewett Theorem on multi-dimensional tic-tac-toe, and Hindman's Theorem on infinite sets of finite sums, among other fascinating results.

Credits: 1.00
When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 250 and (MATH 310 or MATH 360 or MATH 375)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 414 - Matroids

Matroids take varying notions of "independence" within different areas of mathematics -- including linear algebra, graph theory, geometry, and abstract algebra -- and form a way to unite them. This single idea, first studied in 1935, turned out to form an immensely powerful framework that is among the most active areas of research within discrete mathematics. For example, it turns out that greedy algorithms are possible exactly when there is a matroid lurking in the background. Students are introduced to the fundamentals of matroid theory, with an emphasis on geometry. Topics include graphic matroids, representable matroids, affine and projective finite geometries, hyperplane arrangements, operations on matroids, and the Tutte polynomial.

Credits: 1.0
When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 250 and (MATH 310 or MATH 360 or MATH 375)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 416 - Mathematical Statistics

Building on the material learned in MATH 316, students examine the theoretical underpinning of statistical results. Topics include theoretical explorations of limit theorems, estimation, sampling distributions, confidence intervals, and tests of hypotheses. More specifically, students explore sufficiency, maximum likelihood techniques, minimum variance principles, uniformly most powerful tests, pivotal quantities, test inversions, and asymptotic evaluation with the choice of additional topics determined by the instructor (e.g., Bayesian and nonparametric estimation). While the primary focus is on the theory of statistics, students will learn to conduct and evaluate these approaches via simulation using the statistical software R. Students may find MATH 416 a useful companion to the application-focused MATH 354.

Credits: 1.00
When Offered: Spring semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 316
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 417 - Brownian Motion & Stochastic Calculus

A systematic study of continuous random processes through the lens of Brownian motion and the associated calculus, achieved via a balance of theory and numerics. Topics include: Gaussian processes, Brownian motion, conditional expectations, martingales, Itô's formula, Itô processes, and stochastic differential equations. Applications to finance, physics, and computer science are illustrated.

Credits: 1.0
When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 214 and (MATH 240 or MATH 250 or MATH 260) and (MATH 316 or MATH 377)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 448 - Nonlinear Dynamics & Chaos

An introduction to the techniques and concepts used to analyze real-time dynamic models that involve nonlinear terms. Applications are highly emphasized and include interdisciplinary topics such as biological population dynamics, mechanical systems, oscillating chemical reactions, electrical circuits and synchronization. This course is team-taught by members of the physics and mathematics departments.

Credits: 1.00
Crosslisted: PHYS 448
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 308 or PHYS 334 with a grade of C- or higher
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students should enroll through the department for which they intend to use the credit.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

MATH 450 - Number Theory II

Continues the study of number theory begun in MATH 250 and includes the Quadratic Reciprocity Law of Gauss, the Cubic Reciprocity Law of Eisenstein and Jacobi, and other topics from algebraic number theory.

Credits: 1.00
When Offered: Spring semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 375
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 454 - Statistical Learning

An applied regression course that involves modeling and interpreting data with statistical learning methods in regression and classification. Topics include K Nearest Neighbors, Logistic Regression, Discriminant Analysis, Ridge Regression, LASSO, Regression Splines, Generalized Additive Models, Tree-Based Models, and Support Vector Machines, with the choice of additional topics determined by the instructor (e.g., Bootstrapping, Principal Components Analysis, Latent Profile Analysis, Clustering, structural equation models). While applied, it aims to combine theory and application to emphasize the need for understanding each method's theoretical foundation. This conversation is had through illustrating a variety of inferences, residual analyses and fully exploring the implications of our assumptions.

Credits: 1.00
When Offered: Spring semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 354
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

MATH 460 - Hilbert and Banach Spaces

Introduces the notions of Hilbert and Banach spaces. A thorough understanding of these types of spaces is crucial in several areas of mathematics and applied mathematics. For example, quantum theory can be formulated in terms of operators on infinite dimensional Hilbert spaces. Students are also introduced to the notion of basis and frames in finite and infinite dimensions. In finite dimensions frames are spanning sets for a vector space.

Credits: 1
When Offered: When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 214 and MATH 377
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 481 - Investigations in Computational Biology

Quantitative techniques have become a crucial tool in recent years for analyzing biological systems, a field which has been flooded with highly detailed experimental data due to new advanced data acquisition techniques in the biological sciences. This interdisciplinary research tutorial explores the analysis of biological systems using quantitative approaches such as mathematical modeling, statistical learning, and computer programming. The research themes include (but are not limited to) mathematical modeling of key biological systems including human circadian clock, as well as analysis of human diseases using genomic datasets and machine learning.

Credits: 1.00
Crosslisted: BIOL 481
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

MATH 482 - Research Seminar: Applied Mathematics

This capstone seminar presents senior Applied Mathematics majors with a research experience in applied mathematics. Each student will work closely with the instructor on a research problem that will require the integration of previously developed applied mathematics skills. Students will apply their learning from previous math courses toward a specified research problem and will delve deeply into material related to the specific problem. Each student will complete a written piece of mathematics addressing their research problem and will present their work as a final thesis.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 376 and MATH 377
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

MATH 483 - Research Seminar: Mathematics

This capstone seminar presents senior Mathematics majors with a research experience in mathematics. Each student will work closely with the instructor on a research problem that will require the integration of previously developed mathematics skills. Students will apply their learning from previous math courses toward a specified research problem and will delve deeply into material related to the specific problem.

Credits: 1.00
Corequisite: None
Prerequisites: MATH 375 and MATH 377
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

MATH 485 - Abstract Algebra II

Continues the study of abstract algebraic structures, providing a careful and intensive study of topics such as group theory, ring theory, field theory, and Galois theory.

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 375 with a grade of B or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 487 - Real Analysis II

Topics for this course are selected from among the following: metric spaces, sequences and series of functions, the Lebesgue integral.

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 377
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 489 - Axiomatic Set Theory

Set theory serves as a foundation for all of mathematics, in the sense that all of the objects and constructions of mathematics can be expressed in terms of sets. It was discovered over 100 years ago, however, that intuitive set theory is riddled with contradictions. This course introduces students to the axioms of Zermelo-Fraenkel set theory, which restrict the ways in which sets can be formed, in the hope of avoiding the contradictions. Topics include the Zermelo-Fraenkel axioms and some of their consequences; well-orderings and various statements equivalent to the axiom of choice; and ordinal and cardinal numbers.

Credits: 1.00
When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 375 with a grade of B or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None
Formerly: MATH 389

MATH 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

MATH 499 - Mathematical Logic

The topics covered include the following: propositional and predicate calculus, completeness and compactness theorems, the foundations of nonstandard analysis, first-order model theory, recursive functions, a full proof of Godel's Incompleteness Theorem, and undecidability.

Credits: 1.00
When Offered: Fall semester only, in alternate years, based on demand

Corequisite: None
Prerequisites: MATH 375 with B or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

ARAB 121 - Elementary Arabic I

Offers elementary training in the skills of listening, speaking, reading, and writing through intensive training in the phonology and script of Modern Standard Arabic and its basic vocabulary and fundamental structure. There is a focus on simple interactive communicative tasks involving teacher with students and students among themselves. Basic grammar is taught through reading, writing, and speaking drills in conjunction with the formal exercises in the text. This training is supplemented with simple lessons on interpersonal transactions and cultural contexts.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None
Formerly: Formerly MIST 121

ARAB 122 - Elementary Arabic II

Continues the presentation of fundamentals of Arabic grammar and the development of proficiency in reading, writing, and spoken communication skills and oral comprehension, including extensive cultural material. Provides additional training in formal spoken Arabic, with significant consideration to deviations of certain Arabic dialects. In addition to standard drills, students are expected to engage in structured and semi-structured speaking activities, as well as content-based language activities built around regional topics.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 121 or MIST 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 195 - Elementary-Level Arabic Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 201 - Intermediate Arabic I

Continues the study of Modern Standard Arabic begun in ARAB 121 and 122, or their equivalent. Emphasis is placed on grammatical analysis, writing, and reading of increasingly longer and more complex texts; further vocabulary acquisition; and continued practice in listening and speaking formal Arabic.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 122 or MIST 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 202 - Intermediate Arabic II

Continues the presentation of fundamentals of Arabic grammar and the development of proficiency in reading, writing, and spoken communications skills and oral comprehension, including extensive cultural material. Students should be able to receive instructions in Arabic. Provides additional extensive training in formal spoken Arabic, with significant consideration to classical Arabic, as well as the deviations of certain Arabic dialects. Students concentrate on extensive reading and writing as well as correct prose. Students encompass interdialectical features as well as the variations of modern standard Arabic; and complete and

emphasize the functional as well as the situational aspects of the Arabic language. Students are expected to write brief essays in Arabic and continue to engage in structured and semi-structured writing and speaking activities, as well as content-based language activities built around regional topics.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 201 or MIST 201 or equivalent
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 295 - Intermediate-Level Arabic Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 301 - Advanced Arabic I

The first part of a year-long advanced Arabic sequence that aims to move students from the intermediate level towards the advanced level of proficiency as defined by the standards set by the American Council of Teachers of Foreign Languages (ACTFL). Designed to enable students to refine and expand their knowledge of Arabic grammar and sentence structures via intensive daily instruction that includes practice of all the four language skills: listening, speaking, reading, and writing. Cultural awareness is also integral to the Advanced Arabic course and is introduced through readings, lectures, and activities, and further reinforced through an assigned cultural project. Conducted in Arabic and most of the materials are authentic.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 202 or MIST 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 302 - Advanced Arabic II

Second part of a year-long advanced Arabic sequence that aims to move students from the intermediate level towards the advanced level of proficiency as defined by the standards set by the American Council of Teachers of Foreign Languages (ACTFL). Designed to enable students to refine and expand their knowledge of Arabic grammar and sentence structures via intensive daily instruction that includes practice of

all the four language skills: listening, speaking, reading, and writing. Cultural awareness is also integral to the Advanced Arabic course and is introduced through readings, lectures, and activities, and further reinforced through an assigned cultural project. Conducted in Arabic and most of the materials are authentic.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 301 or MIST 301
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 315 - Classical Arabic of the Qur'an

An advanced course dedicated to studying the Classical Arabic language and key themes of the Qur'an, the central text of Islam, and of classical commentaries which draw on it. The course aims to provide students with the advanced Arabic language skills specific to comprehending this Muslim holy text. By analyzing selected Āyāt (verses) of the book, students become acquainted with the distinct language of the Qur'an-its complex vocabulary, style, orthography, phonology, morphology, and syntax. Students also become familiar with the rules for its correct recitation as well as basic Tafsir (Qur'anic exegesis). The languages of in class discussion will be both Classical Arabic (which draws on the Qur'an) and Modern Standard Arabic. A small selection of assigned readings are in English.

Credits: 1
Corequisite: None
Prerequisites: ARAB 202 or MIST 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: Variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought & Expression
Liberal Arts Practices: None
Core Component: None

ARAB 395 - Advanced-Level Arabic Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 401 - Topics in Arabic Language and Culture I

ARAB 401 and ARAB 402 comprise a year-long course sequence aimed at moving students from the Advanced-Low level of proficiency towards the Superior one. Six themes (three in each semester) are selected to represent a wide range of topics that are highly discussed among Arabs and non-Arabs in today's world. These themes enable students to further develop their abilities to extract essential information and identify linguistic nuances in the four skills (listening, speaking, reading, and writing) as well as further deepen their understanding of Arab cultures. The courses are designed in accordance with the latest pedagogical philosophy and in light of the national standard guidelines and best practices in teaching Arabic a foreign language. The only language allowed in class is Arabic.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 302 or MIST 302
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 402 - Topics in Arabic Language and Culture II

ARAB 401 and ARAB 402 comprise a year-long course sequence aimed at moving students from the Advanced-Low level of proficiency towards the Superior one. Six themes (three in each semester) are selected to represent a wide range of topics that are highly discussed among Arabs and non-Arabs in today's world. These themes enable students to further develop their abilities to extract essential information and identify linguistic nuances in the four skills (listening, speaking, reading, and writing) as well as further deepen their understanding of Arab cultures. The courses are designed in accordance with the latest pedagogical philosophy and in light of the national standard guidelines and best practices in teaching Arabic a foreign language. The only language allowed in class is Arabic.

Credits: 1.00
Corequisite: None
Prerequisites: ARAB 401 or MIST 401
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARAB 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MIST 214 - Muhammad and the Qur'an

Provides an in-depth introduction to the Qur'an, the life of the Prophet Muhammad, and the centuries of interpretative debates among both Muslims and non-Muslims over the meaning of these two foundations of the Islamic tradition. Students begin with an immersion in the earliest Islamic primary sources, reading excerpts from the Qur'an itself and the first biography of Muhammad ever written. Next, students examine recent scholarly debates over the nature of Muhammad's movement and message. The second half of the course adopts a more thematic approach, looking at issues like the place of women in the Qur'an, the authority of reason vs. revelation, Islamic education, and Qur'anic ethics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

MIST 215 - Comparative Politics: Middle East

An introduction to Middle Eastern politics, including historical foundations of the modern Middle East, competing strategies of state building, the Arab-Israeli conflict, the Gulf War, the rise of political Islam, and American policy toward the region.

Credits: 1.00
Crosslisted: POSC 215
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

MIST 252 - Muslim Societies in Motion

How have contemporary global markets, media, and mobility fueled a worldwide Islamic revival? Has expanded access to public schooling and digital media among ordinary Muslims challenged state power and authority—or enhanced it? If pious Muslims rejected Islam's mystical (Sufi) traditions in the twentieth

century, why are many embracing these traditions today? This course poses and answers such questions by exploring Muslim-majority societies across time and place, emphasizing the changing technologies, institutions, practices, and identities that bind them. Major historical topics addressed include Islam's foundational texts and interpretive traditions, colonial modernity and market capitalism, the rise of nation-states and national identities, and contemporary globalization. Major social-cultural topics include changing media technologies and access, current Islamic revivalism and Islamic feminist movements, gender and sexuality, knowledge and power, and secularism and non-Muslim religious minorities.

Credits: 1.00
Crosslisted: ANTH 252
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

MIST 262 - Islam in Our Post-9/11 World

The September 11th attacks left an indelible mark on both American political discourse and the experiences of Muslim communities across the globe. This course asks: how should we conceptualize the relationship between Islam and the West in our post-9/11 world? Together, we will explore the history and ideas behind contemporary headlines in an effort to understand the roots of Islamist violence, American foreign policy towards Muslim-majority countries, Muslim debates over the future of their faith, and popular discourse on Islam in the West. We will look at a wide range of sources and perspectives in order to tackle these difficult but exceedingly relevant issues.

Credits: 1
Crosslisted: RELG 262
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

MIST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MIST 304 - Islam and Politics

Studies the impact of the Islamic resurgence on international and intra-national politics. The course begins with an introduction to the Islamic faith. Students explore the origins of the Islamic resurgence, the ideas of influential Islamic political thinkers, and Islamic movements in comparative perspective (Iran, Egypt, Indonesia, the United States, and France). The class concludes by examining two issues of great contemporary importance: the impact of Islam on democracy and the future relationship between the Islamic world and the West.

Credits: 1.00
Crosslisted: POSC 304
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

MIST 310 - Islamic Jurisprudence

Addresses Islamic jurisprudence from the historical background of Islamic law, known as Shari'ah, namely the five Sunni and Shiite Schools of Law, the concept of "Ijtihad," and Islamic criminal law. Students also study the relationship between Islamic and other systems of jurisprudence. Consideration of Muslim theology offers an important context for understanding Islamic law.

Credits: 1.00
Crosslisted: None
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

MIST 330 - Capitalism & Imperialism in the Middle East

How can we understand the challenges that face the Middle East and North Africa in relation to the broad sweep of global history and our increasingly interconnected world? Students examine the evolving relationship between the modern world and the regions of northern Africa and southwestern Asia, from the global economy of the Silk Road to the transnational causes of the 2011 Arab Uprisings. Going beyond the intersection of politics and economics, students examine the various ways in which governments — states, colonies, and empires — have come to understand and manage the societies and territories under their jurisdiction. At the same time, students examine the interactive relationship between state power and regional changes to societies and environments within a global context. Deploying a broad array of disciplinary approaches, students engage with debates about the legacies of European imperialism, postcolonial development, contemporary globalization, persistent authoritarianism, oil dependency, intensive militarization, and seemingly endemic terrorism.

Credits: 1.0
Crosslisted: PCON 330
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

MIST 351 - The Israel/Palestine Conflict

Focuses on the longstanding struggle between Israelis and Palestinians, as well as on the history of the way the conflict has been defined (e.g., an Arab-Israeli conflict, a religious war between Jews and Muslims, etc.). The course profiles episodes in the history of the conflict--and of the efforts to resolve it--in light of contemporary developments across the globe. The war of 1948 is analyzed in light of decolonization struggles following WWII, just as the "Six-Day War" of 1967 is studied in light of Cold War politics. In addition to focusing on flashpoints in the history of the conflict, the course also examines international agendas for ending it. Repeated US efforts to broker a peace are analyzed in light of geopolitical developments elsewhere. Students will become well-versed in the historical and social developments of the conflict and study the various treaties, armistice agreements, and memoranda that have guided efforts to bring it to a conclusion. They also study outstanding issues in the contest between Israel and the Palestinian Authority, as well as current peace and armistice proposals.

Credits: 1.00
Crosslisted: PCON 351
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

MIST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MIST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MUSE 120 - Introduction to Museum Studies

Introduces students to the rich interdisciplinary array of historical, theoretical, and practical topics that comprise this fast-growing field. Major themes include the history of museums from cabinets of curiosity to the Museum of Modern Art; critical display analysis; post-colonial critiques of museums; restitution and repatriation; and the practical aspects of museum management, education, and curating.

Credits: 1
Crosslisted: HIST 120
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

MUSE 201 - Museum Curating in the Digital Age

Examines how advancements in digital technologies (e.g. 3D scanning, VR, online collections searches, digital publishing) have impacted the discourse, methods, and practices of museum curating. Through weekly readings and discussions, students engage critically with questions surrounding the use of digital technologies for enhancing museum exhibitions, collection access, and visitor engagement in twenty-first century museums, while developing an understanding of the practical implications of curating for both physical and virtual audiences. Students apply this knowledge while conducting research on objects from University collections, writing interpretive texts, and designing digital resources. Students are responsible for curating a digital exhibition together, based on the exhibition at the Picker Art Gallery and evaluating the needs of the museum to propose, develop, and prototype a digital curatorial project.

Credits: 1.0
Corequisite: None
Prerequisites: MUSE 120 or HIST 120 or ARTH 270 or ANTH 300 or MUSE 300
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums

Explores the relationship between African arts, museums, and medicinal and public health systems. Students examine the role played by museums in crafting knowledge and perceptions of African arts through the use of and display of certain objects/subjects and the intersections of those understandings with concepts (and interpretations) of health. The over-arching goal of the course is for students to become critical readers of 'Africa', and the 'Idea' of Africa, in museums and in medicine, and through the use of material culture and ethnographic collections.

Credits: 1
Crosslisted: ALST 219
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

MUSE 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

MUSE 300 - Museum Curating

Examines historic and contemporary curatorial methods while exploring ways to apply these methods appropriately in the development of a current exhibition. Students build on their understanding of the theoretical and ethical issues in museums while engaging with the practical challenges confronted by museum curators, such as complicated museum legacies, curatorial voice, collaboration, and accessible design. Students apply this knowledge while conducting object-based research, designing displays, and writing interpretive texts.

Credits: 1
Corequisite: None
Prerequisites: ARTS 120 or HIST 120 or ARTS 370 or ANTH 300
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

MUSE 310 - Curating Public History: Utopia, Sex and Silver at the Oneida Community Mansion House

Students work closely with the curatorial staff at the Oneida Community Mansion House to research the Mansion and the "free love" utopian community it was built to house in the nineteenth century. Students explore the history, philosophy, and material culture of this community from its founding through its evolution into a joint-stock company, Oneida Limited, renowned for its manufacturing of silverware in the 20th century. Student research culminates in the curation of an exhibition at the Mansion House. Class meetings are held alternately on campus and at the Mansion House (transportation is provided).

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

MUSI 101 - The Beatles

In the sixties, the Beatles revolutionized popular music. This course is an in-depth study of the music of the Beatles with a focus on songwriting. The goals are to learn how to analyze their songs, to gain insights into their music and lyrics, to understand why they were so successful and to think critically about music. Issues of the significance of rock on the culture and history of the sixties are also discussed.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

MUSI 103 - Musicianship and Songwriting

Music is for everyone. Yet, it can seem almost mystical to the uninitiated. "Musicianship and Songwriting" provides an environment in which students with no prior musical experience are encouraged to explore the fundamentals of musical practice. Through group singing, rudimentary keyboard, and rhythm exercises, students establish connections between their bodies, ears, and minds that are essential for making music. Individual hearings are conducted over the course of the semester to guide students' practice. Students learn to read notation and examine music's core elements (rhythm, melody, and harmony) as expressed through popular, folk, and traditional idioms. At the end of the term, students apply their understanding of these elements through the composition of a song. Whether students ultimately aim to be vocational creators or more well-educated listeners, the skills and methods in this course prepare them for a deeper study of music; guiding them to a better understanding of the music they hear every day.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students who have taken private lessons or have high school music performance experience should take MUSI 203
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 105 - Introduction to Experimental Music

Explores the artists and researchers whose contributions to music have shaped its trajectory in the 20th and 21st centuries. Students are provided a unique opportunity to engage with and respond to acoustic, electroacoustic, and digital works that have significantly impacted artistic relationships to sound as a medium. No prior musical study or background assumed.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

MUSI 111 - History of Rock

Rock is a dominant force, a phenomenon. It began as the language of youth and grew to its present centrality. This music course examines innovative songs and artists, primarily from the `50s through the `70s, the era of classic rock. The goals of the course are to broaden students' knowledge of rock history for this period, to gain insights into the music and lyrics, to learn how to listen and analyze music, and to think critically. Since rock reflected 20th-century society, broad issues of culture, art, and history are also discussed. (H&A)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

MUSI 151 - The Musical Experience

An introduction designed to acquaint the listener with some of the masterpieces of Western classical music and beyond, and to develop an awareness of the role of musical elements, such as melody and orchestration, in the works studied. Coursework also attempts to develop an awareness of the role of musical elements, such as melody, harmony, and orchestration, in the works studied. While it is not expected that students have played an instrument or read music, coursework does attempt to develop some skills in score reading and notation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: May not be taken after a 200-level course has been completed.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

MUSI 161 - History of Jazz

A study of jazz from its roots in 19th-century Black American music to the present, through readings, intensive study of recordings, and class lectures. Students are introduced to the major style periods of jazz including swing, bebop, and fusion, as well as a critical understanding of how such histories are developed. Creative projects give students the opportunity to engage with the music hands-on, while other assignments guide students through the process of research in the humanities. Important composers, bands, and soloists are highlighted, including Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, and the Miles Davis groups. (H&A)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

MUSI 203 - Harmony I

An introduction to the harmonic language of Bach, Beethoven and the Beatles. Students learn to make basic chords and coordinate them with melodies to create sensible progressions in all keys. The course includes ear-training skills. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students considering a major or minor in music should take this course as soon as possible.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 204 - Harmony II

A continuation of Harmony I. The first part of the course is an intensive review of harmonic principles that develops greater fluency with them. The second part covers chromatic harmony and completes the chord grammar begun in Harmony I. The third part applies all the harmonic principles in an extensive analysis of a major composition such as a Beethoven symphony. Laboratory time devoted to ear training is required as in Harmony I. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: MUSI 203
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 205 - Songwriting Workshop

An introduction to the art and craft of songwriting that involves learning the technical aspects of songs and songwriting, creating original compositions, and sharing and developing work in class workshops before performing it (or having it performed) in public. Topics include conventional song forms, harmony and phrase structure, prosody, and approaches to effective lyric writing. Projects provide opportunities for collaboration, public performances, and engaging with other arts, disciplines, and socio–political issues.

Credits: 1.00
Corequisite: None
Prerequisites: Experience playing an instrument or singing
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 208 - Jazz Theory and Improvisation

Offers the study of basic jazz theory and its application in jazz improvisation. Topics include chord/scale relationships, musical line construction and development, jazz as a language, tension and release techniques, analysis of transcribed solos recorded by jazz masters, ear training, and jazz phrasing. Students play in class and practice outside of the classroom with pre-recorded rhythm section tracks. Theoretical material and several jazz compositions are memorized with students learning to play this material from memory on their instruments. Exams include written and performance segments. It is expected that enrolling students can read music and have played their instrument for at least three years. Open to wind, string, and keyboard musicians. (PF)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Previous completion of MUSI 203 is recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 215 - Music History I: Medieval through Baroque Periods

A survey of music history from Gregorian chant to Bach and Vivaldi. Music is studied both by itself and within its contemporary social context. Major genres, styles, and techniques of musical composition are discussed in both analytical and historical perspectives, through the study of representative works. (H&A)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 216 - Music History II: Classic through Modern Periods

A survey of music history from the era of Mozart and Beethoven to the present. Major genres, styles, and techniques of musical composition are discussed in both analytical and historical perspectives, and alongside contemporary social, political, and artistic trends. (H&A)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 217 - Chamber Players I

The Colgate Chamber Players (strings, pianists, brass, and winds) explore and perform a diverse chamber music repertoire in 4-5 yearly concerts, both on and off campus. Masterclasses, workshops, and performances with internationally recognized guest artists, outreach activities and repertoire research round out each semester.
An audition is required. This S/U only course may be taken for credit up to 4 times. Students who wish to continue register for the graded 300-level.

Credits: .25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 220 - Digital Music Studio

Workshop that provides an introduction to the modern digital studio. Students learn mixing and signal processing techniques in a Digital Audio Workstation (DAW), analog and digital synthesis, and the mastering process to develop skills in writing, recording, and editing digital music to meet current industry standards. In addition to creating original tracks, students are assessed on studio terminology and their ability to identify common production techniques in the work of other musicians, producers, and engineers. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: MUSI 103 or MUSI 203 or MUSI 205
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Quantitative and Algorithmic Reasoning
Core Component: None

MUSI 221 - World Music

A study of music as a cultural phenomenon. The course examines how music relates to many aspects of life, identifies social classes, embodies political issues, shapes ceremonial practices and creates cultural identity. Students attend extra musical events during the term and complete listening assignments. No musical experience is necessary. (H&A)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 230 - University Orchestra I

The 68-member student and professional orchestra offers four major concerts on the music department concert series every year. With the same wide-ranging repertoire of any major urban professional orchestra students learn about the works technically, stylistically, and historically.
An audition is required. This S/U only course may be taken for credit up to 4 times. Students who wish to continue register for the graded 300-level.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 232 - Colgate Concert Jazz Ensemble I

The ensemble introduces basic elements of jazz improvisation (blues) and includes interaction with nationally and internationally recognized guest artists. Students perform works by the top contemporary jazz writers as well as classic charts from the standard big band repertoire including Bob Mintzer, Thad Jones, Shelly Berg, Bill Holman, Sammy Nestico, Count Basie, and Duke Ellington. Participation in two consecutive terms is required in order to receive a single credit. (PF)

This S/U only course may be taken for credit up to 4 times, and requires an audition.

Credits: .25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 234 - University Chorus I

A performance course in choral music. The University Chorus rehearses and performs a diverse repertoire of choral masterworks, often with an accompanying guest orchestra. The purpose of this ensemble is to strengthen the community through music-making, improve each individual singer's musicianship and confidence in vocal technique, and perform both standard and lesser-known choral repertoire. A subset of the University Chorus, Chamber Singers, is the select choir at Colgate, performing more complex and unaccompanied repertoire and meeting for an extra hour each rehearsal.

This S/U only course may be taken for credit up to 4 times, and requires an audition.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 236 - Private Instruction I

Private study in voice or musical instruments is offered to advanced students. The course consists of one-hour lessons each week during the term and may include a public performance. (PF)

Credits: 1.00
Corequisite: None
Prerequisites: Student must have studied at Colgate with their studio instructor for at least two semesters before applying to take lessons for credit. Proposal required.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 245 - Composition

Students learn to compose for acoustic instruments in a workshop/masterclass setting. There are occasional opportunities for readings of student work by visiting artists. Over the course of the semester, students compose several short pieces before composing a complete work for chamber ensemble. These pieces are then performed in a public concert at the end of the semester. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: MUSI 103 or MUSI 203
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

MUSI 301 - Analysis

Can music be evaluated (criticized) rationally and objectively? After a review of traditional harmonic theory, the course covers critical theories of the 20th century, which students then apply to compositions of Western masters ranging from Bach to Brahms in order to test their claims. The course concludes with students' own critical evaluations of an important composition. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: MUSI 204
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

MUSI 313 - The Italian Opera Tradition (Study Group)

After an introduction to the principles of music drama, this course concentrates on operas representative of all important periods of the Italian tradition. The composers include Monteverdi, Mozart, and Verdi. The remaining operas studied are determined according to what is offered in the opera houses in and around Venice during a particular season. (H&A)

Credits: 1.00
When Offered: Venice Study Group

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

MUSI 317 - Chamber Players II

The Colgate Chamber Players (strings, pianists, brass, and winds) explore and perform a diverse and rich chamber music repertoire in 4-5 yearly concerts, both on and off campus.Masterclasses, workshops, and performances with internationally recognized guest artists, outreach activities and repertoire research round out each semester.

This graded course may be taken for credit up to 4 times, and requires an audition. Juniors and seniors may elect to take this course S/U (pursuant to all University S/U policies).

Credits: .25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 320 - Music for Multimedia

An advanced workshop seminar in which students learn to compose and produce music for passive and interactive media. Course topics include sample library realization, coding interactive sound in real and virtual spaces, and post-production procedures for contemporary physical formats and digital codecs. Students must demonstrate proficiency in a DAW or notation software.

Credits: 1.0
Corequisite: None
Prerequisites: MUSI 220 or MUSI 245
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 321 - Explorations in Global Music

It is often said that "music is a universal language," but how true is it? Students explore the "language" of music around the globe from the perspectives of sound, culture, history, and basic principles to shed light on what music means, what it sounds like, and how it functions (theoretically and socially) within different musical-cultural contexts. Through lectures, discussions, practical workshops, and performances, students examine traditional music, popular styles, and modern changes in regions such as Korea, Indonesia, Sub-Saharan Africa, the Middle East, and China with the goals of thinking critically and analytically about music while understanding its relevance within specific cultures.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 330 - University Orchestra II

The 68-member student and professional orchestra offers four major concerts on the music department concert series every year. With the same wide-ranging repertoire of any major urban professional orchestra

students learn about the works technically, stylistically, and historically. To earn credit, a student must take two consecutive terms. (PF)

This graded course may be taken for credit up to 4 times, and requires an audition. Juniors and seniors may elect to take this course S/U (pursuant to all University S/U policies).

Credits: .25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 332 - Colgate Concert Jazz Ensemble II

The ensemble introduces basic elements of jazz improvisation (blues) and includes interaction with nationally and internationally recognized guest artists. Students perform works by the top contemporary jazz writers as well as classic charts from the standard big band repertoire including Bob Mintzer, Thad Jones, Shelly Berg, Bill Holman, Sammy Nestico, Count Basie, and Duke Ellington. Participation in two consecutive terms is required in order to receive a single credit. (PF)

This graded course may be taken for credit up to 4 times, and requires an audition. Juniors and seniors may elect to take this course S/U (pursuant to all University S/U policies).

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 334 - University Chorus II

A performance course in choral music. The University Chorus rehearses and performs a diverse repertoire of choral masterworks, often with an accompanying guest orchestra. The purpose of this ensemble is to strengthen the community through music-making, improve each individual singer's musicianship and confidence in vocal technique, and perform both standard and lesser-known choral repertoire. A subset of the University Chorus, Chamber Singers, is the select choir at Colgate, performing more complex and unaccompanied repertoire and meeting for an extra hour each rehearsal.

This graded course may be taken for credit up to 4 times, and requires an audition. Juniors and seniors may elect to take this course S/U (pursuant to all University S/U policies).

Credits: .25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Restrictions: Audition required
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 336 - Private Instruction II

Private study in voice or musical instruments is offered to advanced students. The course consists of one-hour lessons each week during the term and may include a public performance. (PF)

Credits: 1.00
Corequisite: None
Prerequisites: Student must have studied at Colgate with their studio instructor for at least two semesters before applying to take lessons for credit. Proposal required.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 470 - Senior Seminar

Offered as an independent study, this course is required for honors or high honors in music. Taken in the senior year, study may be in whatever the student and faculty adviser regard as the student's major musical strength.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

MUSI 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

NAST 150 - Introduction to Native American and Indigenous Studies

What does the term "Indigenous" mean? Students examine Indigenous peoples as contemporary agents engaged in political struggle and share Indigenous understandings of being in relationship with the land. Defines colonization as an ongoing "settler colonial" project. Highlights Indigenous feminist and LGBTQIA understandings of Indigeneity and settler colonialism. Course content draws on scholarly literature, narrative history, and media.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

NAST 243 - Native American History

Typically, American history is told from the perspective of European colonizers, with the story beginning on the east coast and expanding west across the continent. How does American history look different when we reverse this perspective and put the continent's original people at the center of the story? What has been the experience of America's Indigenous people, both before and after European contact? And why is this history essential for understanding the world we live in today? With these questions in mind, students will examine the history of indigenous peoples in what is now the United States from 1492 to the present day. Particular focus will be placed on Native Americans' history of adaptation and resilience in the face of European and American colonialism.

Credits: 1
Crosslisted: HIST 243
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

NAST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep

Focusing on the words from people within the 19 Pueblos of New Mexico, this course introduces students to the Pueblo worldview. Students listen to a variety of voices--poets, storytellers, educators, artists--as they seek to understand interdependence, complementarity, and the vital interconnections across past and present that are held within specific places. As preparation for the Santa Fe study group, this course also enables students to prepare for their service learning work in the pueblos or at the Santa Fe Indian School.

Credits: 0.25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NAST 302 - Contemporary Issues in the Native American Southwest (Study Group)

Focuses on various issues facing Native American communities of the Southwest today, in particular the Pueblo, Navajo, and Apache peoples. Areas explored in the course include cultural expression, sovereignty, land claims, environmental protection, education, healthcare systems, religious rights, and economic development, among others.

Credits: 1.00
When Offered: Santa Fe Study Group

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NAST 303 - Service Learning in the Native American Southwest (Study Group)

Taught on the Santa Fe Study Group as an alternative to 302/302L. Students participate in service projects in Cochiti or Tesuque Pueblo or at the Santa Fe Indian School according to their own interests and Pueblo needs and desires for assistance. Community learning opportunities have included projects in sustainable

farming, land and animal management, law, health and wellness, elder care, and education from preschool through high school. Students work two days per week in the selected program and meet as a bi-weekly seminar and individually with the instructor to discuss their work in the pueblos.

Credits: 1.00
When Offered: Santa Fe Study Group

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NAST 310 - Indigenous LGBTQ and Feminist Studies

Indigenous women and LGBTQ people are at the forefront of contemporary movements for Indigenous nation re-building (sovereignty), land defense, and intellectual and socio-political thought. Scholarly and community-based research demonstrates the nature of Indigenous women's and LGBTQ lives in a historical and contemporary context. Through scholarship and community engagement, the importance and locations of Indigenous feminist and queer theory are defined in relation to western/colonial understandings of feminism as well as Indigenous political thought.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

NAST 320 - Native American Religious Freedom

Explores the interaction of indigenous religions and secular law in the United States. What does the U.S. Constitution say about Indigenous religious beliefs and practices? Why have Indigenous beliefs and practices been historically marginalized within U.S. law, and what does this history tell us about the separation of church and state? Students address these questions through an exploration of key U.S. Supreme Court cases from the 20th and 21st centuries. No prior knowledge of U.S. religion or U.S. law is assumed.

Credits: 1.00
Crosslisted: RELG 320
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

NAST 356 - Global Indigenous History

Indigenous communities exist throughout the world, but rarely is their history approached in global terms. What does "indigenous" mean, and how does world history look different when approached from the perspective of indigenous people? How does such an approach change the way we think about our national stories, and why does that matter? With these questions in mind, students explore the history of indigenous peoples from around the world, including communities in the United States, Latin America, Pacific island nations, Canada, and Australia. By examining these diverse people's experiences with outside colonization from the 15th century to the present, students are offered new perspectives on ongoing histories of colonialism, resistance, adaptation, and cultural resilience.

Credits: 1
Crosslisted: HIST 356
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

NAST 360 - Borderlands of North America

Instead of looking at history from the vantage of national centers, borderlands history focuses on the complicated places where empires, nations, and Indigenous peoples have collided, converged, and overlapped over time. Borderlands were—and continue to be—perplexing places, where national identities and boundaries often held little sway, and where marginalized peoples sought to forge new paths. A focus on borderlands has the power to change our perspective on the history of North America, and to lend insight into the complex politics that define the border up to the present day, including heated debates over migration and the building of border walls. With this in mind, students examine the history of Indigenous, U.S.-Mexican, U.S-Canadian, and imperial borderlands from the 16th through the 21st centuries, including their political, social, and environmental dimensions. (TR)

Credits: 1
Crosslisted: HIST 360
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

NAST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

NAST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NASC 110 - Singapore, Science, and the Life Aquatic (Study Group)

This fractional credit course serves as the foundational experience for the Singapore Study Group. The course introduces students to the rich culture and history of Singapore, provides discussions about the unique geographic setting, and examines the role of science, technology and engineering in the growth and future of Singapore. This course will be taught primarily in the three weeks leading up to the beginning of the term at the National University of Singapore (NUS) with reflection on the themes continuing throughout the study group, and concluding during reading week at NUS.

Credits: 0.50
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NASC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NASC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NASC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

NEUR 170 - Introduction to Neuroscience

In this introduction to the neuroscience major, relationships between brain and behavior are examined at a variety of levels, including neurochemical, neurophysiological, physiological, and cognitive functioning. This course does not normally count towards the psychological science major.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students who have taken PSYC 275.
Recommended: AP Chemistry or Biology, CHEM 101/111, BIOL 101, or BIOL 182 is strongly recommended. Prospective neuroscience majors should complete this course by the end of the sophomore year.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 201 - Strategies & Discoveries in Neuroscience

This intermediate-level course approaches the study of neuroscience through a critical analysis and interpretation of primary literature, experimental design and execution, general quantitative analysis, and effective communication of ideas (both written and oral formats). This course offers a unique opportunity for students to understand a variety of concepts and challenges within neuroscience through the lens of the scientific process.

Credits: 1.00
Corequisite: None
Prerequisites: NEUR 170
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 300NE - Topics in Neuroscience

An intermediate-level course in specific neuroscience topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

Credits: 1.0
Crosslisted: PSYC 300NE
Corequisite: None
Prerequisites: PSYC 200 or NEUR 201 or NEUR 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 353 - Visual Perception and Cognition

Our everyday visual experiences typically yield a sense of certainty in that we believe we are operating directly from information in the world around us. Despite such a belief, many of our decisions and actions depend on perceptual inferences derived from our internalized representations of external information. Put another way, many of our decisions and subsequent actions are the direct result of our brains making guesses based on fabricated information. The purpose of this course is to explore how perceptual and cognitive processes act to formulate low- and high-level visual representations of the physical world, and how those representations inform (and are informed by) our knowledge of the world. The vast majority of the readings for this course employ behavioral paradigms that target the neurological (*functional*) underpinnings associated with visual representations and knowledge structures. Therefore, it contains a mix of both behavioral and neurophysiological components (with an emphasis on functional neuroscience).

Credits: 1.00
Crosslisted: PSYC 353
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Recommended: PSYC 200 is recommended.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 355 - Language and Thought

Language is a distinctive human ability that distances humans from the rest of the animal kingdom - including chimpanzees, with whom people share 98 percent of the same genetic inheritance. Although language is considered as primarily serving communication in its advanced form, it is also an important vehicle for thought, with the potential to extend, refine, and direct thinking. The interaction of language with other cognitive abilities is the central focus of the course. Students compare the communication systems of other species with human language, examine efforts to teach human language to apes, learn how psycholinguists conceptualize and investigate language-mind relationships, and inquire into the cognitive abilities of various types of language users, such as bilinguals and deaf and hearing signers. Attention also is given to evolutionary changes in the neural structures implicated in human language and to neural processes constraining the developmental course of language acquisition.

Credits: 1.00
Crosslisted: PSYC 355
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

NEUR 374 - Computational Neuroscience

Computational neuroscience is one of the fastest growing fields in neuroscience. By itself, it is a field that is largely concerned with using computational modeling and advanced data analysis techniques to evaluate and extend critical concepts in neuroscience. This course is therefore designed as an introduction to modeling methods and advanced data analysis in cellular and systems neuroscience. Through in-class instruction and computational programming exercises, students explore the use of numerical simulation for modeling the electrical properties of neuron membrane channels, single cells, and a variety of processes within micro and macro-scale neural networks.

Credits: 1
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 375 - Cognitive Neuroscience

Cognitive neuroscience is an interdisciplinary field - drawing from chemistry, biology, medicine, neuroscience, psychology and philosophy - that explores the relationship between the mind and the brain. The scope of this course is broad, focusing on brain mechanisms for such diverse processes as sensation and perception, attention, memory, emotion, language, and consciousness. Students read primary journal articles on case studies from the clinical literature of patients with localized brain damage and reports from the experimental and neuroimaging literature on the effects of invasive and noninvasive manipulations in normal subjects. Mind-brain relationships are considered in the context of cognitive theories, evolutionary comparisons, and human development.

Credits: 1.00
Crosslisted: PSYC 375
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 376 - Functional Neuroanatomy

In addition to exploring concepts of typical human neuroanatomy and neural development through a functional perspective, students also discuss these topics through the lens of atypical human neural development/developmental disorders (e.g. schizophrenia, ataxia, visual impairment) and comparative biology across different animal species.

Credits: 1.00
Crosslisted: PSYC 376
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and BIOL 182 and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 377 - Psychopharmacology

Discussion of the effects of drugs upon psychological processes and behavior in humans. Readings in the textbook treat the mechanisms of action (physiological and neurochemical) of various classes of drugs used in therapy or "on the street." Readings in professional journals illustrate the experimental study of drug effects in humans and in animals.

Credits: 1.00
Crosslisted: PSYC 377
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

NEUR 378 - Topics in Neuroscience

Courses in specific neuroscience topics offered by various staff members. Inquiries about the topics offered any given term should be directed to the coordinator of the Neuroscience Program.

Credits: 1.00
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 379 - Fundamentals of Neurochemistry/Neuropharmacology

Focuses on two diseases: relapsing-remitting multiple sclerosis and idiopathic Alzheimer's disease. The initial portion of the course examines the various methods neurochemists utilize to answer questions about these two diseases. The remainder of the course focuses on the epidemiological, neuroanatomical, cellular, biochemical, and molecular aspects of the two diseases. Multiple sclerosis is a more intercellular question examining the interaction of immune cells and the glia of the nervous system whereas Alzheimer's disease tends to focus more on intracellular mechanisms leading to the synthesis of beta-amyloid and the formation of neurofibrillary tangles, the two hallmarks of this disease.

Credits: 1.00
Crosslisted: PSYC 379
Corequisite: NEUR 379L
Prerequisites: (NEUR 170 or PSYC 275) and BIOL 182 and CHEM 263 and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 379L - Fundamentals of Neurochemistry/Neuropharmacology Lab

Required corequisite to NEUR 379.

Credits: 0.00
Corequisite: NEUR 379
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 381 - Behavioral Genetics

An introduction which demonstrates that nature and nurture both play a fundamental role in the development of behavioral traits; and how genes interact with the environment to shape the development of various behavioral traits. The course uses an interdisciplinary approach that integrates the studies in genetics, neuroscience, and behavior; with a comparative approach to explore human and other animal models; and cover the traditional behavioral genetic methodologies as well as modern molecular genetic techniques.

Credits: 1.00
Crosslisted: PSYC 381
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 384 - Neurophysiology

This seminar and laboratory course examines the physiology of the nervous system. Topics include ion channel structure and function, synaptic transmission, second messenger systems, neuromodulation, the neurophysiological basis of behavior in "simple" animals, the evolution of neural circuits, the cellular basis of learning and memory, and the cellular basis of selected human nervous system diseases.

Credits: 1.00
Crosslisted: BIOL 384
Corequisite: None
Prerequisites: NEUR 201 or NEUR 202 or PSYC 375 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 385 - Neuroethology

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

Credits: 1.00
Crosslisted: BIOL 385 and PSYC 385
Corequisite: NEUR 385L
Prerequisites: NEUR 201 or PSYC 275 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 385L - Neuroethology Lab

Required corequisite to NEUR 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

Credits: 0.25
Corequisite: NEUR 385
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 389 - Molecular Neurobiology

Examines the cell biology behind the functioning of the nervous system. Students explore how cells make fate decisions during neural development, how neurons elaborate the complex structures they take on, how they form and refine specific connections, and how these together allow the precise transmissions of complex signals. Students also examine the molecular pathways by which sensory systems transduce physical stimuli into electrochemical signals and integrate that information into the nervous system.

Credits: 1.00
Crosslisted: BIOL 389
Corequisite: None
Prerequisites: BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 498 - Senior Thesis

Neuroscience majors plan and carry out one-term experimental research projects under the guidance of faculty members in the neuroscience program; such students enroll in NEUR 498 in either the fall or spring. For students who wish to be considered for honors, two-term thesis projects are required; such students enroll in NEUR 498 in the fall and NEUR 499 in the spring. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 499 in the spring. With permission, PSYC 450, when appropriate, may be substituted for 498.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Neuroscience Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

NEUR 499 - Senior Thesis

Neuroscience majors plan and carry out one-term experimental research projects under the guidance of faculty members in the neuroscience program; such students enroll in NEUR 498 in either the fall or spring. For students who wish to be considered for honors, two-term thesis projects are required; such students enroll in NEUR 498 in the fall and NEUR 499 in the spring. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 499 in the spring. With permission, PSYC 450, when appropriate, may be substituted for 498.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Neuroscience Majors
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PCON 111 - Intro Peace & Conflict Studies

Provides an introduction to the interdisciplinary study of peace and conflict, as well as to the peace and conflict studies major. Focuses on attempts to study and explain the evolution of warfare and the dynamics of peace from the early Modern period to today's most imminent and controversial security issues. Students explore the relationships between global and historical patterns of mass violence, the theoretical paradigms that attempt to account for these patterns, and the various disciplinary and methodological approaches used to explore war and peace at all levels of analysis.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 160 - Gender (In)Security

Explores contemporary debates on peace, conflict, and security through the lens of critical feminist security studies. Analyzes traditional understandings, explanations, and perceptions of war and security to introduce feminist methodological and theoretical positions. Topics covered include war and militarism, conflict dynamics, peacebuilding and more. This is a reading intensive course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: PCON 260

PCON 191 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations, Inst.& Agents
Liberal Arts Practices: None
Core Component: None

PCON 201 - Processes of Peace & Conflict: Histories, Theories, Technologies

Emphasizes the historical entanglement of ideas about peace and conflict and their organization (social, economic, political, material, and spatial), as well as the ways in which technological evolution has mediated these relationships. Engaging with classical and contemporary scholarly texts offering a wide variety of perspectives on peace and conflict from different disciplinary perspectives, coursework also introduces and deploys a variety of methodological frameworks of interpretation applied to various kinds of primary source materials and quantitative data. Overall, coursework seeks to develop a longue durée perspective on historical and recent trends in organized violence, from the rise of modern forms of conventional and unconventional warfare to today's most devastating armed conflicts. Alongside PCON 202, this course is part of the two-course introduction to the Peace & Conflict Studies major and minor.

Credits: 1.0

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 202 - Practices of Peace and Conflict: Politics, Cultures, Societies

Introduces students to a range of approaches and problems in the descriptive analysis of peace and conflict. Students juxtapose core theoretical texts on war and violence from the social and human sciences with detailed ethnographic case studies. Practices of contemporary conflict are paired with the interpretive paradigms whose aim is to understand and resolve them. For example, case studies in terror are paired with the field of trauma studies; specific regional conflicts with theories of global networks; and contemporary mass violence with analysis of genocide perpetration. In the process, students are introduced to important methodological paradigms from the social sciences, chiefly from anthropology, sociology, and geography, as well as humanities-based approaches from comparative religion, literature, and language studies. Alongside PCON 201, this course is part of the two-course introduction to the Peace & Conflict Studies major and minor.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: PCON 218

PCON 225 - Theories: War, State, Society

Examines problems of institutional systems and the articulation of power. Students are introduced to critical evaluation of the major theoretical approaches to the study of power and politics. Students consider rationalist, functionalist, and interpretive approaches in the social sciences, as they relate to questions of peace and conflict. Students examine the specific operative theories that have emerged out of these intellectual traditions - theories of state formation, security, international norms, and transnational networks - as they have been incorporated into and further developed in the study of peace and conflict. Students test major theories on case studies linked to major world events. For example, deterrence theory is examined in light of the end of the Cold War.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 245 - Organizing War: Technologies, Logistics, and Infrastructures of Militarization

"Wars. So many wars." How are wars fought and how do they impact our worlds? Students examine different kinds of war and aspects of organizing war, from world wars to contemporary inter-state warfare, to contemporary conflicts involving non-state actors, hybrid warfare, and the domains of the digital and the cyber. In so doing, students follow the technological, logistical, and infrastructural pathways of social, economic, and political militarization across different periods and geographies. The aim is to develop a sharper critique of militarization's permeation into societies through a deeper realization of its contribution to the making of our realities today.

Credits: 1.00
Corequisite: None
Prerequisites: PCON 201 or PCON 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PCON 278 - Capitalism and Global Justice

For the past few centuries, capitalism has brought unprecedented levels of prosperity for some but also poverty and conflict for others. As a result, scholars have long debated the morality of market capitalism. Students are introduced to this debate and examine several controversial issues. For example, is sweatshop labor in developing countries morally justified? What reforms (if any) are necessary to the economic norms that require developing countries to pay back debilitating levels of debt? Students also wrestle with whether pursuing economic justice is the responsibility of institutional actors or whether it falls primarily on individuals to build a more ethical world. Students read a broad array of philosophical texts and case studies that help them articulate their own answers to these pressing questions.

Credits: 1.00
Crosslisted: PHIL 278
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PCON 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

PCON 301 - International Human Rights

Analyzes the historical development of human rights principles, and explores the roots of modern human rights documents in past religious, moral, and political movements. Interprets and applies primary human rights documents, analyzing their content and implications. Assesses how human rights doctrines are applied in specific contexts, drawing examples and cases from the African continent. This regional focus provides continuity to our analysis to gain a better grounding for analyzing how human rights principles are being debated and implemented in theory and practice.

Credits: 1.00
Corequisite: None
Prerequisites: PCON 201 or PCON 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PCON 303 - The Camp: A Global History of Civilian Internment

Reviews a history of civilian internment by analyzing the geographic proliferation of camps throughout the planet. In modern and contemporary history, authoritarian states and democracies alike have developed concentration camps, internment camps, refugee camps, detention camps, and displaced persons camps -- in ever increasing numbers. Countries have done so in order to separate and define populations they would or could not assimilate within the political life of the nation state, thereby relegating those populations to an exceptional status instead. To study the geographic spread of camps as technologies for advancing a state of exception, then, is to learn how –and to what extent-- human rights have been acknowledged or betrayed in contemporary history.

Credits: 1.00
Crosslisted: GEOG 303
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PCON 304 - Criminal Underworld

Examines the ways in which the networks of the illicit global economy intersect with violence and armed conflict. From guns and drugs smuggling, to human trafficking and animal poaching, the course studies the concrete geographical organization of these illicit networks—that is, where and how they take root—asking the following questions: What are the relationships of these illegal activities to legal circuits of power and profit? In what ways are transnational criminal networks redefining the nature of violent conflict and the meaning of peace? How do illicit economies erode and/or strengthen state authority and governance?

Credits: 1.00

Crosslisted: GEOG 304
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 310 - Geopolitics

Broadly defined, Geopolitics is the study of "the relationship among politics and geography, demography, and economics, especially with respect to the foreign policy of a nation." As the study of political geography on a global scale, geopolitics examines the relationship between territories, boundaries, and states in the "closed system" we call planet earth. But geopolitics is more than an academic field. Geopolitical thought has actually instructed states how to relate to one another in the contest for territory, security, and resources. For example, the history of geopolitical analysis is closely connected to -- and has often justified -- various imperial projects. As a result, this course examines the relation between the development of geopolitical thought on one hand, and geopolitical events on the other. Of particular importance to the relation between theories of geopolitics and the actual geostrategies of states has been the development of conflict on a planetary scale. And so, this course traces that relation through the study of geopolitical thought and practice in the course of imperial struggles in the 19th century, World Wars and the threat of nuclear wars in the 20th, and new global challenges such as resource wars and environmental security in our own time.

Credits: 1.00
Crosslisted: GEOG 310
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 314 - Media War: Peace & Conflict

The first purpose of the course is to demonstrate the central importance of media in defining the reality of war, peace, and violence in modern culture. The second goal is to introduce, in a selective manner, film, art, and written works that shaped these definitions. The primary framework is chronological, beginning with a survey of images of war and peace in art, covering in detail World War I and World War II, and ending with current images of war and of preparations for nuclear war. The secondary framework distinguishes types or degrees of war: World War I and World War II, civil wars (Spain) and genocide (the Armenians, the Jews in Europe); struggles of national liberation (Vietnam and Algeria); and prospects of global holocaust, this last creating new imagery - both positive and negative - in art, poetry, fiction, and film.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 322 - Weapons and War

Mustard gas, airpower, submarines, A-bombs, Agent Orange, landmines, terror wars, "Star Wars": weapons technology profoundly shaped the science, politics, and culture of the last century. This course explores the myriad effects of the production, deployment, and use of weapons. Specifically, the course considers how the horizons of science and technology have been shaped by the quest for ever-more-powerful or -sophisticated weaponry; how the creation of new weapons changes the nature of war and peace; how new weapons may impact lives and the planet; terror as a weapon, and scientific and social responses to it; the role of media images in the public consciousness of weaponry and war; and impacts of the global arms trade. While critically theorizing the social, environmental, and philosophical impacts of war over the past century, the course also examines the place of global ethics in discussions about weapons and war.

Credits: 1.00
Corequisite: None
Prerequisites: PCON 111 or PCON 218 or ANTH 218 or PCON 201 or PCON 202 or PCON 225 or CORE S138
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 329 - Environmental Security

In what ways might the environment pose a security threat? How is environmental change a danger to some people more than others? What are the implications and consequences of seeing the environment through the lens of "security"? From an interdisciplinary perspective, students critically examine Environmental Security as an ascendant threat-paradigm of the 21st century. Militaries, governments, and international organizations have all become increasingly concerned with the way environmental processes pose threats to security. In many ways, greater concern over these issues is a welcome development. But the way environmental security problems are being framed and addressed might create a whole new set of winners and losers across the globe.

Credits: 1.00
Crosslisted: GEOG 329
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 330 - Capitalism & Imperialism in the Middle East

How can we understand the challenges that face the Middle East and North Africa in relation to the broad sweep of global history and our increasingly interconnected world? Students examine the evolving relationship between the modern world and the regions of northern Africa and southwestern Asia, from the global economy of the Silk Road to the transnational causes of the 2011 Arab Uprisings. Going beyond the

intersection of politics and economics, students examine the various ways in which governments — states, colonies, and empires — have come to understand and manage the societies and territories under their jurisdiction. At the same time, students examine the interactive relationship between state power and regional changes to societies and environments within a global context. Deploying a broad array of disciplinary approaches, students engage with debates about the legacies of European imperialism, postcolonial development, contemporary globalization, persistent authoritarianism, oil dependency, intensive militarization, and seemingly endemic terrorism.

Credits: 1.0
Crosslisted: MIST 330
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 337 - Forced Displacement: Refugees, Migrants and Asylum-Seekers

Why do people move across international borders, and where do they go? How should local communities, national governments and international institutions respond? What are the goals of policies and procedures, and how effective are they? To answer these questions, and more, students will apply a PCON lens to the interdisciplinary field of migration studies. Students will compare classic settler societies and traditional countries of emigration with newer destinations and departure points. We will also consider how the boundaries between voluntary and forced migration highlight tensions between ethical and analytical perspectives. We cannot cover every part of the world in detail, so we will also explore topics and geographies of students' choice in their Research Proposal project.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PCON 340 - Terror/Counterterror: Histories and Logics of Asymmetric Warfare

For as long as empires and states have been going to war, people have been fighting them with the tactics and technologies now known as terrorism and guerrilla warfare. Asymmetric warfare, however, is no mere historical artifact. It dominates headlines as much as it confounds leaders around the world. Central to this course are several in depth case studies of counter-insurgency and terrorism, including France in Algeria and Indochina; the British in Malaya, East Africa and Northern Ireland; state terrorism in Latin America during the Cold War; and the United States in the Philippines, Vietnam, and, after September 11, 2001, Afghanistan, Pakistan, and Iraq. The evolution of non-state terrorism — from the violent acts of Anarchists in the late 19th Century to the potentially apocalyptic terrorism of radical religious groups the early 21st Century — also comes under scrutiny. From Clausewitz to General Petraeus, from Mao Zedong to Ayman Al-Zawahiri, this class explores how asymmetric war is lived and understood by various observers and participants.

Credits: 1.00
Corequisite: None

Prerequisites: PCON 201 and PCON 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 340E - Terror/Counterterror in Northern Ireland

An extended study opportunity that builds on the work done over the course of the semester in PCON 340 by going to one of the most important sites of irregular warfare in the late twentieth century: Northern Ireland. With the emergence of The Troubles in the wake of the violent repression of Northern Ireland's republican-nationalist civil rights movement in the late 1960s by Loyalist and British forces, this disputed territory descended into a spiral of terror and counterterror that lasted well into the 1990s. During this generation-spanning conflict, Northern Ireland became another key nexus of two entwined phenomena witnessed across the world during the Cold War: the use of irregular warfare (guerrilla tactics and terrorism) by revolutionary nonstate actors and the use of counterinsurgency and state terrorism by those forces seeking to repress such resistance. Though a peace agreement has been in place for over a quarter of a century now, the legacies of this conflict continue to reverberate within this polity. Indeed, this extended study engages with participants on various sides of this conflict, including former "terrorists," ex-members of loyalist "death squads," civilian victims, and witnesses to atrocities, as well as academics and peacebuilding practitioners who can help students make sense of this protracted internecine war. Regular journaling, discussions, and a final reflection paper not only ask students to confront the realities of state and nonstate terrorism, but also ask students to contextualize their experiences within the historical and global scope of PCON 340.

Credits: .50
Corequisite: None
Prerequisites: PCON 340
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 341 - War and the Shaping of American Politics

Examines the impact of warfare, expansion, and national security policy on the development of domestic American institutions and politics since the Revolution. War's impact has been multifaceted and contradictory, fueling a politics of reaction and repression in many contexts while serving as a catalyst for advances in political, racial, and economic equality and inclusion in others. Students will explore those contradictions by connecting war mobilization and security politics to the trajectory of American political development and state/society relations over time. Topics include: the role of the putatively weak American state in shaping 19th century territorial expansion; the effect of wartime mobilization and participation on racial politics; the interplay of warfare and the welfare state in American history; the postwar politics of the "military-industrial complex;" and the impact of foreign policy and national security on the American party system. Readings will engage such topics from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain ranging over several centuries.

Credits: 1.00
Crosslisted: POSC 341
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 345 - Transitional and Historical Justice

In what ways and under what conditions do states pursue justice for past wrongs? Is democracy credible without confronting the abuses of previous regimes? Do programs for transitional and historical justice unwittingly mask or even perpetuate injustice by recognizing certain types and forms of violence, while ignoring others? Students examine the theories and practices of transitional and historical justice since 1945. A global line-up of case studies are presented, which students evaluate in a comparative framework. Specific topics may include Post-WWII Germany, Latin America, South Africa, Rwanda, Eastern Europe after 1989, Cambodia, Australia, and the United States.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

PCON 351 - The Israel/Palestine Conflict

Focuses on the longstanding struggle between Israelis and Palestinians, as well as on the history of the way the conflict has been defined (e.g., an Arab-Israeli conflict, a religious war between Jews and Muslims, etc.). The course profiles episodes in the history of the conflict--and of the efforts to resolve it--in light of contemporary developments across the globe. The war of 1948 is analyzed in light of decolonization struggles following WWII, just as the "Six-Day War" of 1967 is studied in light of Cold War politics. In addition to focusing on flashpoints in the history of the conflict, the course also examines international agendas for ending it. Repeated US efforts to broker a peace are analyzed in light of geopolitical developments elsewhere. Students will become well-versed in the historical and social developments of the conflict and study the various treaties, armistice agreements, and memoranda that have guided efforts to bring it to a conclusion. They also study outstanding issues in the contest between Israel and the Palestinian Authority, as well as current peace and armistice proposals.

Credits: 1.00
Crosslisted: MIST 351
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 356 - Is it Genocide? The Legal Bases of Settler Colonialism

Examines the relationship between law and colonialism from historical and contemporary perspectives. Assesses whether settler colonialism can be understood from our contemporary vantage point as a form of genocide. Employs primary legal texts and secondary scholarly sources to analyze the founding of settler colonial societies and the violence used to sustain them. Introduces the various ways in which law operated to justify colonialism and how different audiences interpret legal documents and decisions. A reading-heavy discussion-based class.

Credits: 1.0
Corequisite: None
Prerequisites: PCON 201 or PCON 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PCON 358 - Transnational Politics

Examines the segment of world politics that includes interactions and transactions between actors who are not representatives of governments or intergovernmental institutions. Non-state actors as diverse as global social movements, multinational corporations, religious communities, and even terrorist networks are now recognized as playing crucial roles on the world's political stage. This course focuses on a variety of these transnational actors, as we seek to stretch the limits of state-based approaches, and emphasize the rich variety of relationships and interactions that characterizes contemporary world politics.

Credits: 1.00
Crosslisted: POSC 358
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PCON 368 - After Genocide: Memory and Representation

An investigation of the impact of genocide on the self and the imagination's representations in literature, film, and art. Primary texts include poetry, memoir, video testimony, film, and visual art. Scholarly methodology involves readings of literary criticism and theoretical work in the study of trauma, literary theory, and testimony. Among the questions the course asks are: How does trauma shape imagination and open up access to the site of disaster that is now carried in fragments which inform memory? How do representations of violence shape and inflect aesthetic orientations and literary and artistic forms? The course concerns itself with the aftermath of two 20th-century genocides--that of the Armenians in Turkey during World War I and of the Jews in Europe during World War II--both seminal events of the 20th century that, in various ways, became models for ensuing genocides.

Credits: 1.00
Crosslisted: ENGL 368
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

PCON 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PCON 479 - Research Seminar: Peace and Conflict, Themes and Analysis

Building upon the work completed in Cluster 1 (PCON 201 and 202), as well as courses taken in Clusters 2 and 3, the primary objective of this common capstone seminar is to guide students through the process of researching and constructing a senior thesis of at least 8,000 words in length. Students are asked to conduct original empirical research, engage with scholarly literatures relevant to their topic and broader debates within the interdisciplinary field, and finally develop and deploy a theoretically informed methodological framework of analysis. Seminar readings, assignments, and discussions are organized around understanding scholarly practices and debates through different disciplinary perspectives, theoretical positions, and methodological approaches. This course is required of all PCON majors in the senior year. PCON minors may take it as an elective with the instructor's permission.

Credits: 1.00
Corequisite: None
Prerequisites: PCON 201 and PCON 202
Major/Minor Restrictions: Only Peace & Conflict Studies Majors
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PCON 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PCON 499 - Honors Seminar in PCON

Students qualified to pursue honors or high honors can take this advanced seminar in the spring of their senior year to enhance and extend the thesis they have already begun in PCON 479. Students enrolled in the PCON 499 seminar undertake a process that models the experience of researching, writing, and orally defending a graduate-level master's thesis of 50 pages or more. Students are expected to enrich the empirical, methodological, and theoretical dimensions of their project, aiming to produce a final piece of research that could be successfully submitted to a peer-reviewed academic journal for publication. At the end of the term, students orally defend their thesis in front of the PCON faculty and other seminar students, responding to questions for approximately a one-hour period. PCON majors and minors who are not pursuing honors may also enroll in this seminar as a PCON elective to conduct independent research by permission of the program director and seminar instructor.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: PCON 479
Major/Minor Restrictions: Only Peace & Conflict Studies Majors
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PHIL 101 - Intro Philosophical Problems

Acquaints students with the nature of philosophical problems and the means by which one might try to solve them. Readings and discussions are organized around perennial questions regarding the nature of morality and justice, free will, the existence of God, the meaning of life, the nature of knowledge, and the relation between mind and body.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

PHIL 111 - Ethics

Explores central questions of morality. What makes a good life good? What makes some actions right and others wrong? Are there human rights that everyone has? What are our obligations to others? Are there good answers to these questions, or is it all relative? The philosophers explored may include Plato, Aristotle, Kant, Bentham, Mill, and various significant contemporary thinkers.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: The Process of Writing
Core Component: None

PHIL 121 - Political Philosophy

Explores central and enduring questions in political philosophy. What justifies the state, and might we be better off without one? What are the proper limits of individual liberty? How should we understand the ideal of equality, and what does it require of political institutions? What different forms does oppression take, and how might we respond to them? Readings are drawn from both the great figures in the tradition (such as Plato, Aristotle, Hobbes, and Locke) and contemporary theorists.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PHIL 202 - Environmental Ethics

An introduction to the field of environmental ethics. Some of the major figures and philosophies in the environmental movement are studied and critically analyzed with a particular emphasis on the ethical reasoning and its influences on environmental policies and practices. Topics include the historical development of the environmental movement, central debates between preservationist and conservationist ethics, intrinsic and instrumental evaluations of the natural environment and its inhabitants, animal rights and the ethical treatment of animals, shallow and deep ecological distinctions, and anthropocentric versus biocentric and ecocentric evaluations of nature.

Credits: 1.00
Crosslisted: ENST 202
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PHIL 211 - Ethics and Economics

Our modern economy has produced technological breakthroughs and material comforts for many. However, these achievements also raise complex ethical questions. For instance, how should a just society address poverty and/or inequality? What types of economic activity are morally impermissible? Is the pursuit of self-interest ultimately harmful or beneficial for society? Students explore a diverse range of scholarly perspectives and refine their own views on such questions at the intersection of ethics and economics.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PHIL 214 - Medical Ethics

Addresses urgent moral questions that arise in the field of medicine. Some of these are long standing. Is health strictly a biological concept, or do cultural and social norms in part determine what is good health? Should doctors act solely for the goal of improving their patients' health, or is their central obligation to respect patient autonomy? Other questions are more recent. When exactly is a person dead, such that withdrawing life-saving equipment is appropriate? Should parents and doctors take steps to see that their children are born with more desirable traits and characteristics? Students learn how philosophic argument can help illuminate these and related issues.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 216 - Existentialism

Designed to introduce students to existentialist thought via an examination of its 19th-century origins and 20th-century manifestations. Among the authors to be discussed are Kierkegaard, Nietzsche, Heidegger, Sartre, Beauvoir, Camus, and Flannery O'Connor. Among the topics to be considered are existence, freedom, subjectivity, and absurdity.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 225 - Logic I

Logic is the science of correct reasoning. It provides rigorous methods for evaluating the validity of arguments. This introductory course covers the basic concepts and techniques of propositional logic and first-order predicate logic with identity, including truth tables, proofs, and elementary model theory.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: This course is suitable for students in all areas and is highly recommended for philosophy

majors.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHIL 226 - Philosophy of Religion

Can the existence of God be proven? Can it be disproven? What is the relationship between faith and reason? Does evil provide strong evidence against the existence of God? How should we think about the relationship between creation and evolution -- and about the relationship between science and religion generally? Does the Christian notion of the Trinity make any sense? What about the idea of Original Sin or the Atonement? Students seek reasoned answers to many of these questions by evaluating the work of philosophers who address them. Students encounter both classical and contemporary authors, though the class focuses more on perspicacious presentations of these issues rather than on their historical development.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 228 - Philosophy of Science

An introduction to the philosophy of science that explores issues of general philosophical interest to the sciences, rather than those germane to any particular discipline. Focus is on the issues of scientific laws, induction, theory confirmation and choice, falsificationism, reductionism, realism, explanation, prediction, and problems relevant to the special sciences.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 278 - Capitalism and Global Justice

For the past few centuries, capitalism has brought unprecedented levels of prosperity for some but also poverty and conflict for others. As a result, scholars have long debated the morality of market capitalism. Students are introduced to this debate and examine several controversial issues. For example, is sweatshop labor in developing countries morally justified? What reforms (if any) are necessary to the economic norms that require developing countries to pay back debilitating levels of debt? Students also wrestle with whether pursuing economic justice is the responsibility of institutional actors or whether it falls primarily on individuals to build a more ethical world. Students read a broad array of philosophical texts and case studies that help them articulate their own answers to these pressing questions.

Credits: 1.0
Crosslisted: PCON 278
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought & Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PHIL 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 301 - Ancient Philosophy

Surveys some of the central figures and ideas of classical Greek and Roman philosophy, with particular emphasis on Plato, Aristotle and the main Hellenistic schools. Topics to be considered include the aim and method of Socratic inquiry; Plato's epistemology, theory of forms and defense of justice; Aristotle's logic, ontology and ethical theory; Stoic and Epicurean cosmology and ethics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 302 - Modern Philosophy

The rise of modern science together with the Reformation's challenge to the authority of the Catholic Church created an era of intense intellectual and cultural ferment in the seventeenth and eighteenth centuries. The philosophy of this period is called 'modern' because it made a distinct break with older traditions and because the questions it asked remain the central issues for philosophers today. Studying modern philosophy will help students think creatively about what there is, what we are, and what we can know. Readings will be selected from classic works by Descartes, Spinoza, Leibniz, Hume, Locke, Berkeley, and Kant.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 303 - Medieval Philosophy

Medieval philosophy involved the absorption and transformation of Greek and Hellenistic thought by Jewish, Christian, and Muslim thinkers, often in relations of mutual influence. The period is crucial not only for its project of reconciling reason and faith but also for philosophical insights, arguments, and formulations that have remained influential in several of the main areas of philosophy. Students are introduced to some of the central figures and their most interesting and influential views. Thinkers covered include Thomas Aquinas, al-Ghazali, and Maimonides, and may include John Duns Scotus, Saadya Gaon, Ibn Rushd, Christine de Pizan, Ibn Sina, and John Buridan. Topics covered may include hylomorphism, philosophical psychology, free will, happiness, and virtue.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 304 - Kant and German Idealism

German Idealism continues to be one of the most influential movements in philosophy, leaving its mark on many different fields of thought and experience, including epistemology, ethics, aesthetics, politics, and religion. An overview of the thought of the major representatives of German Idealism: Kant, Fichte, Schelling, and Hegel. Students examine the problems that motivated the emergence and development of this philosophical tradition, and the new forms of philosophical argument that each of these thinkers employed in order to address these problems. In doing so, students see that there is a sense in which Kant can be considered the father of Existentialism. The topics discussed include the doctrine of transcendental idealism, the nature and possibility of knowledge, the ground of moral obligation, human freedom, and religious belief. No prior familiarity with these issues or thinkers is assumed.

Credits: 1.00
Corequisite: None
Prerequisites: One course in philosophy
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 306 - Recent Continental Philosophy

A study of some of the major movements in recent continental philosophy. Among the movements to be considered are phenomenology, existentialism, philosophical hermeneutics, poststructuralism, and

postmodernism. Among the thinkers to be considered are Husserl, Heidegger, Gadamer, Sartre, Foucault, and Derrida. Movements and thinkers may vary from year to year.

Credits: 1.00
Corequisite: None
Prerequisites: One course in philosophy
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 312 - Contemporary Political Philosophy

Offers a critical engagement with the rich work in political philosophy that has appeared since the landmark publication of John Rawls' A Theory of Justice. After a close examination of Rawls' egalitarian liberalism, students take up the range of alternative positions that dominate contemporary political theory: conservatism, libertarianism, communitarianism, feminism, Marxism, and multi-culturalism.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Recommended: At least one course in ethics or political theory is recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PHIL 313 - International Ethics

Nations increasingly come into contact with one another in a common international arena, and these encounters raise a host of important moral questions: Are there moral standards that apply across all human communities, and if so, how specific are they? Do all human beings have rights, and if they do, what are they? What duties do wealthy countries have to aid poor ones? Are there moral constraints on how war must be conducted, and if so, what are they? In this course students engage with the work of contemporary theorists exploring these and related questions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: At least one course in ethics or political theory is recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PHIL 320 - 20th-Century Analytic Philosophy

Employs the tools of analytic philosophy to address the large topic of the mind, the world, and the relation between them; students also explore the closely related topics of how our concepts get their content and

how our language gets its meaning. By analyzing both our concepts and our experience, students will try to answer questions like: What is the relation between experience and the world beyond the mind? Do beliefs about the world amount to knowledge? Is the content of experience conceptual – and so fully expressible in language – or does experience have a richness that always surpasses the expressive power of language? Where do concepts come from? What fixes their content, and what fixes the meaning of the words that express them? If the content of language is based in part on experience, can one understand the language of someone whose experience is different? Course readings will include works by Russell, Carnap, Quine, Sellars, Davidson, and McDowell.

Credits: 1.00
Corequisite: None
Prerequisites: One course in philosophy
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 321 - Philosophy of Literature

In his Republic, Plato famously banishes the poets from the ideal society, and thereby establishes the traditional separation of literature from philosophy, fiction from truth, and logical argument from persuasion. By examining the literary style of selected philosophical texts, as well as the philosophical significance of various literary works of art, students focus on how different modes of writing are able to address traditional questions of philosophy and to illuminate significant features of human existence. Could philosophy itself perhaps be understood as a literary enterprise? And what is the philosophical significance of literary works, written in poetic or narrative form, that explore the same aspects of human experience that are also studied by philosophers who use more prosaic modes of writing? Students explore these questions in relation to such literary and philosophical authors as J.M. Coetzee, Italo Calvino, Stanley Cavell, Søren Kierkegaard, Iris Murdoch, Martha Nussbaum, Friedrich Schiller, Shakespeare and others.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

PHIL 322 - Philosophy of Physics

Modem physics overturned many assumptions about the fundamental nature of reality that had been widely accepted since Greek antiquity. Students trace the transition from Aristotelian mechanics to modern theories of motion, and then survey the main philosophical problems raised by three of our most successful physical theories: Newtonian mechanics, thermodynamics, and quantum theory. Topics discussed include the problem of action at a distance, thermodynamics and the arrow of time, theories of probability, non-locality, and the measurement problem in quantum mechanics.

Credits: 1.0
Corequisite: None
Prerequisites: One course in philosophy or one course in physics
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 325 - Logic II

Covers a selection of advanced topics in logic: computability, Turing machines, soundness and completeness theorems, undecidability of predicate logic, Skolem-Löwenheim theorems, nonstandard models, and Gödel's incompleteness theorems.

Credits: 1.00
Corequisite: None
Prerequisites: PHIL 225
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHIL 326 - Philosophical Theology

Philosophical theology is the systematic articulation of divine revelation. Its origins as a discipline trace to antiquity, as early Christians sought to compose a coherent alternative to "pagan" philosophies (Platonic, Stoic, etc.), using the tools of those very philosophies (e.g., conceptual analysis and the determination of logical consistency as a means to metaphysical system-building). Philosophical theology flourished in the Middle Ages, as Jews, Christians, and Muslims grappled with the rediscovered Aristotelian corpus; it is in the midst of a renaissance begun in the second half of the 20th century. After examining the epistemological framework in which philosophical theology takes place, the course discusses particular issues, which may include: revelation and scripture, the concept of prayer, the oneness of God, mitzvoth (commandments), halakhah (law), the Trinity, the Incarnation, sin and original sin, the Atonement, and the eternal destiny of the soul.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 329 - Philosophy of Law

Examines some central ideas of jurisprudence and the philosophy of law. Readings concentrate on general theories of law, justice, legal rights, liability, and legal responsibility, and on the nature of judicial reasoning and legal principles. Some broader methodological questions pertaining to causation and the law and the relation of law and morality are discussed and related to the readings.

Credits: 1
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 330 - Aesthetics and the Philosophy of Art

Discussion of the classical writings of philosophers on art and central ideas of aesthetics: form and content, expression, taste, and standards of criticism are included in this course. Readings include Plato, Aristotle, Kant, Nietzsche, etc., as well as contemporary essays.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

PHIL 333 - Topics in Environmental Philosophy

Involves a critical examination of selected fundamental issues and theories in environmental philosophy. Precise issues and themes vary from year to year, but may include sustainability and moral obligations to future generations; the nature of the good life for humans; the status of environmental values; recent work in environmental ethics theories including deep ecology, social ecology, and ecofeminism; the moral and metaphysical status of human modifications to the world, including environmental restoration and genetic engineering; and aesthetics of the natural world. An emphasis is placed on exploring the connections between philosophical theory and environmental policy and practice.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PHIL 335 - Contemporary Epistemology

Examines central questions about knowledge and justification, including whether and how knowledge is possible, whether we must always be able to access the foundations of our justified beliefs, and how a knower can be virtuous or vicious. In answering these questions, students explore various sources of knowledge and justification, including perception, testimony, memory, and introspection. Students may also explore challenges to the dominant epistemological paradigms of the last century from experimental, feminist, and Bayesian perspectives.

Credits: 1.00
Corequisite: None
Prerequisites: One course in philosophy

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 340 - Metaphysics

A systematic study of central issues involved in theorizing about reality at the most general level. Is the world a world of substances or a world of events? What is the nature of causation? Do concepts and statements refer to the world as it is in itself, or is such a notion idle or incoherent? How are such things as possibility and necessity and laws of nature to be understood? The topics are handled in a way that stresses the historical persistence of the debates over these issues but focuses on recent and contemporary discussions of the topics.

Credits: 1.00
Corequisite: None
Prerequisites: One course in philosophy
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 341 - Philosophy of the Mind

Examines the historical and contemporary debates about the nature of the mind. These questions are considered: What is the relation of the mind to the physical world? How do mental states manage to be about things? Are all minds conscious? How serious is the difference between first-person and third-person perspectives on mental activity? What beyond consciousness is required for self-hood? What grounds our concept of mental health? What kind of mind makes individuals responsible for their behavior?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 342 - Philosophy of Language

Examines major topics and insights in the philosophy of language from its modern inception in the late 19th century to the present. Core questions include: How does linguistic meaning relate to how people use language to communicate? What is meaning's relationship to concepts like reference, truth, verification and use? Is there a systematic theory that can generate the meaning of every sentence in a language? In answering the above questions, students master the logical and conceptual tools necessary for analyzing particular parts of language, which may include names, definite descriptions, demonstratives, metaphors, slurs, and other interesting linguistic expressions. Among the thinkers discussed are Frege, Russell, Wittgenstein, Austin, Grice, Quine, Searle, Davidson, and Kripke.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: A prior course in logic is recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 343 - Topics in Moral Theory

Addresses central questions in metaethics by examining the dialectic between moral realism and antirealism. Students consider questions like: Are there moral facts? Or do moral pronouncements express a noncognitive attitude? Can we reconcile the idea that morality is objective with the fact that there are scientific or sociological explanations of our moral beliefs? If there are moral facts, where do they come from?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 348 - Well-being, Meaning, and Death

Focuses on questions concerning what makes a life a good one, and if death is bad for a person, what makes it bad. These questions include: What is it for a life to go well for the person living it? Can death harm the one who dies? In what sense, if any, can a life be meaningful? Is immortality relevant to the possibility of well-being or meaningfulness?

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 360 - Feminist Philosophy

Explores questions like: How have gendered assumptions influenced philosophical views about what knowledge is and how knowledge is best pursued? What roles, if any, should considerations of gender play in our theories of knowledge? How have gendered assumptions influenced political discourse? What conceptual advances might be won if we take the woman to be the paradigm of personhood rather than the man? Students may address issues in feminist philosophy of science, specifically issues concerning the scientific study of sexual differences in behavior and brain structure; or issues in feminist political philosophy, including the role of justice in the family and the effects of power inequality on autonomous

decision-making.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 365E - Freedom, Tyranny, and Philosophy in the Ancient Mediterranean (Extended Study)

A three-week extended study course aiming acquaint students with the geography, topography, and material culture of ancient Greece, southern Italy, and Rome; with the concepts and vocabularies of ancient political thought (in particular binaries such as freedom and tyranny, democracy and empire, republic and monarchy, citizenship and authority); and with the deep continuity between Greco-Roman political theory and ancient (as well as much contemporary) philosophical thought about ethics and human psychology.

Credits: Variable
Corequisite: None
Prerequisites: PHIL 301 or CLAS 236 or GREK 121 or LATN 122
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PHIL 371 - Topics in Philosophy (Study Group)

Philosophy course taken by students on the Scotland Study Group to St. Andrews; taught by study group director.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 380 - Issues in Epistemology and Metaphysics

This is an umbrella course designed to allow students to delve into specific topics in epistemology or metaphysics. The study will situate each problem in its appropriate historical context thus allowing student access to the approaches to a given issue offered in Ancient, Medieval, Modern, and recent works. The course will bring students inside some problems and methods that lie at the heart of philosophy by inquiring into issues such as the structure of knowledge, our basis for making claims about other minds, possible worlds, skepticism, and the justification of belief.

Credits: 1.00

Corequisite: None
Prerequisites: One course in philosophy
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 417 - Advanced Topics in Philosophy

The choice of a central philosophical problem to study varies from year to year. The seminar is primarily for majors and minors in philosophy.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Philosophy & Religion, Philosophy Majors and Minors
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 490 - Honors

Students pursuing honors in philosophy enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHIL 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Philosophy Majors
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

PHYS 105 - Mechanical Physics I

Covers fundamental principles of Newtonian mechanics and their applications into science, engineering, and in particular, architecture. Selected topics including waves, fluids, optics, electricity and magnetism, and thermal physics are aimed toward applications in the geosciences. Not suitable for students majoring in programs or concentrations requiring two or more semesters of physics.

Credits: 1.00
When Offered: Fall semester only, but not necessarily every year

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 111 - Fundamental Physics I

This introductory course emphasizes concepts and principles of mechanics, heat, waves, and sound. The focus is on building concepts, grasping principles, and learning how consequences of principles and concepts can be quantitatively calculated and measured. Students may not take this course after having completed PHYS 232.

Credits: 1.00
When Offered: Fall semester only

Corequisite: PHYS 111L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 111L - Fundamental Physics I Lab

Required corequisite to PHYS 111.

Credits: 0.25
When Offered: Fall semester only

Corequisite: PHYS 111
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 112 - Fundamental Physics II

Develops concepts and principles of electricity, magnetism, light, and modern physics. Students may not take this course after having completed PHYS 233.

Credits: 1.00
When Offered: Spring semester only

Corequisite: PHYS 112L
Prerequisites: PHYS 111 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 112L - Fundamental Physics II Lab

Diverse exercises and tasks, starting with fundamental laws of electromagnetism, extending to optics, and finishing with the laboratories that underpin modern physics. Required corequisite to PHYS 112.

Credits: 0.25
When Offered: Spring semester only

Corequisite: PHYS 112
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 125 - How Physics Sees the World

Introduces students to the powerful toolkit of the physicist, which has opened profound and unexpected vistas on the Universe over several centuries. The practice of physics deploys these tools to understand Nature in seemingly disparate domains, from the structure of atoms to the structure of the cosmos, and phenomena both familiar and far-out. Students consider how physics concepts help make sense of observations of Nature - that is, how physics models the world - with each section applying physics tools and techniques to phenomena from a particular sub-field of the discipline, such as biomechanics, astrophysics, or atomic physics. Students cultivate expertise in physics by reading literature, making and analyzing

empirical observations, and solving quantitative problems. This course is required for students majoring in physics or astronomy-physics, and is also excellent preparation for students with interests in astrogeophysics and engineering.

Credits: 1.0
Corequisite: PHYS 125L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 125L - How Physics Sees the World Lab

Required corequisite to PHYS 125. Involves students in hands-on experiments, computation, and other activities designed to introduce them to the principles of physical modeling, experimentation, and sense-making.

Credits: 0.25
Corequisite: PHYS 125
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PHYS 131 - Atoms and Waves

An introduction to the process through which physics knowledge developed in the modern era. How did scientists determine whether the things they studied consisted of waves or particles; that is, what are the defining characteristics of each, and how can they be measured? To answer these questions, we introduce ideas from mechanics, electricity, and special relativity. Students are then confronted with one of physics's great mysteries: how can the same object act as either a particle or a wave? While we may not completely resolve this mystery, we learn a little quantum mechanics that helps us predict the behavior of these systems. Some physics background is helpful, but none is assumed. Students must be very comfortable with algebra and trigonometry, but they will not need calculus until the next physics course. Two lectures, two problem-solving recitations, and one laboratory meeting per week.

Credits: 1.00
When Offered: Fall semester only

Corequisite: PHYS 131L, PHYS 131RE
Prerequisites: Students who plan to continue into PHYS 232 should co-register for MATH 161
Major/Minor Restrictions: None
Class Restriction: None
Recommended: This course is required for students planning to major in physics, physics-astronomy, or physical science, and for students interested in pre-engineering.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 131L - Atoms and Waves Lab

Experiments inquire about the existence of atoms, photons, and their properties. Required corequisite to PHYS 131.

Credits: 0.25
When Offered: Fall semester only

Corequisite: PHYS 131
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 201 - Mathematical Methods for Physics

This half-semester course is an introduction to computational physics, providing the mathematical foundation required for sophomore- through senior-level physics courses.

Credits: 0.25
Corequisite: PHYS 201L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PHYS 201L - Mathematical Methods for Physics Lab

Required corequisite to PHYS 201.

Credits: 0.00
Corequisite: PHYS 201
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

PHYS 205 - Mathematical Methods of Physics

A one-semester introduction to the mathematical methods of physics, with an emphasis on applications and how these methods are used to approach various problems. The course will cover topics such as ordinary differential equations, complex numbers and Euler's equation, linear systems, Fourier series, Fourier transforms, computational techniques, series expansions, cylindrical and spherical coordinate systems, vector differentiation, divergence and curl, integration methods and multi-dimensional integrals. These topics will be brought to bear on physical problems such as the damped and driven oscillator, coupled oscillators, electric dipoles, beat frequencies, electromagnetic waves and electrostatic boundary-value problems.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: MATH 163 and PHYS 201 and PHYS 232, all with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: PHYS 202, 203 & 204

PHYS 232 - Introduction to Mechanics

A study of classical mechanics using astronomical themes. The principles of kinematics, dynamics, conservation laws, and gravitation are developed and used to understand the properties of astronomical objects such as planetary systems, binary stars, and galaxies. Treatment is more thorough than in PHYS 111. Differential and integral calculus and vector manipulation are used throughout. Two lectures, two recitation meetings, and one laboratory session per week.

Credits: 1.00
When Offered: Spring semester only

Corequisite: PHYS 232L
Prerequisites: PHYS 131 and (MATH 161 or MATH 162 or MATH 163) with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students may not take this course after having completed PHYS 431.
Recommended: Required for students planning to major in physics, astronomy-physics, or physical science, and for students interested in pre-engineering. It is also recommended for chemistry majors. Students who plan to take physics courses beyond PHYS 232 should co-register in MATH 163 (formerly MATH 113) and PHYS 201.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 232L - Introduction to Mechanics Lab

An investigation of mechanical physical laws, including discovery-based labs. Required corequisite to PHYS 232.

Credits: 0.25
When Offered: Spring semester only

Corequisite: PHYS 232
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 233 - Intro Electricity & Magnetism

The classical theory of electricity and magnetism is assembled from observations of nature and physical inference, using differential and integral calculus. Emphasis is on the fundamental roles played by the electric and magnetic fields, their geometrical properties, and their dynamics. The course covers the integral form of Maxwell's equations. Principles of elementary circuits and optics are also included.

Credits: 1.00
When Offered: Fall semester only

Corequisite: PHYS 233L
Prerequisites: PHYS 232 and MATH 163 both with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students are not eligible to take this course after completing PHYS 432.
Recommended: This course is required for students planning to major in the physical sciences and pre-engineering. Students planning to take physics courses beyond PHYS 233 should co-register in PHYS 205.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 233L - Introduction to Electricity and Magnetism Lab

Required corequisite to PHYS 233.

Credits: 0.25
When Offered: Fall semester only

Corequisite: PHYS 233
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 301 - Fluid Mechanics

Examines fluid properties and movement. Using principles of conservation of momentum, dimensionless numbers, and energy conservation, students learn and analyze fluid motion, force, turbulence, and flow in conduits and pipes.

Credits: 1
Corequisite: None
Prerequisites: PHYS 232
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 304 - Physical Optics

A study of physical optics and properties of light, such as dispersion, polarization, interference and diffraction. Advanced topics include optical instrumentation, Fourier optics, laser physics, and holography. The course prepares students for knowledgeable use of optical instruments in fields such as photonics, engineering and astronomy. It teaches modern laser techniques for use in basic and applied research. Four lecture meetings and one laboratory meeting each week.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: PHYS 304L
Prerequisites: PHYS 233 and PHYS 205 all with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 304L - Physical Optics Lab

An experience in optical methods of manipulating laser beams and their use in imaging and physical measurements. Required corequisite to PHYS 304.

Credits: 0.25
When Offered: Fall semester only, in alternate years

Corequisite: PHYS 304
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 310 - Advanced Topics and Experiments

This is an optional junior-year research experience open to qualified students. Under the guidance of a faculty mentor, each student works on an experimental or theoretical project that ideally produces original

results. A final thesis and a formal oral presentation are essential components of the course.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Junior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

PHYS 325 - Evolution of Form and Function in Biomineralizing Marine Animals

Students will explore the form and function of biomineralizing skeletons through mathematical and physical modeling and analysis of marine species alive today and preserved in the fossil record. From atoms to ecosystems, students will consider how organisms build their skeletons and the variety of skeletal compositions and shapes that have evolved throughout Earth history. Research-based modules and student-led discussion of the primary literature will explore the ways in which environmental conditions, including near-term climate projections, affect biominerals and ecological interactions.

Credits: 1.0
Crosslisted: GEOL 325
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 334 - Introduction to Quantum Mechanics and Special Relativity

Provides the mathematical and conceptual foundation to understand two important developments in modern physics: special relativity and quantum theory, concentrating on wave mechanics.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: PHYS 233 and PHYS 205 both with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 336 - Electronics

A comprehensive treatment of basic electronics, both digital and analog. The digital section includes combinational and sequential logic, integrated circuits, and interfacing. The analog section includes DC and AC circuits, filters, diodes, transistors, and operational amplifiers.

Credits: 1.00
When Offered: Spring semester only

Corequisite: PHYS 336L
Prerequisites: PHYS 233 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 336L - Electronics Lab

A hands-on experience in designing and wiring electronic circuits and their interfacing to electronic boards such as Arduino and Teensy. Includes mid-semester and final free-design group projects. Required corequisite to PHYS 336.

Credits: 0.25
When Offered: Spring semester only

Corequisite: PHYS 336
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 350 - Biophysics

An introduction to biological physics including a survey of topics such as diffusion, Brownian motion, non-Newtonian fluids, self-assembly, cooperativity, bioenergetics, and nerve impulses, as well as experimental techniques and analytical approaches. Students first develop the interdisciplinary knowledge needed to address biophysical questions. The course then focuses on the reading, presentation, and critique of current biophysics research literature. Although challenging in its breadth, this course is intended to be accessible to juniors and seniors majoring in physics, chemistry, or biology.

Credits: 1.00
Crosslisted: BIOL 350
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 161 and (PHYS 111 or PHYS 112 or PHYS 131 or PHYS 232 or PHYS 233) with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

PHYS 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a faculty member, and following a course-like format. The content and syllabus must be approved in advance by the department chair.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 392 - Independent Study - Research

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

Credits: variable
Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Junior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 410 - Advanced Topics and Experiments

This is a required senior research experience. Under the guidance of a faculty mentor, each student works on an experimental or theoretical project that ideally produces original results. A final thesis and a formal oral presentation are essential components of the course.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

PHYS 431 - Classical Mechanics

A detailed study, using vector calculus, of important problems in the mechanics of particles and extended bodies including a derivation of Lagrange's and Hamilton's equations, and other advanced topics.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: PHYS 205 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 432 - Electromagnetism

Maxwell's equations are developed through a progression from electrostatics to magnetostatics to electrodynamics, including electromagnetic waves. Additional topics may include the interaction of fields with matter, radiation by accelerated charges, and relativistic transforms of fields.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: PHYS 205 and PHYS 233 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 433 - Thermodynamics and Statistical Mechanics

An introduction to the physical concepts underlying the formalism of thermal physics. Emphasis is on the role and meaning of entropy in physical systems and processes. Topics include black body radiation, engines and refrigerators, free energy, batteries, thermal conductivity and phase transitions.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: PHYS 334 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 434 - Quantum Mechanics

An introduction to the theory and formalism of quantum mechanics, including the bra-ket notation. Develops the linear algebraic formulation using spins, photon and atoms; and covers topics that include time evolution, angular momentum, the harmonic oscillator, the Schrodinger equation, entanglement, and quantum information. A series of laboratories gives students vivid examples of quantum mechanical principles.

Credits: 1.00
When Offered: Spring semester only

Corequisite: PHYS 434L
Prerequisites: PHYS 334 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 434L - Quantum Mechanics

A laboratory experience on the fundamentals of quantum mechanics and state manipulation using a correlated-photon laboratory platform. Experiments include quantum eraser, delayed choice, and quantum entanglement. Required corequisite to PHYS 434.

Credits: 0.25
Corequisite: PHYS 434
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 448 - Nonlinear Dynamics & Chaos

An introduction to the techniques and concepts used to analyze real-time dynamic models that involve nonlinear terms. Applications are highly emphasized and include interdisciplinary topics such as biological population dynamics, mechanical systems, oscillating chemical reactions, electrical circuits and synchronization. This course is team-taught by members of the physics and mathematics departments.

Credits: 1.00
Crosslisted: MATH 448
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: MATH 308 or PHYS 334 with a grade of C- or better
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students should enroll through the department for which they intend to use the credit
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None
Formerly: PHYS 458

PHYS 451 - Computational Mechanics

Investigates general algorithms and their implementation for the exploration of problems in classical and quantum mechanics. Applications range widely from solar system dynamics and chaotic systems to particles in general quantum potentials. Fourier analysis, including the fast Fourier transform, and its application to the understanding of physical systems and data analysis, are also studied. Each student undertakes a major numerical project of his or her choice.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: PHYS 451L
Prerequisites: PHYS 334 with a grade of C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 451L - Computational Mechanics Lab

Required corequisite to PHYS 451.

Credits: 0.25
Corequisite: PHYS 451
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 453 - Solid State Physics

Several important properties of matter in its solid form are examined. The ordered, crystalline nature of most solids is used as a starting point for understanding condensed material and as a basis for introducing the band theory of solids. The course investigates thermal, electrical, and magnetic properties of metals, semiconductors, and insulators.

Credits: 1.00
When Offered: Fall semester only, in alternate years

Corequisite: None
Prerequisites: PHYS 334 with a C- or higher
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 456 - Relativity and Cosmology

At the beginning of the 20th century, Einstein's discovery of the Special and General Theories of Relativity revolutionized understanding of space and time. This course studies both theories; the emphasis is on General Relativity, including cosmology and the study of black holes.

Credits: 1.00
When Offered: Spring semester only, in alternate years

Corequisite: None
Prerequisites: PHYS 334 with a C- or higher.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PHYS 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a faculty member, and following a course-like format. The content and syllabus must be approved in advance by the department chair.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PHYS 492 - Independent Study - Research

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

Credits: variable
Corequisite: None
Prerequisites: PHYS 334
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

POSC 150 - Introduction to American Politics

While most Americans take it for granted that our political system is a democracy and that it serves as an ideal by which other systems might be measured, the United States is only one of many stable democratic polities in existence today. In our analysis of American democracy, this course places an emphasis on how the U.S. government fits within the multicultural and global world of the 21st century. To this end, students compare America's democracy with other forms of democratic government across the globe. Students also consider how the growing racial-ethnic, class, sexuality, and gender diversity of the American population may impact the future of American politics. In our analysis of American democracy, this course places an emphasis on how the U.S. government fits within the multicultural and global world of the 21st century. To this end, we will compare America's democracy with other forms of democratic government across the globe. We will also consider how the growing racial-ethnic, class, sexuality, and gender diversity of the American population may impact the future of American politics. (AM)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 151 - Politics and Moral Vision

This introduction to political theory addresses the ways in which personal morality and ideas of human flourishing determine one's perceptions and responses to political institutions that shape the life and culture of one's nation. Using a wide variety of texts, the moral underpinnings of different political systems are discussed in terms of fundamental normative concepts such as right, duty, virtue, liberty, and equality. Other essential terms, basic to building a foundational political vocabulary, such as liberalism, conservatism, individualism, communalism, and modernity are also explored. This introduction to normative political theory gives special emphasis to the genesis and development of liberal democracy and the tensions between its component parts, particularly as they relate to visions of a well-lived, moral life. This course is designed to enrich one's perceptions of the evening news and the political discourse of our times. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 152 - Global Peace and War (IR)

Designed to provide students with an understanding of how international politics - politics between governments - differs from politics within a state. Students consider how the international system has evolved and currently operates, and examines some of the enduring questions of international relations: Why is there war? How can war be avoided? Is international equality a prerequisite for order? Can order, justice, and cooperation be achieved in a non-institutionalized and non-hierarchical system? (IR)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 153 - Introduction to Comparative Politics

Nearly 200 independent states coexist in the world today. Although they are all unique, political scientists study them in systematic ways, comparing them to discover fundamental political patterns that can help produce broadly applicable generalizations across different cultures and geographies. Themes such as

democratic or authoritarian regime type, models of economic development, state institutions, civil society, and issues of national and ethnic identity all form important realms of inquiry for researchers engaged in the practice of comparative politics. This course introduces students to the principle themes and basic theories of comparative politics using examples from Africa, Asia, Europe, and Latin America, including both authoritarian and unstable democratic countries. (CO)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 208 - Comparative Democracies (CO)

Offers a comparative examination of the social bases of democracy and of different forms of constitutional government and competitive politics in both advanced industrial and developing countries in regions including Europe, Asia, Latin America, and Africa. Students explore questions about the causes of democratic stability and instability across countries and the effectiveness of their democratic government in delivering goods to their citizens. Students examine key conditions that appeared conducive to producing democratic transitions across the three "waves" of democratization. Finally, students consider the process of democratic consolidations, considering topics such as civil society, civil-military relations, institutional design, and international influences. (CO)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 210 - Congress

Analyzes the legislative process with a special emphasis on the relationship between Congress and the presidency. Students examine the historical development and structural attributes of Congress that determine its role in the executive-legislative relationship. Since the decision-making process varies enormously by issue area, students focus on several distinct policy areas. Course materials include classics of congressional scholarship as well as results from some of the latest research in the field. (AM)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 211 - Presidency & Executive Leadership

About the capacities, incentives, and constraints that characterize the presidency as an institution. Topics include: the founding and the constitutional powers of the office, the formal and informal powers of the office, and how presidential power has evolved over time; the extent to which the president represents and is accountable to voters; and presidential power in the context of other institutional actors such as Congress and the Judiciary. Throughout, students engage with the continued evolution of the office, and how past precedent relates to current practice. (AM)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 212 - The Politics of Race and Ethnicity (AM)

Examines the political dynamics of race in American society, focusing primarily on the experience of blacks as a socio-political group and to a lesser degree on that of other racial and ethnic minorities. The overriding theme is how race has influenced American politics and, conversely, how certain political phenomena have shaped the development of race. The specific topics around which the course is organized include the following: the most enduring and predominant racial issue - racial inequality; competing explanations for the origins and continuance of racial inequality; leadership approaches and ideologies for redressing the race problem; mass political strategies for dealing with the problem; majority attitudes and opinions regarding racial issues (including racial inequality); and the comparative experience of non-black minorities. These topics, individually and collectively, represent the essence of racial politics. (AM)

Credits: 1.00
Crosslisted: ALST 212
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 214 - Comparative Politics: East and Southeast Asia (CO)

This course introduces students to the politics of countries in East and Southeast Asia. It examines similarities and differences in the evolution of their political societies from the end of World War II to the present time. Students will learn about the historical development of the state, regimes, and political parties and the interactions across these institutions that informed political and economic development in these countries. The course will cover the experiences of the East Asian early developers (Japan, Korea, and Taiwan), Southeast Asian countries (Philippines, Thailand, Malaysia, and Singapore) and the emergence of China as an economic and political power. (CO)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 215 - Comparative Politics: Middle East

An introduction to Middle Eastern politics, including historical foundations of the modern Middle East, competing strategies of state building, the Arab-Israeli conflict, the Gulf War, the rise of political Islam, and American policy toward the region. (CO)

Credits: 1.00
Crosslisted: MIST 215
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 216 - Comparative Politics: Latin America

Today Latin America is one of the most democratic regions of the developing world, although it faces problems of inequality, gridlock, and economic growth. Latin America's 20th-century experiences of coups, revolutions, and instability also present important lessons for comparative politics. This course introduces students to the countries of Latin America and the important patterns of similarity and difference that can help them understand political development and elucidate comparative trends. Regime type is one prism through which students examine the region's countries, including democracy, semi-democracy, and various authoritarian regimes, especially bureaucratic authoritarianism. Another important topic is the United States' relationship with the region's polities, on issues like the Cold War, drug wars, and economic policies. In addition to big countries like Brazil, Argentina, Chile, Mexico, Colombia, and Venezuela, the course also focuses on countries of particular student interest. (CO)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 232 - Fundamentals of International Relations (IR)

An introduction to the basic approaches to international relations, such as realism, idealism, and the interdependence school. Students also consider fundamental problems of national security, the uses of power, the causes of war, the nature of international institutions, the relationships among security, deterrence, conflict escalation, and nuclear proliferation. (IR)

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 260 - Foundations of Political Thought

This introduction to political thought explores the questions: What is a just society? What is the best way of life? The course examines major alternatives from Plato to Nietzsche, as well as recent critics and defenders of American liberal democracy. (TH)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 300 - Geneva Colloquium

Intended for students accepted to the Geneva Study Group the following spring. It has three purposes: to prepare students for life in Geneva through readings on the history and culture of Switzerland and discussion of the practical aspects of living in the city; to introduce students to the international organizations that the group will visit in Brussels at the beginning of the spring program; and to prepare students for their internships at international organizations and NGOs in Geneva.

Credits: 0.50
When Offered: Fall semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

POSC 303 - A View from the Mayor's Desk: Current Dynamics of American Governance

Provides an insider's perspective on the myriad and complex managerial, policy-making, and political challenges faced by Mayors in the contemporary US political system.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: POSC 403

POSC 304 - Islam and Politics

Studies the impact of the Islamic resurgence on international and intra-national politics. The course begins with an introduction to the Islamic faith. Students explore the origins of the Islamic resurgence, the ideas of influential Islamic political thinkers, and Islamic movements in comparative perspective (Iran, Egypt, Indonesia, the United States, and France). The class concludes by examining two issues of great contemporary importance: the impact of Islam on democracy and the future relationship between the Islamic world and the West.

Credits: 1.00
Crosslisted: MIST 304
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia

Studies the role of political institutions in shaping economic development in countries across East and Southeast Asia such as Japan, Korea, the Philippines, China, and Thailand. Students engage with a variety of topics such as the varied challenges of industrialization that different countries across the region faced; the role of the state in fostering markets; the relationship between economic growth and regime types; the impact of global financial markets upon political stability; and the political effects of developmental outcomes such as demographic change and rapid urbanization. The course is intended to give students a deeper understanding of the factors that led to the region's trajectory of rapid economic growth and the different ways in which these countries are integrated with other economies of the world.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 307 - China's Foreign Relations

Examines China's complex relations with the world mainly since the 1990s. It begins with a brief consideration of traditional Chinese understandings of international relations, historical legacies, geopolitical predicaments, and China's foreign policymaking process. Students examine the recent reorientation of Chinese foreign policy as a result of China's post-Mao economic reforms. Students assess China's grand strategy of "Peaceful Development," Chinese integration into "international institutions," and China's partial participation in an emergent Asian regionalism. Geographically, students examine China's relations with its Pacific neighbors, other developing countries (especially in Africa), and with advanced countries (Europe and the USA). Students also evaluate the prospects for military conflicts over Taiwan, the Senkaku/Diaoyu, and the South China Seas. The problem of nationalism in foreign policy is assessed through an analysis of the "interactive nationalisms" driving the triangular US-China-Japan relationship. Students investigate China's foreign policies on major international issues in an age of globalization. Specifically, with regard to the global economy, climate change and international human rights are examined. Concludes by assessing the prospects for Chinese foreign policy in the 21st Century.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 309 - On the Edges of Sovereignty: Microstates, Unrecognized Territories, and Non-Territorial Actors

Territorially defined sovereignty is one of the central elements of International Relations (IR), both as an academic endeavor and as a political arena. Yet a surprisingly large number of entities, while maintaining active roles in global politics and international diplomacy, do not satisfy the generally accepted definitions of sovereign states. Students examine four categories of such actors: microstates, such as Andorra and San Marino; "associated states" such as Palau (US) and the Cook Islands (NZ); unrecognized territories, such as Palestine, Northern Cyprus and Somaliland; and non-territorial "juridical actors" such as the Holy See and the Order of Malta (both of which maintain formal diplomatic relations with many traditionally defined states.) Students are introduced to the significant roles played in global politics by these anomalies, while also inviting discussion about how these roles challenge and question the very definition and significance of sovereignty itself as an agreed upon norm in International Relations.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Sophomore
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 311 - Justice and the Global Economy

The contemporary global economy gives rise to critical moral issues. Students begin by studying how international economic institutions work and assessing the degree to which they contribute to global inequality. After that, students confront some ethical questions. For example, is development aid the best response to global poverty, and if not, what might better responses look like? Should liberal democracies purchase resources from authoritarian regimes? What might a just financial system look like? At the end of the semester, students identify a question about global economic justice and conduct independent research to pursue its answer.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 312 - Exploring Politics with Data

Data is ubiquitous in the current political world: from polls, to policy proposals, to economic forecasts. Professionals in non-technical fields; including lawyers, journalists, and policy experts; are increasingly involved in interpreting and engaging with data in their work. Students are provided a foundation for understanding and engaging with political data. Some coding and analysis is required, but the focus is on clear conceptual understanding of what we can and can't learn from data. No advanced math background is required, and no familiarity with statistics is assumed.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

POSC 314 - American Political Development

An introduction to the political science subfield of American Political Development, which traces the historical development of political institutions and the evolution of state/society relations in this country. How "exceptional" is the trajectory of state-building in the United States compared with other long-term democracies? What is the role of culture in shaping American politics and explaining change over time? How has race figured historically in the articulation of state power? Course readings tackle these and other questions from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain spanning several centuries.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 316 - Public Opinion

Public opinion provides students with information about the nature and origins of Americans' political belief systems. Students will center their investigations around the following concepts and their importance for understanding variation in public opinion: (1) ideology, (2) partisanship, (3) race and racial attitudes, (4) political knowledge and information and (5) various approaches and challenges to studying public opinion. In addition to relying on analyses that use the public opinion survey as a tool for investigating the political attitudes and beliefs of the American population, students will also consider and try to wrestle with the limits of the public opinion survey.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

POSC 317 - Identity Politics

Examines the politics of identity in comparative perspectives. Introduces students to a variety of theoretical approaches concerning the origin, transformation, and mobilization of national, ethnic, and other forms of collective identity. Students consider empirical applications of these theories: students identify processes through which identity becomes politicized, explore why some identity conflicts manifest as violence, and analyze the various ways - ranging from electoral solutions to genocide - in which states manage difference. Case studies are drawn from Europe, the former Soviet Union, Africa, the Asian sub-continent, and the United States.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 321 - Political Parties and Electoral Process

Political parties are some of the most influential entities in politics, and this course examines them as they pursue pork, policy, and power in the arenas of elections and elected institutions. After providing a strong background in party theory and the American party system, the remainder of the course highlights important commonalities by comparing party activity and party system development in other countries that straddle the developed and developing world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 323 - American Elections and Party Power

Focuses closely on the US party system and the electoral area in which the parties struggle for power. In order to develop a strong conception of American parties, students combine scrutiny of the day-to-day media representations of political parties with important comparative perspectives to understand how American parties and elections fit into broader political science frameworks, as well as their long-term and global implications. Students compare the current US party system in three directions: back through history (especially the 20th century) to understand the roots of today's parties; out to the rest of the world, comparing party systems in other highly democratic countries; and also down to the state level, where students examine to what degree New York State parties and elections reflect national trends. Important topics covered include the effects of redistricting and campaign finance. Students also investigate the importance of issue-framing with units on contrasting party strategies of presenting a "war on women" and President Obama's "socialism."

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 326 - State and Local Politics

Focuses on governing processes and institutions at the state and local level. Special attention is given to inter-governmental relations, municipal finance, and proposals for reform of local government.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 328 - Religion and Politics

Religion and politics influence each other--pervasively and controversially--in almost every political system across the globe. This course examines this fundamentally important relationship in a variety of national settings through a comparative assessment of issues and controversies such as constitutional relations

between religious institutions and the state; the appropriate role of religious beliefs in a democracy; the challenges posed to contemporary governments by the expansion of religious pluralism; the role that religious interests and religious leaders can play in elections and policy making; and the many ways that religion and religious mobilization are shaping the very nature of political life in the modern world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)

How is history used to advance state-building and nation-building projects? What role do forgetting and memory play in politics? How do international forces interact with domestic political movements? This extended study course uses Vilnius, the current capital of Lithuania, as a case for studying the politics of nationalism and memory, which so shaped its history and which continue to inform its politics and culture today.

Credits: 1
Crosslisted: JWST 329
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 330 - Post-Mao China and World Development

Examines post-Mao China's socioeconomic development and post-socialist transition in an age of economic globalization. It analyzes the evolution of Chinese economic market reforms and China's uneven integration into the Liberal World Order since 1978. This two-pronged developmental trajectory, however, encounters major challenges such as socioeconomic problems, ecological degradations, political dysfunctions, ideational crises, and international impediments. With varying efficacy, the Chinese government has attempted to redress these daunting problems through administrative reforms, economic rebalancing, anti-corruption campaigns, and international institutions. These major challenges and their attempted ameliorations are analyzed in-depth. The course concludes by examining the practical and discursive ramifications of China's development model for Chinese society, world politics, and the philosophical search for alternative modernities.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 331 - Politics in Sub-Saharan Africa

Provides an understanding of politics in 48 countries that constitute sub-Saharan Africa. Following the independence era of the early 1960s and 1970s, much of the sub-continent exploded into a seemingly endless cycle of violence underscored by military coups d'état and civil wars. Over the last decade, various conflicts subsided enough for some states to institute political and market reforms. Others remained stuck in the throes of economic stagnation, on the verge of disintegration and vulnerable to terrorist groups and drug runners who exploit their vast ungovernable territories. What explains the various transitions that some states have experienced in sub-Saharan Africa? Why did most states disintegrate in violence following the end of colonial rule? Drawing upon pre-colonial accounts and histories of state formation and the theoretical, methodological, and conceptual tools that various Africanists have used to analyze key events, this course offers answers to these and other important questions about political and socio-economic developments on the continent of Africa.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 335 - US Environmental Politics

Public policies to protect the environment are among the most important and controversial issues in local, state, and national government. This course analyzes the politics of environmental protection in the United States through the use of social science theory and a variety of quantitative and qualitative methods. The course introduces frameworks for understanding environmental policy problems and reviews several important American environmental laws. Readings include social science "classics" on the environment, as well as recent scholarship on environmental politics and emerging environmental issues. Topics covered in the course include the politics of environmental science, environmentalism as a social movement, environmental lawmaking in Congress, bureaucracy and environmental regulation, federalism, environmental law, and environmental justice.

Credits: 1.00
Crosslisted: ENST 335
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 336 - Campaigns & Voting Behavior

Examines political campaigns and voting behavior in American elections. The course will focus on both the broad theoretical literature surrounding campaigns and voter behavior as well as in-depth coverage of

ongoing political campaigns in the United States. We will primarily examine presidential and congressional elections. Topics to be covered include: primary elections, election forecasting, campaign effects, negative vs. positive campaigning, theories of candidate preference and political participation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 338 - Sex, Law, and the American Culture Wars

Explores the American church-state debate through the lens of abortion and same-sex marriage. These sexual freedom and reproductive rights issues raise questions that reach to the very heart of the American political project. What is the scope of our right to engage in private behavior? Do longstanding religious and moral traditions have a place within a secular legal system? Are there limits to the Constitution's guarantee of religious free exercise, and, if so, how do we determine these limits? These issues have generated intense social and political conflict, and are at the center of today's "culture wars" in the U.S. This course will provide students with a robust background in the legal history of these issues, and will furnish students with a framework for making sense of some of today's most contentious political battles in the U.S.

Credits: 1.00
Crosslisted: RELG 338
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 341 - War and the Shaping of American Politics

Examines the impact of warfare, expansion, and national security policy on the development of domestic American institutions and politics since the Revolution. War's impact has been multifaceted and contradictory, fueling a politics of reaction and repression in many contexts while serving as a catalyst for advances in political, racial, and economic equality and inclusion in others. Students will explore those contradictions by connecting war mobilization and security politics to the trajectory of American political development and state/society relations over time. Topics include: the role of the putatively weak American state in shaping 19th century territorial expansion; the effect of wartime mobilization and participation on racial politics; the interplay of warfare and the welfare state in American history; the postwar politics of the "military-industrial complex;" and the impact of foreign policy and national security on the American party system. Readings will engage such topics from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain ranging over several centuries.

Credits: 1.00
Crosslisted: PCON 341
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 343 - Left, Right, and Center: The Philosophical Roots of Modern Politics

Most of the great debates and battles of modern politics have revolved around three broad political theories and movements: "the Left" (including socialism, communism, and 'cultural' Marxism); "the Center" (including classical liberalism, liberal democracy, and 'progressive' liberalism); and "the Right" (including conservatism or traditionalism, religious and theocratic politics, the radical right, and fascism). Students study selected thinkers from each of the three political theories and compare the strengths and weaknesses of their views as guiding principles for modern politics. No prerequisites are required for the course, but POSC 260 or 151 would be helpful as an introduction.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 344 - Politics of Poverty

Examines the nature and extent of poverty in the United States, with particular emphasis on public policies designed to alleviate poverty and recent proposals for reform. Political factors affecting the formulation and implementation of poverty policies are examined, drawing on case studies of selected issues such as the war on poverty, Medicare, food stamps, aid to families with dependent children, and negative income tax proposals.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 345 - The News Media and the Political Process

Politics is a distant and dimly understood process for most people; still, they must somehow come to terms with the threats and reassurances it offers, and reach assessments of personalities and policies about which they often know little. This course is an analysis of politics and the media from the inside out, beginning with the ways people receive, interpret, or ignore the media messages directed at them. News reporting and questions of bias are treated in the context of a group analysis of important stories. The class also considers the evolution and refinement of media campaigning techniques. Those who cannot purchase time or space in the mass media may resort to protest, terror, and violence in order to air their views. The class discusses these cases along with the ethical issues they pose. (PG)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 346 - Beneath Black Robes: Courts

Focuses on the causal dynamics of judicial behavior. Introduces students to the study of courts as political institutions and, in doing so, provides some understanding of the political nature of the role of courts in American society. Departs from the view that landmark national decisions such as Roe v. Wade, Baker v. Carr, and Brown v. Bd. of Education, along with their more recent conservative corollaries, are solely the product of adherence to constitutional standards of interpretation. Instead, it posits that these controversial rulings and judicial policy in general can be explained through careful examination of certain political factors. In short, the course is based on the premise that the judiciary is a permeable structure that is responsive to democratic processes and that, in turn, exerts influence upon those processes. Two major theoretical concerns integrate the lectures and materials covered: 1) the dynamic relationship between court decision-making processes and major features of the larger American political arena, and 2) the inherent tensions between judicial independence and democratic politics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 349 - The International Political Economy

Looks at the historical and theoretical development of the international political economy. Some of the major topics include the interaction between politics and economics in trade and protectionism, capital flows, exchange rates, debt, globalization, and problems in development. (IR)

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 350 - Africa in World Politics

Examines relations between African states and between African and foreign states. Major topics include the effects of the international system on economic and political development, African states' use of foreign policy to achieve development goals, the role of the major outside powers, intra-African conflicts, African

organization, the role of African thought in foreign policies, and the international relations of southern Africa.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 351 - Foreign Relations of East Asia

This course is a survey of East Asian international relations from the breakdown of the traditional Chinese world order to the emergence of the Pacific Rim system. Emphasis is on foreign policies of East Asian nations, security, and trade issues.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 353 - National Security

Discusses and analyzes the idea of national security in theory and practice, as well as the impact of nuclear weapons on contemporary statecraft topics including deterrence theory, arms control and disarmament, nuclear proliferation, and recent strategic developments. An optional three-week extended study in New York City, POSC 383, deepens students' understanding of several issues that are treated in class during the term.

Credits: 1.00
Corequisite: None
Prerequisites: POSC 152 or POSC 232
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 354 - Capitalism, the State, and Development in Latin America

The developmental trajectories of Latin American countries contain a double conundrum: first, in spite of being a region endowed with a considerable amount of natural resources and having enjoyed privileged access to Western European and North American markets, the overall economic performance of the region during the 20th century lagged considerably behind that of the rest of the Western world. Second, even when these countries all share a past of colonial rule and a "peripheral" location in the international system, the economic differences within the countries of the region are staggering. Seeking to shed light on this puzzle, this course surveys existing theories on the relationship between political institutions and economic

outcomes and explores the historical co-evolution of states, regimes, and markets in the region.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 356 - Red Tape: Politics, Power, and Policy in the US Bureaucracy

How does the US government get stuff done? While Congress passes the laws, interpreting and implementing those laws falls to bureaucrats in the executive branch. By some estimates, as much as 90% of new policy in the United States today is the product of choices made not in Congress, but in the executive branch. Who those bureaucrats are, how they make those decisions, and the elected politicians who try to influence them are the focus of this course. Students gain a deeper understanding of the US policy making process, and of the critical role of a professionalized bureaucracy in our democracy.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 357 - International Institutions

Examines how international institutions shape states' behavior and why some institutions are more effective than others. Students focus on institutions such as the United Nations, World Trade Organization, and NATO, and on issues such as development, human rights, climate change, and arms control.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 358 - Transnational Politics

Examines the segment of world politics that includes interactions and transactions between actors who are not representatives of governments or intergovernmental institutions. Non-state actors as diverse as global social movements, multinational corporations, religious communities, and even terrorist networks are now recognized as playing crucial roles on the world's political stage. This course focuses on a variety of these transnational actors to stretch the limits of state-based approaches, and emphasize the rich variety of relationships and interactions that characterizes contemporary world politics.

Credits: 1.00
Crosslisted: PCON 358
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 359 - Power in Russia from Gorbachev to Putin

Examines the domestic and international politics of the world's largest country. Students track the weakness and disorder of the chaotic 1990s under Boris Yeltsin, and the birth of a new system on the ashes of Communism. Students examine the rise of Russian power and prestige under Vladimir Putin and his centralizing innovations to strengthen political and economic institutions. The course also considers dissent and protest movements, the national conflicts with internal minorities, as in Chechnya, and projection of power over the post-Soviet "Near Abroad" and the construction of a corporatist-style system that presents new challenges to the global dominance of ideas about democracy and capitalism.

Credits: 1.00
Crosslisted: REST 359
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 361 - Humanitarian Interventions

Peace operations have been widely deployed to contain and promote resolution of conflicts. This course focuses primarily on humanitarian intervention and probes the different contexts in which peacekeepers have been introduced: interstate conflicts, civil conflicts, and humanitarian emergencies. Students consider how humanitarian interventions differ in practical terms from other types of peace operations, considering questions of strategy, mandates, and political will. Students also analyze the ethical implications of humanitarian intervention, particularly questions of responsibility, legitimacy, sovereignty, and unintended consequences. Theoretical readings are combined with comparative case studies are drawn from Africa, the Middle East, the Balkans, and elsewhere.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 366 - Foreign Policy Analysis

Focuses on the theoretical traditions underlying American foreign policy, key concepts in the conduct of foreign policy, and the application of these theories and concepts to historical and contemporary events. Students examine how policymakers determine the national interest, the tools used to conduct foreign policy, and how policymakers have responded to foreign policy problems in the 21st century. Students focus on both theory and application to understand how decisions are made and executed, as well as which policy problems are most critical today.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 367 - The European Union

Examines the trajectory of European integration since World War II. Introduces theories to explain this trajectory, and to explain why the EU is more deeply integrated in some areas (e.g., economy) than others (e.g., defense). The traumas of the past decade, including the euro crisis, democratic decay, and Brexit are also addressed.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 368 - American Foreign Relations with China

Examines the major sources, dominant theories, and primary policy options in American foreign relations with China. Begins by examining some key determinants of this bilateral relationship and proceeds to investigate "realist," "liberal," and "cultural" approaches to understanding international relations in general and US China policy in particular. Particular attention is paid to the so-called "Thucydides Trap" and the actual consequences of a potential US-China war. Concludes by examining the effects of "American Exceptionalism" and the "China threat" on US foreign policy towards China.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 371 - West European Politics

Looks at the history and political development of Britain, France, Germany, and Italy. Students study these countries within the context of not only their distinct histories but also examine a comparison of how these histories impacted the development of diverging domestic interests, the creation of societal cleavages, and consequently the construction of political institutions to mediate and regulate internal conflict. Major policies within the countries are considered, including their involvement with NATO and the European Union.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 373 - The Public Policy Process

Examines how the executive and legislative branches of government interact to formulate public policies. The influence of political parties, interest groups, business organizations, and public opinion on these institutions is explored in depth. Also highlights the impact of federalism within the American political system, pointing both to intergovernmental implementation of national policies and to policy innovation at the state level. An overarching theme is the inevitable tension between oligarchy and democracy in a system where only a few actors wield direct influence over policy decisions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 374 - International Law

Introduces students to public international law through an examination of the key concepts and principles that underlie the foundations of international law, as well as through the legal norms that regulate relations between states. Although states are considered the central actors in international law, the involvement of nonstate actors, intergovernmental organizations, and other participants is also examined. Substantive areas of international law, humanitarian law, and international law and the environment are also analyzed. Concludes with a discussion of the future role of international law in world politics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 377 - Political Psychology

How do the forces that shape personality and motivation affect the political behavior of individuals? What role do factors such as schooling, religion, social class, mass media, race, and gender have upon individual beliefs and attitudes? How does the use of stereotypes and political symbols shape the popular understanding of politics and affect the relationship between the rulers and the ruled? By employing an individualistic perspective, this course investigates the formation of public opinion and the structure of political beliefs, values, and attitudes.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

POSC 379 - The Development of the Modern State

Though the state is now the standard form of political organization, this was not always the case. For centuries, political organization was dominated by city-states, feudal relations, and tribal or clan organizations. This course examines the emergence of the modern state as the predominant form of political organization. It explores various arguments for state sovereignty and examines several challenges to it as well. Finally, it considers the state of the state in today's globalized world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 380 - Reason, Faith & Politics

Examines the claims of reason and revelation as sources of ultimate truth and as guides for the political world. Readings are from the great theologians of the Jewish, Christian, and Islamic traditions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 382 - American Political Thought

This study of the principles of American government as articulated by leading statesmen and political thinkers gives particular attention to the founding period and the Constitution and to their relationship to later periods of reform.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 383 - National Security (Extended Study)

The extended study in New York City explores four topics covered in POSC 353: conflict in the Middle East, conflict in the Balkans, NATO and European security, and the UN peacekeeping system. The class meets with academics and representatives of roughly a dozen countries who deal with these issues. The study includes panels of military scholars from the US Army War College and the United States Military Academy at West Point.

Credits: 0.50
Corequisite: None
Prerequisites: POSC 353
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

POSC 385 - Modernity and its Conservative Critics

What is wrong with the modern world, especially with the political culture of liberal and progressive intellectual elites? Such questions are explored by studying the radical critique of modernity offered by philosophical, classical, and Christian conservatives.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 386 - Enlightenment Political and Social Thought

Important Enlightenment-era political treatises are explored in this course. The bourgeois sensibilities of Montesquieu, Hume, Smith, and Voltaire are compared — culminating in the tenets of classical liberalism — to the more radical and perfectionist aspirations of Rousseau, Diderot, and Condorcet. For both schools of thought, the focus is on those aspects and ideas that cast light on matters of continuing concern and that help explain the 19th–century emergence of liberalism, romanticism, and radicalism.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 387 - Reason and Power in Social and Political Thought

How can one understand human beings when they seem to have such a complicated variety of interests and motives? The intent of this course is to look at the controversies that divide social and political theorists in their effort to understand human beings and the human condition. In the process students discover that beneath conflicting theories are recurring themes concerning subjectivity and objectivity, the nature of human beings, theories of self and other, as well as a debate over rationality, irrationality, truth, and knowledge. By better understanding these controversies students gain new insights into human nature, human knowledge, and the human condition.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 388 - Constitutional Law: Civil Rights and Liberties

Students examine the nature of civil rights and liberties under the Constitution; such include freedom of speech and the press, religious freedom, equal protection (with major attention to race and gender), due process, property, and privacy/autonomy (abortion, right to die, sexual orientation). Students also explore the role of the Supreme Court in the definition and protection of these rights and engage the several controversies surrounding the larger enterprise of constitutional interpretation, such as originalism v. nonoriginalism, natural law v. positivism, judicial activism v. judicial restraint, and so forth.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 389 - Constitutional Law: Structures and Powers

The focus of this course is what Aristotle identified as the central question of political science, the character of regime--the organization of offices and the distribution of power that is designed to achieve an understanding of justice and the human good. More specifically, students focus on the structural characteristics of the American regime, or Constitution--separation of powers, federalism, emergency powers, property rights; but students are equally concerned with the politics of interpretation itself--the complex process by which people determine what is the Constitution, how it is to be understood, and who

has authority to interpret it. The responsibility for constitutional interpretation is broadly distributed, but it is also obvious that the preeminent voice for interpreting the Constitution has become the Supreme Court. Accordingly, students spend the greater portion of the course with the analysis of cases, that is, the Court's opinion of what the Constitution means.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 404 - Seminar: Political Polarization and American Democracy

The embittered state of contemporary American politics has occasioned widespread popular and scholarly consternation. In recent years, moreover, such worries have moved beyond a concern about popular rancor and dysfunctional governance to encompass serious contemplation of the prospect of "democratic backsliding" or even outright system collapse in the United States. This seminar is designed to familiarize students with major scholarly debates concerning political polarization in the United States—its historical origins and contemporary drivers, its workings at both the mass and elite level of political activity, and its impact on both political culture and governance. Students put that literature in dialogue with research in both American and comparative politics on democratic backsliding and constitutional stability. And, through a service-learning component that brings students into local voluntary civic and political organizations, they also consider the connection between community-level civic life and national political dynamics.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions

Examines how states use economic statecraft to pressure, discipline, and coerce other governments, immersing students in both classic theories as well as the latest debates in the field. While paying special attention to the United States' use of economic sanctions, students explore a variety of economic tools that governments have deployed in pursuit of their national interests, as well as debates about their effectiveness, legality and ethical or unethical characteristics. Investigating economic statecraft in both a global and a comparative context, coursework draws on a diverse set of case studies, including Russia, China, Cuba, Iran, Iraq and North Korea. The course is structured to help students produce a capstone research project in their seminar paper.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Political Science, International Relations Majors and Minors
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

POSC 406 - Seminar: The State and Political Violence

Examines the causes and consequences of different forms of political violence and how they are related to the state. Among the issues that it covers are: the role of conflict in the formation and consolidation of states, the relationship between regime type and violence, the conditions under which revolutionary movements emerge and succeed, the determinants of varying levels of state repression, and the recent rise of criminal violence associated with illicit trade. While coursework is particularly focused on the Latin American region, it explores questions of broader theoretical relevance and also studies episodes of political violence in other regions of the world. Finally, students also explore the implications of violence for political and economic development.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 407 - Seminar: Media and International Relations

Examines the theories, paradigms and methods used for understanding the role of media and public opinion in international politics. Students explore the triangular relationship between the state, the media, and the public when it comes to foreign policy, specifically, how state influences media, how media shapes public opinion, and how public opinion impacts foreign policy, in the context of both democracies and authoritarian states. Topics include the role of both traditional and digital media on international issues of conflicts, trade wars, public health crises, terrorism, anti- foreign nationalism, censorship, cyber wars, and social media, with case studies from countries around the world, particularly the United States and China.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

POSC 410 - Our Constitutional Order: Continuity and Change (Study Group)

An inquiry into the enduring principles and changing features of our constitutional order. Topics include the design of the founders (their underlying propositions about human nature and the common good, expectations for institutional performance, and hopes for the way of life fostered by this constitutional order), significant changes within this order (as marked by shifts in the underlying premises of the Supreme Court's interpretation of the Constitution and parallel realignments of the political party system), and contemporary features of institutions and political mores. The class meets as a daily seminar for the first two weeks of the program, then in weekly seminars for the following six weeks. Taught on the Washington DC study group.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 412 - Readings and Research on American Government (Study Group)

Combines common readings pertaining to the internship (focusing on organization theory) and individualized readings on an independent research project. For the latter, students are encouraged to select topics that further enhance and complement the experiential learning of their internships. Taught on the Washington DC study group.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 414 - Seminar: Contemporary Policy Process (Study Group)

An inquiry into the contemporary process by which policy is developed and enacted, with special attention to a case study of a subject currently under consideration in Washington. Previous topics have included reforms of welfare, Medicare and Medicaid, Social Security, and campaign finance. Questions include a) the role of interest groups, parties, political action committees, and the press; b) the impact of constitutional and contemporary structures and processes of decision making; and c) the desirability of reform of the constitutional system itself. This class meets as a daily seminar for the first two weeks after the term break, then in semi-weekly seminars for the next five weeks. Taught on the Washington DC study group.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

POSC 416 - Seminar: Democracy, Capitalism, and the Changing World Order

This seminar explores the process of democratic transitions – the removal of repressive regimes and the establishment of new democratic institutions – and democratic consolidation, the process of "deepening" democracy and making it sustainable. The course compares theories about democratic transition and consolidation that were generated by cases that took place across different regions and periods, such as the Western European examples of the 19th century and the Latin American and East Asian cases of the 20th century. Major topics include the role of political parties, political elites, and grassroots organizations, the design of electoral rules and other institutional arrangements, the effect of capitalist development, and the influence of international actors upon patterns of democratization and prospects for democratic stability.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 417 - Seminar: Law and Order

In the American criminal justice policy process the people are represented by two separate, but equally important groups: the politicians who enact anti-crime laws and criminal justice officials who are empowered to enforce them. Students investigate "Law & Order" politics and policymaking in the U.S. by way of probing the extent to which the adoption of criminal justice policies by lawmakers and the administration of criminal law are driven and chiefly so by democratic pressures.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None
Formerly: POSC 337

POSC 419 - Seminar: Conspiracy Theories and Fake News

The social and political world increasingly seems to be overrun by conspiracy theories and "fake news." From American political campaigns to international conflicts, the world is rife with false claims, misleading arguments, and assertions of hidden forces seeking and exerting power. Where do these beliefs come from? Who is susceptible to holding these opinions? What is the role of social media in spreading these beliefs? What can be done to stop their spread? Can democracy coexist with an electorate filled with false beliefs?

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 421 - Seminar: Information Warfare

Misinformation, disinformation, fake news — the political world around us is full of claims about the use and abuse of information. Students explore some of the key questions surrounding information warfare in international relations. Is information warfare a new sort of war — or the continuation of traditional conflict by other means? How do states and non-state actors use and manipulate information to achieve their goals on the international stage? How can states best protect themselves? And can it ever be ethical to engage in information warfare?

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 433 - Seminar: Topics in Globalization

Addresses the causes and implications of globalization from a variety of disciplinary perspectives, including political science, economics, sociology, and philosophy. Aims to sharpen students' skills as critical readers and thinkers, and directs them in producing a capstone research project in their seminar paper.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders

This seminar examines themes in migration, citizenship, and belonging, in the context of South Asian migration world-wide, with special emphasis on the United States. The liberalization of American immigration law in the 1960s provides the basis for the discussion of push-pull factors of migration of South Asians from various states in the subcontinent (India, Pakistan, Bangladesh, Sri Lanka, Nepal). Today South Asians are deemed to be a model minority, a label that at the same time extols and dehumanizes South Asians depending on their class position and their country of origin. To counter the stereotypical narratives of doctors and engineers on the one hand and cab drivers and convenience-store clerks on the other, students are encouraged to engage with various texts to recognize ethnic, linguistic, and religious diversity of South Asian migrants, and to consider the challenges of acculturation and assimilation as immigrants become

citizens.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 436 - Seminar: Continuity and Change in International Politics

An analysis of contemporary conceptual approaches to international politics and of the trends and developments that are altering some traditional assumptions about the nature of the international arena.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Recommended for all international relations honors students and for students going to graduate school.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity

This seminar examines the politics of democratic transition and the political and economic performance of existing democracies, with a focus on the developing world. The class pays particular attention to the distinctive challenges of democratizing amidst globalization and resurgent nationalism, and analyzes the effects of democratization on international and internal conflict, economic development, equity, and political stability. Students evaluate the current debate over how the US can aid democratization. Countries studied include Russia, Mexico, Turkey, and South Korea.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 441 - Seminar: Theories of State

Due to the lingering legacy of colonialism, the economic effects of globalization, and the growth of transnational movements, the dominance of the state as the only form of political organization is in question today. The course will examine the revival of the theory of the state that has followed these developments and has yielded a rich and sophisticated literature. Topics may include: sovereignty, legitimation, and power.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 451 - Seminar: Politics in Sub-Saharan Africa

More than 50 years after formal independence, what is the contemporary condition of African countries? What has been the impact of economic and political reforms and the changing world order? What is the influence of foreign powers on African politics and development? This seminar discusses how Africa has featured in world politics since the advent of colonialism to the present. Topics include: slave trade, European exploration of Africa, and the establishment of the colonial trade. The majority of the course, however, focuses on the post-colonial period. Students examine the phenomenon of neo-colonialism, the involvement of Western and Asian powers in Africa, and the international aid regime. The course also focuses on some of the most important conflicts that took place on the continent, including in the Democratic Republic of Congo, Rwanda, Ivory Coast, and Mali.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 454 - Seminar: The Cold War and After

This seminar considers the interrelationships between two great land-based nations, the US and Russia, which expanded territorially, developed economically, and emerged to strategic dominance at much the same time. It examines the competition between those two states, looks at the prospects for their cooperation, and how the end of the Cold War has created new opportunities and problems for each of them.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 456 - Seminar: War - Theories and Practices

Theories of warfare and explanations of the outbreak of war are the focus of this course. Explanations of warfare as a general characteristic of the international system and case studies are examined, as is the evidence on the economic, political, and social consequences of war. The course deals both with general

patterns and with particular 20th-century wars.

Credits: 1.00
Corequisite: None
Prerequisites: POSC 152 or POSC 232
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 464 - Seminar: Freedom and Authority in Modern Political Philosophy

What is freedom and how much freedom is good for society? What kind of justification do political theorists offer in defense of freedom? The course will examine the great debates about the nature of freedom and the conditions of a free society. Students will also discuss the relation between freedom or liberty and other competing values, such as equality, security, and virtue to understand the balance of ideals in practical political life. Readings will be selected from liberal thinkers such as Mill, Kant, Adam Smith, and Isaiah Berlin as well as from critics of classical liberalism such as Marx and Nietzsche.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 475 - Seminar: Philosophies of Law: Theory and Practice

Introduces students to philosophies of law as found in theories of natural law, international law, and positive law. Students examine the question of whether there are universal norms of morality and justice that transcend the diversity of cultures and the claims of multiculturalism. Students also examine the 'higher law' background of constitutions, legal systems, social movements, and international organizations. Readings will be selected from writings of classical Greek and Roman philosophers, medieval scholastics, modern creators of international law, the American founders, and contemporary philosophers of human rights and cultural relativism.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

POSC 498 - Honors Seminar

This course sequence is designed to provide the training and supervision for a select group of students to write honors theses in political science.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

POSC 499 - Honors Seminar

This course sequence is designed to provide the training and supervision for a select group of students to write honors theses in political science.

Credits: 1.00
Corequisite: None
Prerequisites: POSC 498
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

PSYC 109 - Contemporary Issues in Psychological Science

A course in specific topics offered by various staff members. Students should contact the department regarding the topics offered during any given term. This course does not fulfill the prerequisite for PSYC 200.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 150 - Introduction to Psychological Science

Introduces students to the scientific study of human behavior. Topics include biological foundations of behavior, learning, cognition, sensation and perception, development over the life span, emotion and motivation, personality, social thinking and behavior, and the causes and treatment of psychological disorders.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only First-year, Sophomore
Recommended: Psychological Science majors should complete this course by the end of the sophomore year.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 200 - Research Methods in Psychological Science

An introduction to research methods in psychological science. Provides experience in developing the following skills: critically reviewing scientific literature, formulating testable research hypotheses, designing experiments, measuring behavior, interpreting research results, and writing and presenting research reports.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150 or NEUR 170
Major/Minor Restrictions: None
Class Restriction: No Senior
Recommended: Psychological Science majors should take this course during the sophomore year
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

PSYC 250 - Human Cognition

Cognitive psychology is a scientific approach to understanding the functioning of the human mind and its relationship to behavior. This course explores recent empirical work in both the theoretical and practical aspects of a variety of issues related to cognition. Topics covered include pattern recognition, attention, mental representation, memory, problem solving, and development of expertise, reasoning, and intelligence.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150 or NEUR 170
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 251 - Learning & Cognition

One of the most fundamental influences on thoughts, behaviors, and attitudes is learning. This course addresses major topics in learning and cognition including learning through association, reinforcement and punishment, the role of evolution in learning, and learning in human and non-human animals. Students explore the cognitive processes of attention, memory, and concept formation, and their role in learning, and various applications of learning, including education, advertising, and addictions.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150 or NEUR 170
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 261 - Personality Psychology

Explores approaches to understanding the emotional, social, and behavioral functioning of the individual person. This course traces the study of personality from classic theories based on clinical observations to contemporary theories based on empirical research. Students learn about the field's major debates and research findings, and analyze individual cases as a means of illustrating and applying each theory. The ultimate goal of the course is to have students integrate the knowledge they have gained to form a coherent understanding of the person.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 262 - Psychopathology

Our understanding of mental health issues and disorders is continually expanding. This course aims to broaden students' understanding of psychopathology and current mental health disorders, to strengthen students' abilities to recognize problematic behaviors and to determine what to do in the face of them, and to encourage critical interpretation of current theories and findings in psychopathology. Students will consider multicultural issues and current empirical research on mental health disorders.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 263 - Social Psychology

A survey of social psychology, the scientific study of human feeling, thinking, and behavior in social contexts. The course considers both proximate (immediate) influences on behavior, such as the immediate social situation as well as distal (more remote) influences on behavior, such as human evolution. Topics include social attitudes, judgment and decision making, persuasion, conformity, close relationships, altruism, aggression, prejudice, and intergroup conflict. The application of social psychology to education, health, and economics is also examined.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Restrictions: Not open to students who have received credit for PSYC 260.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PSYC 264 - Developmental Psychology

How do humans grow and change from the prenatal period through adolescence? What factors influence development, and how do the contexts in which youth spend their time help to determine development? These are the major questions considered in this survey of the various domains of development--including physical, cognitive, social, and emotional--and the settings in which development occurs--with family, with peers, in schools and neighborhoods, for example. Students learn about theory and empirical research on human development, and they also consider how this research can be applied when working with children and adolescents.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 275 - Biological Psychology

Focuses on issues concerning cellular and behavioral/cognitive neuroscience and is designed for students majoring in psychological science. The first part covers neuroanatomy, neuronal structure and function, brain evolution and development, movement, and cellular models of memory. The second and third parts take students through cognitive neuroscience, sensory systems, sleep and dreaming, language, emotion, ingestive behaviors, psychopathology, and cognitive aspects of learning and memory. Also teaches basic methodology so that students learn the many ways to ask and answer questions about brain and behavior in humans and non-humans alike. Normally does not count towards the neuroscience major.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150
Major/Minor Restrictions: None
Class Restriction: No Senior
Restrictions: Not open to students who have completed NEUR 170
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

PSYC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 300CO - Topics in Cognition

An intermediate-level course in specific psychological science topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 300NE - Topics in Neuroscience

An intermediate-level course in specific neuroscience topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

Credits: 1.00
Crosslisted: NEUR 300NE
Corequisite: None
Prerequisites: PSYC 200 or NEUR 201 or NEUR 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 300SO - Topics in Social, Developmental, Personality, or Clinical Psychology

An intermediate-level course in specific social, developmental, personality or clinical science topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 309 - Quantitative Methods in Behavioral Research

An introduction to statistical procedures and quantitative concepts used in psychological science, this course emphasizes principles of research design and analysis in the behavioral sciences.

Credits: 1.00
Corequisite: PSYC 309L
Prerequisites: PSYC 150 or NEUR 170
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Psychological Science majors should complete this course by the end of the junior year.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 309L - Quantitative Methods in Behavioral Research Lab

Required corequisite to PSYC 309.

Credits: 0.00
Corequisite: PSYC 309
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 341 - Psychological Criminology

An exploration of concepts of psychological criminology. The primary aim is to understand the factors that make a person a criminal. A number of factors are examined, including evolutionary, biological, personality, developmental, environmental, cognitive, and behavioral perspectives. Interactions between individual differences and environmental influences are also examined. Related topics, such as psychopathology and substance use, are discussed. The course includes the analysis of individual cases, and special consideration is given to prevention and treatment initiatives.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 342 - Close Relationships

Relationships can be a source of great joy when they go well and great sorrow when they go wrong. Although scholars and everyday people have always been interested in understanding relationships, only in the past 30 years or so have behavioral researchers turned their attention to understanding the processes that regulate behavior in meaningful relationships with friends, family, and romantic partners. This course will explore leading theories and empirical studies in the literature on adult relationships.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 343 - Sleep Psychology

Why do we sleep? Why do we dream? Do we really need to get 8 hours of sleep a night to perform our best? How is sleep affected by our neighborhood, job, family, or culture? In this discussion-based course students critically analyze diverse theoretical perspectives and recent empirical research that seeks to answer these questions. Students examine sleep at multiple levels of analysis, including its biological underpinnings, methods of assessment, and developmental changes across the lifespan, as well as common sleep disorders and connections between sleep and learning, dreaming, and health. The second half of the course addresses environmental influences on sleep and explores ways to improve sleep in diverse populations via intervention and policy.

Credits: 1.0
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 344 - Addiction

Can anyone become addicted to anything? Are cell phones more addictive than cocaine? Why would a person self-identify as an "alcoholic?" Can addiction be cured? Students explore theories and foundational and cutting-edge empirical research in the field of addiction from the perspective of clinical psychological science. Material crosses substances and cultures.

Credits: 1.0
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 351 - Attention and Memory

Attention and memory are at the core of how humans come to know and act on the world as well as forming the basis of who they are as individuals. This course is not a survey as it focuses on a few areas within attention and memory and studies these areas in depth, exploring seminal and current theories and empirical findings in human attention and memory from a cognitive perspective. Examples of problems which may be addressed include bottom-up vs. top-down attention allocation, dual-task performance, inhibition and attention control, attention and working memory, memory for skills, auto-biographical and emotional memories, memory impairments, and memory in everyday life (e.g., memory loss with age, Alzheimer's dementia, alcoholic dementia).

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200 and (PSYC 250 or PSYC 251)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 352 - Origins of Human Thought

Studies the origins of human thought from a variety of perspectives, including developmental, cross-cultural, and comparative. Each of these perspectives provides unique evidence concerning "origins." Developmental psychology examines the origins of thought within the lifespan of the individual within a particular culture; cross-cultural psychology examines the degree to which ways of thinking originate culturally; comparative psychology studies the evolutionary origins of thinking by making comparisons among species. These different approaches to studying "origins" are applied to a few focused topics in human cognition, such as origins of speech, concepts and categories, perception of objects, and perception of music.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 353 - Visual Perception & Cognition

Our everyday visual experiences typically yield a sense of certainty in that we believe we are operating directly from information in the world around us. Despite such a belief, many of our decisions and actions depend on perceptual inferences derived from our internalized representations of external information. Put another way, many of our decisions and subsequent actions are the direct result of our brains making guesses based on fabricated information. The purpose of this course is to explore how perceptual and cognitive processes act to formulate low- and high-level visual representations of the physical world, and

how those representations inform (and are informed by) our knowledge of the world. The vast majority of the readings for this course employ behavioral paradigms that target the neurological (*functional*) underpinnings associated with visual representations and knowledge structures. Therefore, it contains a mix of both behavioral and neurophysiological components (with an emphasis on functional neuroscience).

Credits: 1.00
Crosslisted: NEUR 353
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 355 - Language and Thought

Language is a distinctive human ability that distances humans from the rest of the animal kingdom - including chimpanzees, with whom people share 98 percent of the same genetic inheritance. Although language is considered as primarily serving communication in its advanced form, it is also an important vehicle for thought, with the potential to extend, refine, and direct thinking. The interaction of language with other cognitive abilities is the central focus of the course. Students compare the communication systems of other species with human language, examine efforts to teach human language to apes, learn how psycholinguists conceptualize and investigate language-mind relationships, and inquire into the cognitive abilities of various types of language users, such as bilinguals and deaf and hearing signers. Attention also is given to evolutionary changes in the neural structures implicated in human language and to neural processes constraining the developmental course of language acquisition.

Credits: 1.00
Crosslisted: NEUR 355
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: The Process of Writing
Core Component: None

PSYC 360 - Neurodiversity and Community Inclusion

Aims to engage students in considering ways to break down the barriers that people with neurodevelopmental disabilities face as they seek social and recreational opportunities within their communities. Students read research literature at the intersection of social psychology and disability studies that explores the psychological and social experience of neurodivergence. They then collaborate with a local organization and neurodivergent community members on a community-based participatory research (CBPR) project. Projects advance the missions of host organizations, while advancing the goals of neurodiversity and community inclusion. Students keep a journal throughout the semester, write reflection papers connecting the literature with their community experiences, and coordinate, document and present their CBPR projects.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PSYC 361 - Psychotherapy & Behav Change

Explores the major models of psychological treatment in adults and children. Each treatment model is examined in terms of its perspective on human behavior and psychopathology, its mechanisms and techniques of therapeutic change, and its empirical evidence. Also addressed are some of the recurring controversies in the field of clinical psychology: Should clinical research and practice inform each other and, if so, how? Can the disparate treatment models and their implicit world-views be integrated? To what extent is lasting behavior change possible?

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 362 - Social Bonds

Explores the ontogenetic (developmental) and phylogenetic (evolutionary) roots underlying human social relationships. Social bonds are traced through the lifespan, beginning with parent-infant attachments, moving next to peer relationships, and ending with pair bonds. Students examine the interplay of social cognition, social perception, emotion, and communication in human sociability. Patterns underlying human social bonds are deciphered using research from child, social, cross-cultural, evolutionary, biological, and comparative psychology.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 363 - Developmental Psychopathology

Introduces the study of psychological problems in the context of human development. Using a broad, integrative framework, the course examines psychological problems in childhood and adolescence from a variety of perspectives (genetic, biological, temperament, socioemotional, family, and societal). Syndromes that often first appear in childhood and adolescence are discussed, including autism-spectrum disorder, attention deficit/hyperactivity disorder, disruptive behavior disorder, depression and suicide, and anxiety disorders. The course also examines developmental resilience, environments that place children at risk for poor outcomes, and prevention.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

PSYC 364 - Human Motivation

Motivation is the energy behind human actions. Can people control their own desires? How do emotions energize behavior? What satisfactions contribute to a happy life? These questions are of interest to psychologists studying human motivation. This course begins by examining basic biological motives, such as hunger and aggression, and progresses toward the study of more complex motivational phenomena such as curiosity, striving for success, and falling in love. By drawing from physiological, cognitive, social, and personality psychology, this course provides a unique opportunity to examine some of the most interesting questions in psychology from a variety of perspectives.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 365 - Cross-Cultural Human Development

To what degree does culture shape and constrain the development of human ability, thought, and behavior? What features of human behavior lie beyond culture's reach? In pursuing these questions, students study how sensorimotor, perceptual, emotional, cognitive, social, and personality development proceed in diverse cultural contexts. Theories of human development and the cross-cultural methodologies used to test them are critiqued in detail. Inquiry is framed by an understanding of cultural and biological evolution and incorporates readings from developmental and cross-cultural psychological science, and from anthropology and sociology.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Recommended: PSYC 309 is recommended.
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 366 - Psychology of Leadership

An exploration of the psychological forces that give root to human dominance, hierarchy, and leadership. Guided by evolutionary, developmental, and cross-cultural perspectives, questions about social power and

leadership are addressed using empirical literature: To what degree are motives for social dominance--and social docility--embedded in human nature and traceable through primate evolution? What traits and competencies distinguish leaders from followers, how early do these differences develop, and is the pattern the same for girls and boys, and for men and women, across the globe? How do some leaders and groups cultivate followers so devoted that they adhere to destructive directives? Contemporary problems in leadership provide illustrations.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 367 - Advanced Social Psychology

Perhaps more than anything else, people think about other people- the people with whom they are close, those who shape conceptions of the self, motivate behavior, and produce strong emotional reactions. The field of social psychology is devoted to understanding how people feel about, think about, and interact with others. This advanced social psychology seminar offers a contemporary, in-depth exploration of different topic areas within the field of social psychology. Students investigate primary literature on some of the most vexing, provocative, and important issues of our time.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 368 - Prejudice & Racism

Provides a survey of the psychology of prejudice and racism, the scientific study of human feeling, thinking, and behavior in situations involving conflict between groups. More broadly, the course examines the psychological factors that contribute to the perpetuation of inequality and discrimination. Students consider both proximate (immediate) influences on behavior, such as the immediate social situation, as well as distal (more remote) influences on behavior, such as human evolution. Both motivational approaches to understanding prejudice (e.g., explaining prejudice as a consequence of the desire for social dominance) as well as cognitive approaches (e.g., explaining prejudice as a byproduct of automatic associations people learn) are examined.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 372 - Health Psychology

Health psychologists seek to understand the relationships among psychological factors, behavior, and physical health. Topics covered in this course include the effects of stress, depression, and personality characteristics on people's susceptibility to and recovery from illness; the role of psychotherapy, social support, and meditation in helping people with chronic illnesses survive longer; and the significance of psychological factors in alternative medical treatments such as acupuncture. The course also considers in detail how the nervous, endocrine, and immune systems interact to mediate the relationship between psychological processes and physical health.

Credits: 1.00
Corequisite: None
Prerequisites: NEUR 201 or NEUR 202 or PSYC 200
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 375 - Cognitive Neuroscience

Cognitive neuroscience is an interdisciplinary field - drawing from chemistry, biology, medicine, neuroscience, psychology and philosophy - that explores the relationship between the mind and the brain. The scope of this course is broad, focusing on brain mechanisms for such diverse processes as sensation and perception, attention, memory, emotion, language, and consciousness. Students read primary journal articles on case studies from the clinical literature of patients with localized brain damage and reports from the experimental and neuroimaging literature on the effects of invasive and noninvasive manipulations in normal subjects. Mind-brain relationships are considered in the context of cognitive theories, evolutionary comparisons, and human development.

Credits: 1.00
Crosslisted: NEUR 375
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 376 - Functional Neuroanatomy

In addition to exploring concepts of typical human neuroanatomy and neural development through a functional perspective, students also discuss these topics through the lens of atypical human neural development/developmental disorders (e.g. schizophrenia, ataxia, visual impairment) and comparative biology across different animal species.

Credits: 1.00
Crosslisted: NEUR 376
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and BIOL 182 and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 377 - Psychopharmacology

Discussion on the effects of drugs upon psychological processes and behavior in humans. Readings in the textbook treat the mechanisms of action (physiological and neurochemical) of various classes of drugs used in therapy or "on the street." Readings in professional journals illustrate the experimental study of drug effects in humans and in animals.

Credits: 1.00
Crosslisted: NEUR 377
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Confronting Collective Challenges or Quantitative and Algorithmic Reasoning
Core Component: None

PSYC 378 - Topics in Neuroscience

Courses in specific neuroscience topics offered by various staff members. Inquiries about the topics offered any given term should be directed to the coordinator of the Neuroscience Program.

Credits: 1.0
Crosslisted: NEUR 378
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 379 - Fundamentals of Neurochemistry/Neuropharmacology

Focuses on two diseases: relapsing-remitting multiple sclerosis and idiopathic Alzheimer's disease. The initial portion of the course examines the various methods neurochemists utilize to answer questions about these two diseases. The remainder of the course focuses on the epidemiological, neuroanatomical, cellular, biochemical, and molecular aspects of the two diseases. Multiple sclerosis is a more intercellular question examining the interaction of immune cells and the glia of the nervous system whereas Alzheimer's disease tends to focus more on intracellular mechanisms leading to the synthesis of beta-amyloid and the formation of neurofibrillary tangles, the two hallmarks of this disease.

Credits: 1.00
Crosslisted: NEUR 379
Corequisite: PSYC 379L
Prerequisites: (PSYC 275 or NEUR 170) and BIOL 182 and CHEM 263 and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 379L - Fundamentals of Neurochemistry/Neuropharmacology Lab

Required corequisite to PSYC 379.

Credits: 0.00
Corequisite: PSYC 379
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 381 - Behavioral Genetics

An introduction which demonstrates that nature and nurture both play a fundamental role in the development of behavioral traits; and how genes interact with the environment to shape the development of various behavioral traits. The course uses an interdisciplinary approach that integrates the studies in genetics, neuroscience, and behavior; with a comparative approach to explore human and other animal models; and cover the traditional behavioral genetic methodologies as well as modern molecular genetic techniques.

Credits: 1.00
Crosslisted: NEUR 381
Corequisite: None
Prerequisites: (NEUR 170 or PSYC 275) and (NEUR 201 or NEUR 202 or PSYC 200)
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 385 - Neuroethology

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

Credits: 1.00
Crosslisted: BIOL 385 & NEUR 385
Corequisite: PSYC 385L
Prerequisites: NEUR 201 or PSYC 275 or BIOL 182
Major/Minor Restrictions: None
Class Restriction: None
Recommended: PSYC 309 or BIOL 220
Area of Inquiry: Natural Sciences & Mathematics

Liberal Arts Practices: None
Core Component: None

PSYC 385L - Neuroethology Lab

Required corequisite to PSYC 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

Credits: 0.25
Corequisite: PSYC 385
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

PSYC 498 - Senior Research

Psychological science majors plan and carry out one-term research projects under the guidance of faculty members in the Psychological and Brain Sciences department. For those who wish to be considered for honors or high honors, two-term thesis projects are required. Honors students may fulfill the requirement for two semesters of research by enrolling in PSYC 498 in the fall and PSYC 499 in the spring semester. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior

research by taking PSYC 498 in the fall and PSYC 491 in the spring. With permission, PSYC 450, or PSYC 460, when offered, may be substituted for PSYC 498.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 150 and PSYC 200 and PSYC 309
Major/Minor Restrictions: Only Psychology, Psychological Science Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

PSYC 499 - Senior Research

Psychological science majors plan and carry out one-term research projects under the guidance of faculty members in the Psychological and Brain Science department. For those who wish to be considered for honors or high honors, two-term thesis projects are required. Honors students may fulfill the requirement for two semesters of research by enrolling in PSYC 498 in the fall and PSYC 499 in the spring semester. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring. With permission, PSYC 450, or PSYC 460, when offered, may be substituted for PSYC 498.

Credits: 1.00
Corequisite: None
Prerequisites: PSYC 498
Major/Minor Restrictions: Only Psychology, Psychological Science Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: Natural Sciences & Mathematics
Liberal Arts Practices: None
Core Component: None

RELG 101 - The World's Religions

An introduction to the variety of the world's religions, such as Buddhism, Christianity, Hinduism, Islam, Judaism, and the indigenous faiths of Africa and America. The course explores and compares religious beliefs, values, practices, rituals, texts, images, and stories, in their historical, cultural, and political contexts. It examines diversity and concordance within each tradition, encouraging students to reflect thoughtfully on the nature of religion and the ways it shapes communities and individuals through the world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 102 - Religion, Power, and Politics

Explores the intersection between religion, power, and politics in our world today. Students study several major religious communities and examine how scholars wrestle with some of the following contemporary

issues: the relationship between religion and violence, the rise of secularism, interactions between religion and law, religion and race, religion and medicine, faith-based movements for environmental justice, and religion in media, and popular culture. The specific topics under investigation may change each semester. This topical approach introduces students to diverse perspectives within the academic study of religion and provides them with new frameworks for making sense of some of our world's most controversial religious and political issues. Coursework presumes no background knowledge of religion or politics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 202 - Introduction to Islam

In the desert landscape of 7th century Arabia, a middle-aged Arab tribesman and caravan trader named Muhammad began to hear the word of God and declared himself a prophet. Within decades, Muhammad's message sparked a religious and social revolution that changed the course of human history. Students examine the rise of Islam, its emergence as a diverse global religion, and its multi-faceted encounters with Western-style modernity. Students begin by studying the Qur'an, the life of Muhammad, and the stories of his immediate successors. Who exactly was Muhammad, and what was the nature of his message? What challenges did the early Muslim community face? Following our exploration of the earliest phases of Islamic history, students then delve into the formation of two major streams of Islamic thought: shari'a (Islamic law) and Sufism (Islamic mysticism). The final third of the semester focuses on Muslim responses to European colonialism and Western-style modernity. Specifically, students examine colonial-era changes to shari'a, Muslim debates over how to build a modern Islamic state, and the experiences of individual Muslims in our contemporary world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 203 - American Indian Religions

Introduces students to the variety of American Indian traditional religions and historical religious movements. After an evaluation of the methods used in understanding Indian religions and a survey of their culture areas, students look at American Indian worldviews, concepts of the supernatural, mythology, ceremonialism, dreams and visions, medicine, witchcraft, shamanism, nature-relations, and conceptions of the soul. In a given semester, examples from Navajo, Lakota, Skagit, Inuit, Hopi, and Ojibwa religions are described in some detail, in order to show how the individual characteristics are integrated; then students examine the effects of Christian missions and the most important religious movements among American Indians since white contact, e.g., the Ghost Dance, the Peyote Religion, and others.

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 204 - Hindu Mythology

An exploration of the Hindu gods and goddesses of India through their myths. For centuries Indians have been telling stories about the gods through sacred scripture, folklore, and pilgrimage traditions, and more recently in comic books, television series, and films. Through close readings of India's mythic and epic texts communicated through diverse media, students gain an introduction to Hinduism as a dynamic, living religious tradition. Anyone attempting to understand the complexities of Indian culture, politics, and society soon encounters the gods and goddesses of the Hindu tradition. Besides introducing student to these fascinating figures and their stories, the course seeks to explore broader questions in the study of religion including the politics of gendered visions of the divine, and the effects of the medium on the transmission of religious messages.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 205 - Introduction to Judaism

As a minority culture, throughout history, Jews and Judaism have always been subject to the influence of the majority cultures in which Jews have found themselves. In response to the shocks of modernity, ruptures, scientific advancements, and philosophical ideas and challenges, Jewish thinkers, culture, and individuals formulated responses—religious and otherwise. Students explore how Judaism has responded to modernity, the "age of secularism." To wit, students focus on distinctively modern expressions of Judaism: the range of denominations, their historical origins, ideologies, and attitudes to Jewish law and its development, secularism, religious and secular Zionism. Students explore these developments through primary texts within their historical contexts to better understand contemporary Judaism as it is expressed and practiced, mainly in North America and Israel, as a religion and also as a culture.

Credits: 1.00
Crosslisted: JWST 283
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 210 - Christian Traditions

This historical study of the development of the central Christian beliefs from the beginning to the present examines the earliest and subsequent elaborations of the key teachings (creeds) and practices. Students examine the decisions of the first six ecumenical councils (the first 500 years) concerning the central elements of the Christian tradition. Students also investigate the creedal statements and liturgies (order of worship) that distinguish churches from each other. Coursework helps students appreciate the core beliefs of Catholics, Orthodox, and Protestants (Adventists, Anglican, Baptist, Methodist, Mormon, or Presbyterian, among others), thereby developing a holistic understanding of the Christian Tradition.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 211 - Catholic Traditions

Central to this study is the understanding of Roman Catholicism as a living, dynamic, multi-faceted set of religious traditions. The focus may change each term. The time frame is usually from the Second Vatican Council (1962-5) to the present, although the full panoply of Catholic history, doctrine, and liturgy is under review. Topics may include the Church's self-understanding, the historical context of American Catholicism, cultural pluralism within global Catholicism, and contemporary issues such as war and peace, social and economic justice, sexuality and reproduction, grassroots liberation efforts, and environmental concerns.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 215 - Buddhism

Explores the many faces of Buddhism across time and space, from the "pre-lives" of the Buddha to modern Buddhists and Buddhist modernists today. Through the close reading of mythical narratives, hagiography, philosophical tracts, canonical sermons and legal codes as well historical and ethnographic accounts, students seek to understand what Buddhism is and what it has meant and continues to mean for Buddhists around the world. Topics that are regularly featured include the motif of renunciation, meditation, the importance of scripture in orienting devotion, the economy of merit, the monastic ideal and the social realities of monastic life, Buddhist kingship, Buddhist philosophical deconstruction, the bodhisattva ideal, and Buddhism's confrontation with modernity, the West, and science.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 216 - Tibetan Buddhism

What accounts for the popularity of Tibetan Buddhism among certain Hollywood elite as well as a growing number of Chinese in the world today? Why did Tibet give rise to the unique institution of the reincarnating lama, best known in the West through the figure of the Dalai Lama? What goes on in Tibetan monasteries, the largest monasteries in world history? Understanding the answers to these questions requires that one examine the place and privilege of religion and Buddhism in particular in Tibetan culture. Through the close reading of the autobiography of a Tibetan saint, Buddhist myth, ethnographic descriptions, and philosophical treatises, as well as Buddhist art and other media, students come to understand the centrality of religion to many aspects of life in Tibet, and gain a basic understanding of Buddhist philosophy, ritual/contemplative practices, pilgrimage, popular practices, monastic life, and other facets of religion and life in Tibet.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 217 - African American Religious Experience

An introduction to the complex, expansive religious landscape of African American life from the transatlantic slave trade to the contemporary moment. Through an examination of specific traditions, including conjure and other folk religious practices, Black churches, the Nation of Islam, and the emergence of Black, Womanist, and Black Feminist theologies, students gain an understanding of the historical, theological, and aesthetic dimensions that make African American religions distinct. Students also consider how these traditions define broader concepts, such as death, the body, and the natural environment.

Credits: 1.00
Crosslisted: ALST 244
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 219 - African Religious Traditions

On the types of religions in Africa, the Caribbean, Central, North and South Americas. Issues examined include worldviews, concepts of divinity, ancestors, personhood, the meaning of sacrifice, symbols, and rituals, and the relationship between art and religion. Students learn the ways political and social change, Christianity, and Islam impact African religions and African-based religions such as Candomble, Umbanda, and Macumba in Brazil, Orisha in Trinidad and Tobago, Rastafari in Jamaica, Santeria in Cuba, and Voodoo in Haiti and the United States. Students take a closer look at Roman Catholic teachings, spiritual, and ritual practices enable African-based religions to thrive in spite of aggressive Christian missionary enterprise. The

course includes different methods used in the study of African religions.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 221 - Religion, Identity, and Politics in Indonesia

What does it mean to be Hindu or Muslim? How do these religious identities intersect with being a nationalist, a communist, or a capitalist in our world today? Coursework positions Indonesia, the world's 4th most populous country, as a valuable starting point to answer important questions about religion, identity, and politics. Students begin with an in-depth introduction to Hinduism and Islam, paying particular attention to how Indonesians practice these two religions. Next, students examine a series of Hindu and Muslim encounters/collisions with Western colonialism. Students conclude by studying how both communism and capitalism have reshaped Hinduism and Islam in contemporary Indonesia in surprising ways. Coursework does not assume any previous study of Hinduism, Islam, or Indonesia.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 222 - Comparative Scripture

Based on comparative scriptural analysis or what is now called "Scriptural Reasoning." The focus will be on close readings of the Hebrew Bible, New Testament, and Qur'an with an eye to common themes and differences. Students will engage in a comparison of interpretive traditions in Judaism, Christianity and Islam to see how particular scriptural passages are understood in the religious traditions. The course will also spend time studying the ways in which scriptural reasoning has been used as a form of religious conflict resolution and peace-building in situations of conflict in the UK and Middle East.

Credits: 1.00
Crosslisted: JWST 222
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 226 - Reason, Religion, and God

Examines the similarities and differences between rational and religious understandings of God. By pursuing close readings of classic texts in the field of philosophy of religion, students considers how both philosophical and religious ideas are often developed together. Students explore various arguments about the rationality of God as responses to wider intellectual, cultural, and historical contexts in which they are made and to the specific shape and needs of a particular religious tradition (e.g., Catholicism, Protestantism, or Judaism). Students also explore the "rationality" of religious forms such as scripture, symbol, ritual, and prayer. In different semesters, select themes such as revelation, theodicy (the justification of God in the face of human suffering), providence and free will, or the theism/atheism debate are investigated.

Credits: 1.00
Crosslisted: JWST 226
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 227 - Visual and Material Religion

How does religion interplay with visual and material culture? Students examine how religious ideas and concepts take the form of visual art, material objects, film, and architecture. Topics of study include depictions of themes such as creation, ritual, salvation, ancestral veneration, and ecstatic feeling that are associated with a range of traditions, such as Christianity, Islam, Vodou, and Santeria. In addition to an introduction to tools of visual and object analysis, students also gain an understanding of how sensory engagement is central to religious belief and practice as well as how religious questions and ideas often animate artistic and creative expression.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

RELG 230 - Feasting and Fasting: Religion and Food

Examines a range of religious and cultural attitudes about food. What foods are celebrated? What foods forbidden? Who can eat what and when? Through a comparative approach to food restrictions and injunctions, feasts and fasts, and food-based rituals and liturgies in Jewish, Christian, Muslim, and Hindu traditions, students investigate the role food plays in defining religious boundaries and identities.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 232 - Health and Healing in Ancient Mediterranean Religions

A look at how illness, health, and healing are understood and experienced in parts of the ancient Mediterranean world, between 500 BCE and 600 CE, where illness is not defined merely as a physiological problem, but is also seen to have important spiritual, aesthetic, social, and political causes and effects. Similarly, while biomedicine defines health as the absence of disease, in ancient medicine, health is about achieving balance between different elements in the body, such as wind, water, and fire. Students develop an appreciation for the culturally and historically patterned ways in which people come to identify and treat bodily, psychological, and social distress. For instance, students examine curses and spirit possession in a variety of contexts as both a form of affliction and as a mode of healing. Students look at the role of traditional healers; how cultures vary in what they consider to be the causes of illness; who gets sick; what forms illness takes; and how the social, political, and aesthetic dimensions of health and healing affect treatment outcomes. Readings are drawn from the fields of ancient medical texts, medical humanities, ethnomedicine, and the anthropology of religion, to explore how illness and health are conceptualized and experienced in different cultures and across different sites of healing.

Credits: 1.00
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 235 - Religion, War, Peace, and Reconciliation

On mediation and conflict resolution, focusing on the role and function of religion toward peace and reconciliation, but also religion as a factor in the cause(s) of a conflict and war. In 2024, there are wars and conflicts in Ukraine, Gaza, Yemen, Sudan, Myanmar, Ethiopia, Armenia-Azerbaijan, the Sahel Region (Mali, Niger, Burkina Faso), and the Democratic Republic of Congo. Religion is a moral force that can influence politicians and rally people toward war or peace as observed on both sides of the Israel-Gaza war. Religion can also be a tool in diplomacy towards conflict resolution and restoration of political order, e.g., Mozambique, Northern Ireland. Students examine the scriptural, theological, and ethical teachings of various religions on justice, conflict resolution, peace, and reconciliation. Students also examine the theological writings on justice, war, and peace by Augustine, Aquinas, Luther, and Schleiermacher. Students explore the possibility of non-violence ideas of Mahatma Gandhi and Martin Luther King, Jr.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 236 - Religion, Science, and the Environment

In the 17th century, religion lost its claim to the cosmos; the religious knowledge of the order of nature ceased to possess any legitimacy in the new paradigm of science that came to dominate the West. Until the 1960s, Christian thinkers considered it the great glory of Christianity that it alone among the world's religions had permitted purely secular science to develop in a civilization in which it was dominant. After several centuries of an ever-increasing eclipse of the religious significance of nature in the West and neglect of the

order of nature, humans are now experiencing environmental crisis: global warming; the destruction of the ozone layer; climatic and weather pattern changes; soil erosion; death of animals, birds, and marine life; and the disappearance of some plant species. Today the very fabric of life is threatened and the future of our world hangs in the balance as nature is threatened by destruction caused by an environmental crisis that has gone unchecked for several centuries. What can be learned from religions of the world that will save humanity and nature? What is the relationship between religion, nature, science, and technology? Discussions include views from various religious traditions concerning nature, concept of the human, notions of progress and destiny, faith and science, ecological theology, ecofeminism, justice and sustainability, and spirituality.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 240 - Religion and Terrorism

Terrorists are often driven by extremist beliefs staunchly rooted in religious, racial, and ethical rationales for torture, violence, and genocide. The course provides a theoretical and empirical understanding, and explanation of terrorism. While tracing the history of terrorism to the ancient West, students will also identify various analytical approaches to the study of terrorism, recognize terrorist groups, and review terrorist tactics. Students will examine the ways that states counter terror, and the choices and the tradeoffs states face when confronting terrorism. Students will examine terrorist individuals and groups in Buddhism, Christianity, Hinduism, Judaism, Islam, and Sikhism such as the Ku Klux Klan, Timothy Mc Veigh, Republican Army in Ireland, Orthodox Rabbi Meir Kahane, Dr. Baruch Goldstein, Osama bin Laden, Boko Haram, Islamic State, and Shoko Asahara in Japan.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 243 - History of Religion in America

Studies selected significant religious questions, themes and texts from American religious history. While the specific issues and topics vary, the course is typically organized around an investigation into the challenges and opportunities presented by America's extraordinary religious pluralism. Issues examined may include: inter-religious encounter from Columbus to the 1965 Immigration and Nationality Act, religion on the American "frontier," the counter-cultural appropriation of Asian religions, the experience of migration, church-state relations, religion and media, and religion and social justice movements in America.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 245 - Religion in Contemporary America

Religion continues to exert major influences upon the shape of American life in the 21st century. Students study themes and controversies in American religious life during the decades since the end of the Second World War, and especially since the pivotal event of 9/11/2001 and its aftershocks, focusing upon the study of religious diversity and the changing religious landscape of America; issues of church and state; religion and politics; and religious ideas and values as they have shaped, and been expressed in, popular culture.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 246 - Race, Ethnicity, Religion in the Ancient World

Examines the concepts of race, ethnicity, and the social construction of religion and religious identities in the Roman Mediterranean world during the Imperial period from 27BCE-476CE, including the changing definitions and resonances of these three categories within their discrete ancient contexts. Students probe the various ways ancient authors expressed and articulated identity, difference and Otherness, and negotiated cultural and religious self-definitions and boundaries within the cosmopolitan and multicultural world of the dynamic and fluid Roman Empire. How were conceptual formations of race, ethnicity, or religion used to diminish or elevate status, legitimate practices of oppression and marginality, or compel resistance? Claims and assumptions of "ethnic superiority" by some, and the social entrenchment of marginalized persons (the enslaved, prostitutes, the disabled, etc.) by others, invite close analyses and assessment. Most notably, students examine how contemporary discussions of race, ethnicity, inequality, religious pluralism, imperialism, and power and gender disparities in modernity have been shaped by ancient ideas. Primary and secondary source readings include archaeological records, medical texts, and artistic and ethnographical records.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 247 - Death and Afterlife

Examines various ways humans have attempted to anticipate, accept, deny, defeat, or transcend death. What survives death? What stories and techniques have people shared to imagine immortality? Our approach is comparative, with emphasis on sacred stories and practices of Buddhists, Hindus, ancient Greeks and Egyptians, Jews, Christians, and Muslims and their legacies for our current debates over

personal identity, sustainability, and memory.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 248 - Christianity, Islam, and Political Change in Africa

The course explores how Christianity and Islam have caused or influenced conflict and division or greater political and social freedoms in Africa. Select countries are examined as case studies: Nigeria and Sudan for conflict and division; South Africa and Malawi for democratization of society. The course covers the spread of Christianity and Islam, colonial (British, French, and German) policy and Christian missionaries' attitude toward Islam, separation of religion and state (the debate over Islamic Law, Shar'ia), and religion and politics. Movements within Islam (Islamic brotherhoods, Madhist movement) and Christianity (liberation, black, womanist/feminist theologies) are also studied.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 251 - Faith after the Holocaust

The death of six million Jews at the hands of the Nazis in the Second World War represents a radical challenge to faith in Judaism, in Christianity, and in humanism. Study begins with a historical overview of the Holocaust and uses accounts of Holocaust survivors to articulate the challenge of the Holocaust to faith. Then students review philosophical and theological responses to this challenge by a variety of Jewish, Christian, and secular authors.

Credits: 1.00
Crosslisted: JWST 251
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 252 - Religion, Plagues, Pandemics

Plagues, pandemics, and epidemics have visited fear, chaos, and death upon global communities and nations for millennia. Catastrophes like the Bubonic Plague of 14th century Europe (1348-50), plagues in the

Ottoman capital (1522-921), early modern Africa (1494-1554), China (1770/71), and the 1918 American Flu pandemic, among others, precipitated world-shattering disruptions that mandated rapid and comprehensive recalibrations of social constructions of normalcy, social identity, and socio-cultural cohesion. The course identifies religion as a requisite multidimensional construct situated at the intersection of interdisciplinary theorizing and explanatory models regarding the etiologies of, and responses to, death-dealing disease and contagion. Religious understandings of calamitous plagues, pandemics, and epidemics are juxtaposed with the rise of medical and scientific understandings of these maladies within discrete periods.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 253 - Love, God, and Sex

A cross-cultural and multi-disciplinary approach to the questions of how notions of sex and gender have been shaped by religious discourse, myth, doctrine, and ritual. How have various forms of sexual expression come to be seen as normal, while others are seen as deviant? How has passionate love served as a metaphor for the expression of religious experiences, such as the union of the soul with God? How have people thought to "channel" sexual energy to pursue spiritual projects, as in tantra and religious celibacy? Topics of study may include queer spirituality, virginity, celibacy, sacred prostitution, ecstasy and mysticism, and the role of gender queer and third-gender people in religious myth and ritual in contexts such as Christianity, Judaism, and Islam.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 254 - AI and God: Reconciling Science, Religion, Artificial Intelligence

The rapid development and use of Artificial Intelligence (hereafter AI) technologies across the globe promises to transform every aspect of human life as we know it. AI's integration and aspiration for inclusion in global cultures within public and private domains and industries (digital medicine, biomedicine, criminal justice, cybersecurity, robotics) is endless. Will clones be a viable medical resource for organ procurement, and virtual friends, digital lovers, and sex robots fulfill the human social need for intimacy? What are the practical and ethical implications of advances in robotics for religious conceptions of the world, and religious conceptions of the uniqueness of human life and consciousness? Students explore the nexus between Science, Religion and AI, including the theistic implications of thinking machines in Transhumanism, the portrayals of AI technologies as gods in literature and film, and AI's episodic complicity in nurturing racial, gender, religious, and colonialist bias.

Credits: 1
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 255 - Church, State, and Law in the U.S.

What do we mean when we talk about "the separation of church and state"? Where does this principle originate? Are there exceptions? This course explores the relationship between religion and law in the United States. Students consider the question of what Americans mean when they speak of the separation of church and state and explore the ways in which the U.S. Supreme Court has attempted to implement this principle within American law. Students examine a variety of influential theories of church-state separation, and read some of the most important First Amendment cases of the 20th and early 21st centuries. This course does not assume any prior knowledge of U.S. religion or U.S. law.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 262 - Islam in Our Post-9/11 World

The September 11th attacks left an indelible mark on both American political discourse and the experiences of Muslim communities across the globe. This course asks: how should we conceptualize the relationship between Islam and the West in our post-9/11 world? Together, we will explore the history and ideas behind contemporary headlines in an effort to understand the roots of Islamist violence, American foreign policy towards Muslim-majority countries, Muslim debates over the future of their faith, and popular discourse on Islam in the West. We will look at a wide range of sources and perspectives in order to tackle these difficult but exceedingly relevant issues.

Credits: 1
Crosslisted: MIST 262
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 265 - Global Public Health Ethics, Bioethics and Religion

The revolution in biotechnology has given humanity powers unimaginable a few decades ago. Students examine moral and ethical dilemmas arising from the interface of human experience and advances in biology, medicine, and technology (human embryonic stem cell applications, cloning, genetic engineering, euthanasia, etc.). Global inquiry arising from public health and bioethcis topics places these deliberations on the international stage, with a focused exploration of diverse and competing transnational theoretical debates. Assessments of public health and bioethics issues within Judaism, Buddhism, Islam, Hinduism,

Confucianism, and Christianity represent a requisite and illuminating component of the mosaic of issues at the forefront of pressing global conversations.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 271 - Religion and Politcs in Chinese Thought

Political power in China has always been inextricably tied to religion or claims of cosmic righteousness. Students look at the foundational political and ethical writings for premodern and modern China. Classical Chinese thought was defined by the violence of the times and was therefore directed toward the question of how to establish social order and harmony. Later Neo-Confucian writers describe a universe in which all things are one body, and good governance is seen as a natural outgrowth of a ruler who is attuned to this fact. The 20th and 21st centuries bring about radical change but also continuities with the past, and students examine these by reading important speeches by Mao Zedong and essays by 21st-century political theorists. Throughout, students learn to appreciate the ardor and sophistication that Chinese intellectuals and statesmen have directed toward the pursuit of the good, and students gain an understanding of why Chinese considerations of what is good and right sometimes differ drastically from those in the West.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 272 - Hebrew Bible in America

The Bible is not only the best-selling book in America, but is arguably the book that has most profoundly shaped the United States. This course is an introduction to the Hebrew Bible/Old Testament in its American contexts, particularly American public life. In reading the Hebrew Bible, students ask themselves how these scriptures have shaped American politics, culture, history, and literature. Who has used the Bible and how? To whom does the Bible now speak, and what does it say? In what sense is the Bible understood to be an American text? This course presumes no knowledge of the Christian or Jewish Bibles.

Credits: 1.00
Crosslisted: JWST 208
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 273 - The Bible as/and Literature

What role does literary art play in the shaping of biblical narrative? How does the construction of the sacred text reflect its theological meaning? The religious vision of the Bible is given depth and subtlety precisely by being conveyed literarily; thus, the primary concern in this course is with the literature and literary influence of the received text of the Bible rather than with the history of the text's creation. As students read through the canon they establish the boundaries of the texts studied, distinguish the type(s) of literature found in them, examine their prose and poetic qualities, and identify their surface structures. Students also consider the literary legacy of the Bible and the many ways that subsequent writers have revisited its stories.

Credits: 1.00
Crosslisted: JWST 213
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

RELG 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 320 - Native American Religious Freedom

Explores the interaction of indigenous religions and secular law in the United States. What does the U.S. Constitution say about Indigenous religious beliefs and practices? Why have Indigenous beliefs and practices been historically marginalized within U.S. law, and what does this history tell us about the separation of church and state? Students address these questions through an exploration of key U.S. Supreme Court cases from the 20th and 21st centuries. No prior knowledge of U.S. religion or U.S. law is assumed.

Credits: 1.00
Crosslisted: NAST 320
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 329 - Modern Islamic Thought

Over the past two centuries, Islam - like many other religions - has experienced a series of radical challenges and transformations. This course untangles the nature of these changes by focusing on the two most significant streams of modern Islamic thought: Islamism and Islamic modernism. Students explore questions like: how did various Muslims respond to European colonialism? How do Islamist thinkers envision justice, relations with other religious groups, and the role of violence in constructing an Islamic state, and what are the differences among them? How have Muslim modernists in turn worked to fuse Western-style modernity and the Islamic tradition? In order to answer these questions, students read a variety of primary sources from influential Muslim thinkers as well as contemporary scholarship on the Islamist and modernist movements.

Credits: 1.00
Corequisite: None
Prerequisites: One course in RELG or MIST
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 331 - The Problem of Evil

Why do bad things happen to good people? Why does a benevolent, all-powerful God permit evil? Students explore some of the historical, philosophical, and religious perspectives on the etiology, manifestations, and functions of human suffering and evil within global human communities.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 332 - Contemporary Religious Thought

Selected historical perspectives on the connections among religion, violence, and power as a context for contemporary studies of the role of religion in society. Most of the course focuses on liberation theologies, with their emphasis on hope, empowerment, and right relationships. Voices of liberation theologians may be drawn from Latin America, Asia, and Africa, as well as marginalized people in the United States. The latter include womanist, mujerista, Latino/a, Asian-American, African-American, Jewish, homosexual, and feminist groups; most integrate personal experience with theological reflection.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 333 - Theorizing Black Religion

What is "black" about black religion? Students examine "blackness" as both a racial/cultural descriptor as well as a theoretical term that describes expansive ways of being in the world. Students consider how theories of blackness inform a range of perspectives in the study of religion concerning what black religion is and how it functions. Particular focus is given to how blackness signals the existence of alternative, queer practices of gender, sexuality, and relationality that are central to black religious experience.

Credits: 1.00
Corequisite: None
Prerequisites: One course in RELG or ALST
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 336 - Religion and Capitalism

"Christianity is freedom. Freedom is free enterprise; hence capitalism is Christianity in action." Following contemporary research, students will explore the relation from the high medieval monasteries to the present, highlighting the 17th and 18th-century Christian and Jewish farmers and traders, 19th-century British industrialists, and the 21st-century consumers, financiers and traders in commodities and various financial instruments (e.g., stocks, bonds, equities, derivatives, and securities, etc.). The course will investigate how worldviews and religious teachings order a lifestyle and a value system that inform and influence a particular economic activity. The course includes: what capitalism is (i.e., its elements and types, and the classical theories of capitalism); investigate the religious views, the cultural and social history that gave rise to capitalism, and the intellectual and economic innovations that turned capitalism into a system. Topics of discussions will include: capitalism and the environment, poverty and the Puritan work ethic, culture and global capitalism, capitalism and moral values, and the relation between contemporary spirituality and capitalism.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 338 - Sex, Law, and the American Culture Wars

Explores the American church-state debate through the lens of abortion, contraception, and same-sex marriage. These sexual freedom and reproductive rights issues raise questions that reach to the very heart of the American political project. What is the scope of our right to engage in private behavior? Do longstanding religious and moral traditions have a place within a secular legal system? Are there limits to the Constitution's guarantee of religious free exercise, and, if so, how do we determine these limits? These issues have generated intense social and political conflict, and are at the center of today's "culture wars" in the U.S. This course will provide students with a robust background in the legal history of these issues, and will furnish students with a framework for making sense of some of today's most contentious political battles in the U.S.

Credits: 1.00
Crosslisted: POSC 338
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 339 - Modern Jewish Philosophy

A course on European and American Jewish thought, covering a spectrum of liberal and traditional figures. The course studies the ways in which Jewish thinkers have responded to the challenges of modern philosophy, religious pluralism, and feminism. Modern reformulations of traditional Jewish ideas and religious practices are discussed as well as contemporary theological exchanges between Jews and Christians. Readings are taken from such figures as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim, and Plaskow.

Credits: 1.00
Crosslisted: JWST 339
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Recommended: Previous courses in the Jewish tradition and/or philosophy are recommended.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 342 - Our Secular Age

Do we live in a secular age? Most of us would assert that we do, but what do we mean when we make this claim? Are we referring to the political separation of church and state, to a decline in religious beliefs and practices, or to something else? These questions have recently come to occupy a central place within the study of religion. This course explores the topic of secularism from a variety of angles, including differing notions of what is meant by the term "secular"; an examination of the historical development of secular ideas and institutions; a comparison of different secular political projects; and a series of important critiques of secularism. This course encourages students to think critically and creatively about the relationship between "the religious" and "the secular," and it thus enhances students' understanding of religion, secularism, and modernity more broadly.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 343 - Gender and Judaism

Focused on the creation and conception of gender within Judaism. Students explore the ways in which gender is built into the scriptures, structures, institutions, and ideologies of Judaism, into Jewish religious, cultural and social life. According to Genesis, from the beginning there were male and female. To what degree are these two categories essential? To what degree artificial? How do religion and tradition enforce the gender divide, and in what ways can they be used to blur the distinctions between male and female?

Credits: 1.00
Crosslisted: JWST 343
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

RELG 345 - Religion and Human Rights

What is the relationship between religion and human rights? Do human rights stem from particular religious ideals, and, if so, can such rights be universalized? What happens when human rights conflict with longstanding religious beliefs and practices? This course explores the complex relationship between religion and human rights from a variety of perspectives: theological, philosophical, sociological, and legal-political. Students will examine some of today's most prominent voices on this topic, and will explore a variety of case studies involving both positive and negative interactions between religion and human rights. This course does not assume any prior knowledge of religion or human rights law.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 347 - Religion and U.S. Foreign Policy

Since the end of World War II, the United States has been a dominant force in global politics. How exactly has religion shaped U.S. foreign policy during these crucial decades? Do American officials tend to promote Christianity, secularism, both, or neither when they work abroad? How have American policies, in turn, impacted the philosophy and practice of religions across the globe? To begin to answer these questions, students examine the many ways in which religion, secularism, and U.S. foreign policy have intersected since World War II. Special topics of interest include: the post-war U.S. occupation of Japan, the use of religion as a weapon in the Cold War, American engagement with Islam after the 9/11 attacks, and the contested concept of religious freedom. Students read cutting-edge scholarship on religion and U.S. foreign policy, investigate important primary sources related to U.S. interventions abroad, and conduct original research on a foreign policy-related topic of their choosing.

Credits: 1.00
Prerequisites: One RELG course
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 352 - Theory and Method in the Study of Religion

Takes a critical look at the history of religious studies in the modern West and proceeds to chart some contemporary developments. Some of the issues that may come under investigation include, but are not restricted to, the quest for a science of religion, the impact of gender and race theory on religious studies, theories of religion and violence, the secularization of academic approaches to religion, and the nature of religion itself. The broad aim is to deepen reflection on the ways in which religion can become an object of study.

Credits: 1.00
Corequisite: None
Prerequisites: One course in RELG
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

RELG 356 - Race, Ethnicity, and China

Students seek to understand the historical formation of such concepts as "ethnicity," "race," and "nationality" (and, of course, their Chinese counterparts: zuqun 族群、zhongzu 種族、minzu 民族, etc.) in the Greater Chinese world. Students also explore the consequences of this history for the identities and lives of the people who live by them, especially the so-called "minorities" shaoshu minzu 少數民族 of the People's Republic of China. Because the largest of these minoritized peoples are also always identified by their religious affiliation (Tibetan and Mongol Buddhists, Uyghur and Hui Muslims), questions arise concerning the relationships between racial/ethnic categories and identities and religious ones. Students thus explore the roles of religion, secularism, and the state in shaping perceptions of and policies for these minoritized peoples. Part history, part ethnography, and part theory, students are challenged to reconsider the simple labels of "Chinese," "China," "minority," and so on, and as such it parallels global movements and conversations taking place vis-à-vis ethnicity and identity.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

RELG 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 411 - Senior Seminar in Religion

Presents students with the opportunity to explore their own research interests and expand upon work that they have undertaken in previous religion courses. Students will read a selection of advanced texts related to the broader study of religion, and, in consultation with the faculty member, will undertake collaborative research, writing, and peer-editing of an independent research paper on a topic of their choice.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: One course in RELG None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 490 - Spec Studies for Honors

Students pursuing honors in religion enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

RELG 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Religion Majors
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

REST 121 - Elementary Russian I

Combines an overview of Russian grammar with an intensive emphasis upon classroom communication and the development of oral skills. In addition to the textbook, students make use of an array of web-based materials ranging from interviews with contemporary Russians speakers, to YouTube videos, to cartoons in order to provide students with a sense for life in Russian-speaking communities today, as well to facilitate rapid acquisition of the language. Students cover the fundamentals of Russian grammar, learn a great deal of vocabulary, and should be able to converse effectively in a variety of everyday situations in Russian.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 122 - Elementary Russian II

Combines an overview of Russian grammar with an intensive emphasis upon classroom communication and the development of oral skills. In addition to the textbook, students make use of an array of web-based materials ranging from interviews with contemporary Russian speakers, to YouTube videos, to cartoons in order to provide students with a sense for life in Russian-speaking communities today, as well to facilitate rapid acquisition of the language. Students cover the fundamentals of Russian grammar, learn a great deal of vocabulary, and should be able to converse effectively in a variety of everyday situations in Russian.

Credits: 1.00
Corequisite: None
Prerequisites: REST 121
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 150 - Russian Popaganda

Students in this interdisciplinary course consider how contemporary Russian pop culture—from Pussy Riot to Putin memes—engages with state ideology. Coursework is grounded in the post-Soviet era, yet also looks at how Russia's current pop cultural attitudes to "facts" and ideology relate to the artistic and political practices of the Soviet past. Course materials include films, literature, visual art, performance art, and internet memes, as well as official state sources of mass information, from the Kremlin website to press releases. Finally, students consider the relationship between these developments in Russia and in US political discourse, through conversations surrounding "fake news," deep fake, and troll farms. All students are welcome: no previous experience with Russian language or culture is expected.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

REST 195 - Elementary-Level Russian Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 201 - Intermediate Russian I

Complete the presentation of the fundamentals of the language and focus upon further vocabulary acquisition and developing more advanced conversation and writing skills, as well as real-life Russian in context.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 202 - Intermediate Russian II

Students gain additional proficiency in the Russia language by developing more grammar skills and gaining increased proficiency in reading and writing. Oral communication is also emphasized.

Credits: 1.00
Corequisite: None
Prerequisites: REST 201
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 210 - Oil and Water: Globalization and Resource Control in Central Asia (Extended Study)

Examines the history and geography of cultural and natural sites in Uzbekistan and Azerbaijan to analyze how the control of oil and water resources have shaped urban growth, prosperity, and their sustainability over time in these locations. Regarding water resources, students examine how the ancient treatment of water resources sponsored the growth of trading kingdoms along the Silk Road. Regarding hydrocarbon resources, these resources were treated religiously and only later were valued as fuel in the pre-modern world. Recent Empires and authoritarian nation-states in the region have dealt with both types of resources

more profligately. Students travel to Uzbekistan and Azerbaijan to visit the ancient oases of the Silk Road and the bustling modern cities that persist in these same sites along a new 'silk road.'

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

REST 214 - Russian and Soviet Film: Art, Politics, History

An introduction to Russian and Soviet film with an emphasis on the relations between art and politics in the 20th century. Students examine the major cinematic works of Russia and the Soviet Union from the Bolshevik Revolution to the Putin era, including works by such major auteurs of world cinema as Eisenstein, Vertov, and Tarkovsky. Films are examined in the context of Soviet history, from the 1920s avant-garde through subsequent decades of Stalinist repression, stagnation, collapse, and post-Soviet nostalgia. In addition to works from within the borders of Russia, students watch films from the non-Russian republics of the Soviet Union which offer a view of the rich artistic resources and diverse voices at the Soviet margins. Key topics of discussion include Soviet montage theory, propaganda, censorship, state-control of the arts, and the aesthetics of transnational socialist solidarity and decolonization. Students are required to view a film every week outside of class, in addition to completing regular readings. Taught in English.

Credits: 1.00
Corequisite: REST 214L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

REST 214L - Required Film Screening

Required corequisite to REST 214.

Credits: 0.00
Corequisite: REST 214
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

REST 250 - Cyborgs, Unite! Sci-Fi for Post-Humans

Introduces students to a wide range of science fiction literature and film from the 20th century to the present day, with a strong emphasis on works from Russia, the Soviet Union, and Eastern Europe. This region offers some of the most sophisticated works of science fiction, owing to the radical "otherness" of its philosophical

and political traditions and the challenges it offers to dominant Western constructions of self, nature, and society. Focusing on philosophical, ethical, and environmental questions, students will discuss such topics as human-machine interfaces and ethics, life-extension and transhumanism, space travel and colonization, and the prospects and perils of the rationally-planned society. Course readings are in English. No prior experience in Russian studies required.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

REST 253 - Lust, Murder, Redemption

Written by an educated elite, eerily self-conscious because of czarist censorship and political repression, 19th-century Russian literature nevertheless confronts many of the crucial concerns of human existence. It often focuses upon characters who are at an existential breaking point because of ideological, spiritual, sexual, or economic pressures. Students read a combination of short stories and novels, concentrating upon canonical "greats" (Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov) but also sampling lesser-known writers, including neglected female authors. By examining literary depictions of such social institutions as warfare, dueling and gambling, courtship and marriage, adultery and spousal abuse, work and leisure, coursework emphasizes the relationship between literary text and cultural context. Particular attention is paid to the cultural construction of gender, as well as the relationship between humans and nature. A range of theoretical and critical texts informs discussions, as do film adaptations of certain works. All works are read in translation.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

REST 254 - Dissent and Delusion: Story-telling under Totalitarianisms

Examines life under Communism as distilled through the fiction of Russian, East European, and Jewish writers who experienced it firsthand. Students follow the intertwining of political and private life from the inception of a new regime, with many people exuberantly hopeful, through the various stages of acquiescence, resistance, escape, and sometimes death. Authors include Chekhov, Mayakovsky, Babel, Vasily Grossman, Kundera, and Nabokov.

Credits: 1.00
Crosslisted: JWST 254
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None
Formerly: REST 354

REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia

Addresses problems that are contemporary and urgent. They are at the same time rooted in regional history—meaning that solutions require regional knowledge—and, for better and worse, universal. Course material oscillates between the regional and the universal, looking at texts (novels, poems, essays, histories) that focus on issues of courage and conformity under Stalin and Hitler, and trying to understand their implications for us now, including in the United States. Writers include Czeslaw Milosz (poems and essays); Vasily Grossman and Lidia Chukovskaya (fiction); Timothy Snyder (history and contemporary analysis); Jonathan Rausch (contemporary analysis).

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

REST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

REST 295 - Intermediate-Level Russian Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 303 - Russian in Context

Focuses on developing strong reading and translating skills while also developing students' command of written and spoken Russian. The course explores some aspects of Russian and Eurasian culture.

Credits: 1.00
Corequisite: None
Prerequisites: REST 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 306 - Advanced Russian

Reading, discussion, and writing in Russian. Texts will be from contemporary online sources. Focus is on improving spoken Russian skills. Grammar review will be included as needed for readings.

Credits: 1.00
Corequisite: None
Prerequisites: REST 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 323 - Arctic Transformations

The Arctic is one of the most rapidly changing regions of the world today, environmentally, culturally, and politically. Rapid biophysical change occurs here today due to climate change, but equally noteworthy are cultural, social, and political transformations experienced by people living in the Arctic. Individuals and communities are under increasing pressure to change along with biophysical and socioeconomic transformation, particularly as new actors express interest in the Arctic and space opens up to global people and phenomena. Grappling with Arctic change means addressing complex issues related to social and biophysical changes, which often originate beyond the region but have specific meanings for the region. Within Russian and Eurasian regional studies, interest in the Arctic is long-standing and currently increasing with the "opening up" of this space due to climate change and the economic interest shown in it by global actors. Students examine environmental change, demographic shifts, human-environmental wellbeing, the ideas of security and cooperation as they relate to Arctic geopolitics, and the future of the Arctic. While the exclusive focus of the course is not on Russia, Russia's role in Arctic transformations – especially politically and geographically – are highlighted concerning the actions and transformations occurring in other Arctic nations and other nations interested in Arctic transformations.

Credits: 1.00
Crosslisted: GEOG 323
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

REST 333 - Human Rights in Russia and Eurasia

Addresses human rights in Russia and Eurasia. Begins by comparing the Universal Declaration of Human Rights with the Soviet Union's conceptualization of citizen rights and builds from there to understand current issues and concerns regarding rights in this world region. Part 1 provides an historical understanding of how human rights were envisioned and practiced in the Soviet era. Part 2 explores how human rights conceptualizations changed when the Soviet Union and Russia engaged openly with the West during perestroika and the 1990s. Parts 3 and 4 investigate the continuing legacy of authoritarianism in this region and what this suggests for individual (Part 3) and societal (Part 4) rights. A mixture of lecture and discussion assumes timely completion of readings and assignments to participate in small- and large-group class discussions throughout the semester. The final project asks students to develop a country profile to examine one human rights concern in one of the fifteen post-Soviet republics. Final student presentations place human rights in Russia and Eurasia in historical, cultural, and spatial contexts to understand how they are linked by shared histories and enduring entangled futures.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

REST 358 - Russian Revolutions

Examines and re-examines the Russian revolution(s) through a close study of histories, cultural products, historical roots, later interpretations, and re-imaginings. Beginning with the idealists, nihilists, and terrorists determined to bring the Russian monarchy to an end in the 19th century, students explore history, politics, and culture through a range of genres and media--from the 19th-century Russian realist novel, the political manifesto, the avant-garde film, revolutionary poetry, to the works of seminal historians who have shaped how we "read" the Russian revolution today. Is the revolution over, so to speak? Are we ever finished with an historical event of such monumental consequence? Course requirements include readings, film screenings, local Colgate events, and an excursion to New York City's Museum of Modern Art.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

REST 359 - Power in Russia from Gorbachev to Putin

Examines the domestic and international politics of the world's largest country. Students track the weakness and disorder of the chaotic 1990s under Boris Yeltsin, and the birth of a new system on the ashes of Communism. Students examine the rise of Russian power and prestige under Vladimir Putin and his centralizing innovations to strengthen political and economic institutions. The course also considers dissent and protest movements, the national conflicts with internal minorities, as in Chechnya, and projection of power over the post-Soviet "Near Abroad" and the construction of a corporatist-style system that presents new challenges to the global dominance of ideas about democracy and capitalism.

Credits: 1.00
Crosslisted: POSC 359
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

REST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

REST 395 - Advanced-Level Russian Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

REST 412 - Senior Seminar

Students explore the theoretical, methodological, and linguistic challenges that underlie serious research in Russian and Eurasian studies. In addition to common readings and assignments, each student pursues an individual research topic, updating other seminar participants periodically via presentations and selected readings. By semester's end each student has produced a substantial research paper that utilizes Russian primary sources appropriately. Students who wish to pursue a thesis topic in the spring are required to obtain permission from the faculty supervisor and the program to enroll in an independent study in the spring semester following the senior seminar.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: Only Russian, Russian & Eurasian Studies Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

REST 490 - Honors

Students pursuing honors in Russian and Eurasian Studies enroll with permission of the REST director.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

REST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

SOSC 275 - Volunteer Income Tax Assist

Centered on service learning, where students prepare tax returns for low-income households in Madison and Chenango counties. Includes approximately 10 hours of class meetings and 15-20 hours of community service in the two-county area during the semester. Students work directly with various non-profit organizations. After successful completion of this course, students may participate again but can only receive credit twice.

Credits: 0.25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

SOSC 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOSC 301 - Lampert Scholars Seminar

Supports the Lampert Institute's mission of promoting intellectual inquiry into some of the world's most pressing public policy issues, principally in two areas: The Changing World Order and Science, Technology, and Public Policy. Students should expect to engage in balanced empirical policy analysis; appreciate the importance of rigorous analysis of facts as a basis for understanding complex issues; value subject-matter expertise across academic disciplines; and respect civil discourse as the best means of revealing relevant perspective. This course is required and reserved for students who were accepted into the Lampert Scholars program at the end of their junior year.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOSC 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOSC 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 101 - Introduction to Sociology

An introduction to sociology, with special emphasis on American society, using a historical and comparative focus. Introduces students to some of the basic concepts and methods used by sociologists. Students consider a selection of topics: racial inequality, class reproduction, gender roles, work and society, social movements, bureaucracy, and crime and deviance.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 201 - Classical Social Theory

Examines some of the chief methodological and theoretical approaches used in the social sciences, primarily focusing on Marx, Durkheim, and Weber. In addition to original texts, works of anthropology and sociology are used to integrate the classics with a contemporary focus.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 101 (with a grade of C or better)
Major/Minor Restrictions: None
Class Restriction: No First-year, No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 212 - Power, Racism, and Privilege

Familiarize students with theoretical and historical perspectives of racial inequality and other ethnic and minority group relationships. Coursework approaches race as a socio-historical construct in the US and explores the consequences of this construction to modern day interactions and institutions such as education, labor market, criminal justice system, housing and wealth. Course readings, lectures, and discussions are intended to aid students in gaining a clear understanding of the role race and ethnicity have played in shaping contemporary US society as well as the larger social world we live in and to therefore contribute to each student's self-understanding and to a better understanding of others whose racial-cultural backgrounds are different.

Credits: 1.00
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 214 - Stories of Our Lives: Narratives, Meanings, and Identities

Narratives, meanings, and identities are important elements of human culture, and students are guided through a research-intensive review of how to study and make sense of these pervasive, if often subtle and taken-for-granted categories. Narratives are the stories we learn, share, and retell that help us understand the world and our place in it. Meanings include the embedded assumptions and values that we assign to social situations and encounters. Identities are often given to us through social structures but are also intensely personal and provide ways for us to cultivate a sense of self. Students explore narratives, meanings, and identities by learning and practicing qualitative research techniques such as interviews, oral histories, content analysis, and observation. Qualitative data analysis software is used to plan, organize, and analyze the research, and students gain hands-on experience in all stages of the qualitative research process.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: The Process of Writing
Core Component: None

SOCI 220 - Gender, Sexuality, & Society

An interdisciplinary exploration of gender and sexuality as primary markers of social inequality in our society and among the most salient organizing agents of our everyday lives. Course readings span several disciplines, including literature, history, philosophy, sociology, and psychology. Students analyze gender and sexuality using comparative historical and sociological perspectives. Subthemes of the course include culture, socialization, body and performance, intersectionality, essentialism, privilege, resistance, and social change.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 222 - Media and Modern Society

Introduction to concepts, theories, and issues related to mass media and society. Over the last 200 years tremendous changes have revolutionized the nature of mass communication in modern societies. Designed to provide a basic understanding of the nature of mass media and its social significance. Students address the impact of different types of communication from information exchange, to news, to entertainment, to

advertising. Students are introduced to a wide range of media including print, telegraphy, film, recorded sound, radio, television, and digital. This course is about analyzing how media texts are produced; why some messages enter mass media channels and others do not; how these messages affect audiences and how audiences receive them; and the general impact of mass media on contemporary society, culture, and politics.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 228 - Immigration

An introduction to international migration, with a focus on post-World War II migration. Geographically, students focus on immigration to the United States from Latin America, where the bulk of post-1965 immigrants come from. Begins by introducing students to basic concepts and approaches related to migration studies. Students further examine different stages in the migration process, including the processes of migration, the adaption/incorporation of immigrants in U.S. society, and the future "assimilation" of their children.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 240 - Fascism and Right-Wing Extremism: A Historical Sociology

The rise of right-wing extremist movements and of their influence within 'mainstream' political parties and governments has been a major feature of world politics in recent years. This course deals with these trends in a number of major countries (including the US, UK, Germany and India), examining the various sociological approaches that attempt to explain these movements through analyses of economic change, cultural change, and racial/ethnic ideologies. Centrally, students are asked whether or not there are parallels or continuities between these movements and the historical Fascism of the 1919-1945 period. Students will consider the major theoretical approaches to the study of Fascism and Populism in the sociological literature and survey some key examples of historical Fascist regimes and movements. Students will also study movements, both in the present and the past, which have attempted to oppose right wing extremism, asking whether they comprise a coherent political tradition.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents

Liberal Arts Practices: None
Core Component: None

SOCI 245 - Nature, Culture & Politics

The words "nature" and "the environment" conjure up visions of wild animals and open landscapes, but are people part of nature, too? Shows how nature and human culture are intertwined, both in terms of how we shape our environment as well as how it shapes us. Through a series of case studies, students explore this relationship, focusing especially on the way that nature and culture are "political": inequalities, social problems and movements, and power relations all flow from the way that we interact with our environment. Takes a global, comparative, and historical view of this process, and includes the following special topics: the rise of environmental awareness and environmental social movements; globalization and environmental values; consumption and the environment; environmental inequalities and justice; risk, technology, and environmental politics; and public policy and the environment.

Credits: 1.00
Crosslisted: ANTH 245
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 250 - Sociological Research Design and Methods

Provides a broad overview of how sociologists gather and analyze information to generate and test hypotheses about the social world. Students learn how to develop research questions and hypotheses, how to measure sociological concepts with concrete variables, how to select an appropriate and unbiased sample, and how to evaluate the ethics of the research design. Students are provided hands-on experiences conducting quantitative and qualitative research. Students engage in a range of social science methodologies, such as survey research, content analysis, qualitative interviews, participant observation, and experiments. They gain proficiency with quantitative and qualitative data analysis software.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 101 with a grade of C or higher
Major/Minor Restrictions: None
Class Restriction: No First-year, Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Quantitative and Algorithmic Reasoning and The Process of Writing
Core Component: None

SOCI 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None

Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 303 - Sociology of Education

Students learn how to apply sociological principles to the study of education. Students examine how educational systems both maintain and challenge social inequality. Students consider the many ways that that education differentially allocates resources based on race/ethnicity, class, gender, and other characteristics. Students apply sociological theory and research methods to investigate contemporary educational policies and issues.

Credits: 1.00
Corequisite: None
Prerequisites:
Major/Minor Restrictions: None
Class Restriction: No First-year
Recommended: Prior completion of at least one research methods course, preferably SOCI 250
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

SOCI 304 - Sociology of Disasters

Offers an introduction to the theory and research on the sociology of disasters, with a focus on cases from Latin America and the Caribbean. Students learn how to use a sociological perspective to examine disasters as socially constructed phenomena. Students interrogate the "naturalness" of disasters by focusing on questions of vulnerability, disaster preparedness, government response and recovery, as well as questions of coloniality and power.

Credits: 1.0
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 305 - Urban Sociology

Urban structures and problems are examined with an emphasis on the ways in which cities are embedded in a broader social and cultural milieu. The traditional concern of the impact of urban development on behavior is juxtaposed to an analysis of current fiscal problems and the potential for cities to grow, stagnate, or collapse.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None

Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 310 - Sociology of the Body

Bodies are raced, classed, and gendered, and unequally valued depending on social context and social system. Bodies are regulated and disciplined, through invisible coercion as well as brute force. Yet bodies also resist. Students examine the different social meanings and values human bodies accrue as well as the multiple possibilities of agency and transformation.

Credits: 1
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 312 - Social Inequality

Analyzes social structure and social stratification, emphasizing economic class, life styles, differential prestige, and inequality. The theory of social class and its measurement is discussed, and the change and stability of social class is considered. Comparative examples of stratification are examined, although the emphasis is on the American class system.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 318 - Intl Migration, US Immigration

Introduces students to approaches to the study of international migration, immigrant assimilation and adjustment, ethnic social and economic stratification, and immigration policy formation and analysis. These topics are explored within the historical and contemporary context of the United States and New York. The class considers theoretical perspectives that have been applied to the study of migration as well as approaches used by sociologists and geographers in empirical analyses of US immigration, immigrant populations, and ethnic relations. These analytical issues are considered in detail for immigrant and ethnic groups within New York State and the New York metropolitan community. Finally, students consider the relationships among patterns of immigration and ethnic relations, cultural change, international relations and transnational linkages, and US immigration policy reform.

Credits: 1.00
Crosslisted: GEOG 318
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

SOCI 319 - Food

Food is fundamental — it sustains us and is essential for our survival — but food is more than just what we eat. Food is also a commodity with complex global markets and ecological impacts; it is highly regulated through our political processes and institutions; and it forms a key part of our culture and the social rhythms of everyday life. Students explore these many dimensions of food, focusing especially on key questions about where it comes from, how it is produced, and how it is embedded in our economic, political, and cultural institutions. Students participate in a service learning internship at Common Thread Community Farm in Madison, NY. Also involves field trips to and guest speakers from local food and farming communities.

Credits: 1.00
Crosslisted: ENST 319
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250 or ENST 232 and students must have an open morning (no other enrolled courses) on Wednesday, Thursday, or Friday, from 8 a.m. until 12 p.m., in order to accommodate the farm internship component of the course.
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

SOCI 320 - Social Deviance

Examines the nature and consequences of deviant behavior in modern society. Students develop an understanding of the historical development of the study of deviance, the main theoretical perspectives on deviance, and some of the substantive concerns in the study of deviant behavior. This includes conceptualizations and definitions of deviance, the emergence and management of deviant identities, deviant careers, deviant subcultures, accounts of deviant behavior, and the social control of deviance. Specific types of deviance studied include substance use, sexual practices, non-violent crime, violent crime, mental illness, and youth subcultures.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 321 - Black Communities

Uses a social scientific approach to examine the circumstances and dynamics characterizing black communities in the contemporary United States. Key areas of inquiry include the operation of major social institutions shaping community life, social class divisions, health and housing prospects, and the ways that the intersections of racial/ethnic identity, class, and gender shape the experiences of community members.

Credits: 1.00
Crosslisted: ALST 321
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250 or ALST 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 324 - Medical Sociology

Introduces students to the uniqueness of sociological perspectives in understanding health care, and the social factors that influence health care. Students employ several levels of analysis: social history, social interaction, work roles, organizations, organizational relationships, and social policy. The framework for this course is that of social organization to show that the social organization of a society influences, to some degree, the type and distribution of disease, illness, and death found in that society. A major focus is on social determinants of health (SDoH) and the role that different institutions (i.e pharmaceutical and insurance companies, media, and others) play on medicalization. The social organization of a society also influences, to a significant degree, how the system of medical care responds. The values and assumptions underlying the medical definition of health are not necessarily the same as those underlying the sociological definition of health. A focus of the course is to examine race, class, and gender issues that influence the delivery of healthcare in this country. Attention is given to such topics as social epidemiology, the social demography of health, social stress, and illness behavior. Students also review the sick role, doctor-patient interaction, medical health professionals, hospitals and other health care agencies, and the healthcare delivery system in the United States and other countries.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 326 - Nations and Nationalism

Nationalism is on the rise in the United Kingdom and the United States again, as well as in China, Russia, and elsewhere. But what exactly is nationalism? Why does it arise? And what are its effects on society? Students explore nationalism through case studies, both from history and in today's news. Students investigate the relationship between nationalism and other social constructions of identity, such as language, religion, ethnicity, and gender. Also examines contemporary phenomenon undermining nationalism: transnationalism, multinationalism, and globalization.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250

Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 327 - Sociology of Sports

Draws on a wide range of theoretical perspectives to understand the enduring appeal of sporting practices, as well as the various processes of conflict, control, and power in and around sport institutions. Students examine major theoretical and empirical work in the sociology of sports in order to better understand the complex relationship between sport and society. Guiding questions include the following: Why do people play sports? Do all people play the same sports in the same ways? Is sport a microcosm of society? To what extent do sports matter in our daily lives? Are sports and politics separate or interrelated? Students examine various topics and issues such as gender and representation, violence and deviancy, sexuality and homophobia, commercialization and college sport, race and inequality, and sport and the media.

Credits: 0.50
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 328 - Criminology

Designed to introduce students to the field of criminology, the concept(s) of crime, the dilemmas modern criminologists encounter in conducting research, and the major theoretical perspectives on crime and criminal behavior. Emphasis is placed on sociological determinants of criminal behavior, as well as the functioning of the US criminal justice system.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 333 - Sociology of the Life Course

Takes the human life span as the primary unit of analysis. Individuals live their lives within socio-historical contexts and age-based frameworks. It is this framework that orders transitions between the various stages of life, constructs the various roles that individuals occupy over the course of their lives, and provides the set of historical conditions, ideas, and institutions by which individuals give meaning to their existence. Human lives are characterized by both continuity and change, and each human must negotiate the path of his or her life through a web of institutional networks. These pre-existing frameworks through which individuals travel are subject to the constraints of the past but are also open to possibilities created by each new generation. Understanding this complex relationship can not only broaden our notion of what it means to be human, but

take our humanity to new heights as well.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 333L - Sociology of the Life Course Field Component/Lab

This community-based learning "field" component, offered on an irregular basis, is an add-on to SOCI 333. It entails a minimum of 20 hours in the "field," conducting interviews, attending workshops, fulfilling assignments, and constructing a final project in the form of a podcast in partnership with a community-dwelling elder.

Credits: 0.25
Corequisite: SOCI 333
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 335 - Sociology of Death, Dying and Grieving

Focuses on the structural and cultural elements surrounding death and dying. Students examine death from the perspective of US- based health-care professionals, family members, institutions, the funeral industry, and the dying themselves. In so doing, students discuss who has access to "a good death," ethical issues in how death is defined, how these realities are shaped by structural inequalities, and policy suggestions for the future. Initially, students focus on intersections between death and dying, COVID-19, race, gender, and age. From there the course readings expand out to biographical, journalistic and social science sources to explore cross-cultural rituals of death, dying, and grieving.Students visit (in some cases, virtually) a hospice home for the dying and/or a funeral home, and a local cemetery, participate in a Death Café, and explore writing their own obituaries.

Credits: 1.0
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 348 - Contested identities: Popular Culture in America

Popular culture is an important site for the expression of cultural identity and social conflict in America. This course views popular culture as an essential site in the cultural politics of America that involves the

formation of ideas, identities, pleasures, and even desires. A central element in this cultural politics is the contested nature of American identity as well as the contested nature of social identities based on race, ethnicity, gender, class, sexuality, etc. Students also read theoretical texts that place popular culture and mass media in their social, economic, and political contexts. From conflicts over high art and popular art, to leisure and social class, to race and ethnicity, to film and the spectacle, to gender and the family, to sexuality and deviance, to cultural appropriation, students explore the rich, complex, and fraught history of American popular culture over the last 150 years.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250 or FMST 200
Major/Minor Restrictions: Only Sociology, Film & Media Studies Majors and Minors
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 353 - Housing and Homelessness

Students will explore contemporary landscapes of housing and homelessness in the United States and beyond. They will investigate the roots of housing crisis and questions why homelessness persists in highly developed nations like the U.S. Using a mix of lecture and discussion, the course draws on geographical theories and tools of analysis to consider alternative housing futures, including movements for housing justice.

Credits: 1.0
Crosslisted: GEOG 353
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

SOCI 367 - Sociology of Gender

Drawing on theoretical and empirical research, as well as visual media and print news reporting, students explore gender as a primary market of social inequality in our society and a major impetus for social change. Specifically, students analyze how gendered ideologies, practices, and contexts shape social institutions such as work, family, medicine, sport, military, religion, and the beauty industry. They examine how institutions and bodies become contested sites for gender and sexual politics. Students also pay close attention to how gendered ideologies work in tandem with race, class, and sexual expectations, constraining (and sometimes enabling) bodies and lives. Students are encouraged to analyze US culture with a gendered lens.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 368 - Power, Politics, and Social Change

Examines the relationship between power, politics, and social change with a special focus on social movements. Considers questions such as: What leads to social movement? What do social movements do? What are the tools they use? The approach is historical and comparative. Students consider what social movements can tell us about society, and apply key social scientific concepts to considerations of collective action. Students also consider the building blocks of social movements from the perspective of a social movement participant. By studying social movements through the perspectives of both scholar and activist, students gain helpful tools for collective action and social change.

Credits: 1.00
Crosslisted: ANTH 368
Corequisite: None
Prerequisites: ANTH 102 or SOCI 101 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

SOCI 369 - Women, Health, & Medicine

Draws on interdisciplinary research and writings to explore the ways in which the nature, distribution, meanings, and everyday life experiences associated with health, medicine, and illness are shaped by historical, cultural, political, and economic factors. Covering both micro- and macro-sociological terrains, students utilize a gendered lens to critically analyze the construction of gendered medical problems and doctor-patient encounters throughout history, women's experiences in a male-dominated health care system, and social movements in response to medical injustices.

Credits: 1.00
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 378 - Social Theory-Everyday Life

Since classical times, philosophers and historians have studied and recorded the details of everyday life with an eye to grasping the meaning of social practice. The past 50 years, however, have seen the bourgeoning of an exciting body of critical theory on the quotidian. Much of this work is concerned with profound questions about how the systems, structures, and practices of modernity shape basic human interactions with things, with places, and with other persons, and how these, in turn, reproduce social structures. This course presents sociological and anthropological texts concerned with everyday domesticity, cuisine, gesture, movement, activity, entertainment, talk, schooling, and bureaucracy, and explores the theoretical paradigms of knowledge, practice, and power to which these texts are ultimately addressed.

Credits: 1.00
Crosslisted: ANTH 378
Corequisite: None
Prerequisites: SOCI 201 or SOCI 250

Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 453 - Senior Seminar in Sociology

In this capstone seminar for the sociology major, students conduct original sociological research on the topics of their choice. Research projects grounded in sociological theory, review relevant literature on the topics, and collect and analyze data to find their own results. Each student's project results in a significant thesis paper, through which students learn the process of doing sociological research and writing a sociological article. Seminars focus on a variety of broad topical areas in sociology, depending on the instructor.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: SOCI 101 and SOCI 201 and SOCI 250
Major/Minor Restrictions: None
Class Restriction: Only Senior
Recommended: All Sociology majors should plan to take this course in the fall of their senior year.
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

SOCI 494 - Honors Seminar

Serves as a bridge to the Honors Thesis Workshop. Students develop a proposal and collect initial data for a substantive, research-based thesis project, to be completed in SOCI 495.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: SOCI 101 and SOCI 201 and SOCI 250 and (SOCI 251 or SOCI 253 or SOCI 254 or ANTH 211)
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SOCI 495 - Honors Thesis Workshop

With the guidance of their instructor from SOCI 494 and a topical adviser from among the continuing faculty in sociology, students work to complete the projects begun in SOCI 494.

Credits: 1.00
When Offered: Spring semester only

Corequisite: None
Prerequisites: SOCI 494
Major/Minor Restrictions: None
Class Restriction: Only Senior
Restrictions: Enrollment is limited to seniors who have completed SOCI 494
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: None
Core Component: None

SPAN 121 - Elementary Spanish I

The SPAN 121,122 sequence invites students to an introductory-level communication with the Spanish-speaking world. In SPAN 121, students become familiar with the mechanics of the spoken and written language while sharing information about themselves and their surroundings. Exercises and projects focus on learning about people, cities and music in Latin American and Spain through basic language structures. Students are strongly encouraged to continue into SPAN 122 to complete the year-long sequence. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 1 year of study or who have take a higher level SPAN course. Students with a placement score highter than 1 are ecouraged to consult the department before registering.
Major/Minor Restrictions: None

Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 122 - Elementary Spanish II

SPAN 122 builds upon the skills acquired in SPAN 121 by enhancing mastery of the language through the use of short stories, video and audio exercises, and the exploration of other forms of cultural production in the Spanish-speaking world. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 2 years of study or who have taken a highter a level SPAN course. Students with a placement score higher than 2 are encouraged to consult the department before registering.
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 195 - Elementary-Level Spanish Language Abroad

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 201 - Intermediate Spanish

Designed to improve the student's ability to understand, speak, read, and write Spanish and to expand students' knowledge of Spanish culture. It includes a comprehensive review of grammar, regularly scheduled vocabulary study, conversational practice, short compositions, cultural and literary readings, and films. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 3 years of study or who have taken a higher level SPAN course. Students wiht a placement score higher than 3 are encouraged to consult the department before registering.
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Students with more than 3 years of high school Spanish should not register for this course Students with a grade of D+ or below in SPAN 122 are urged to repeat the course before taking SPAN 201.

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 202 - Intermediate Spanish: Language and Literature

Continues to improve the student's ability to understand, speak, read, and write Spanish and emphasizes development of reading comprehension. It includes a review of the more difficult points of intermediate grammar and focuses on the acquisition of skills necessary for the study of literature. Vocabulary study, conversational practice, and short compositions based on readings are included. Instructors will determine eligibility of students with more than 3 or 4 years of secondary school Spanish following review of language background. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: Not open to students with more than 4 years of study or who have taken a higher level SPAN course. Students with a placement score higher than 4 are encouraged to consult the department before registering.
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Not open to students who receive credit for SPAN 202 by scoring 4 on the AP language exam or 4 on the AP literature exam. Students with more than four years of high school Spanish should select a 300-level course instead.
Recommended: Recommended for students who have a good background in grammar but need further training in reading before taking courses at the 350 level.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 295 - Intermediate-Level Spanish Language Abroad

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None

Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 351 - Spanish Literature: Knights and Troubadours in Medieval Spain

Offers an introduction to Spanish literature from its medieval origins through the 15th century, with emphasis on the relations among literature, culture, and civilization. Works from different genres are studied, including epic poetry, Hispano-Arabic poetry, folk ballads, early theater, historical works, and short stories. Students explore issues of authorship, as well as the cultural, religious, and historical contexts that produced each work. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites:
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 352 - Spanish Literature: Love and Honor in the Golden Age

This survey examines the interrelated notions of love, sex, and honor as they appear in the prose, theater, and poetry of Spain. Emphasis is placed on the Renaissance and the Baroque, the so-called Golden Age of Spanish literature (16th and 17th centuries). Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites:
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 353 - Spanish Literature: Modern Spain in Crisis

Beginning with the loss of the empire in the 19th century and moving through a series of political upheavals, including civil war and fascism, the history of modern Spain has been one of turmoil and continual conflict. The numerous political crises resulted in larger crises of a social, spiritual, and moral nature. Questions of national identity, generational gaps, and gender, as they appear in Spanish literature from the late 19th century to the present day, are the focus of this course. Readings include works of prose, theater, and poetry drawn from a range of literary movements, and emphasis is placed on the socio-historical context and its relationship with literary innovation. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites:

Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 354 - Latin American Literature: Colonialism, Mestizaje, and Independencies

Through a survey of Latin American literature from its origins through the 19th century, students examine the many forms of alternative reality that Latin American writers have created and explored. Students relate those realities to the cultural and sociological history of Latin America as well as to larger Western literary modes, such as the Baroque, Neoclassicism, and Romanticism. Literary texts studied and analyzed are drawn from the pre-Columbian period through 1850. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: At least four years of high school Spanish or SPAN 202
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 355 - The Many Voices of Latin American Literature: from Modernismo to the 21st Century

Explores the diversity of literary voices in Latin America, from 1880 (the beginning of Modernismo) to the writings of Quiroga, Mistral, Borges, Cortázar, Castellanos, Rulfo, García Márquez, and other contemporary writers. This survey introduces students to the most important developments in Latin American literary history as it examines questions of cultural, ethnic, gender, and class identities. Literary texts studied and analyzed are drawn from 1880 (Modernismo period) through the 21st century. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: At least four years of high school Spanish or SPAN 202
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Students who complete a 400-level course may not register for this course.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 361 - Advanced Composition and Stylistics

Structured as an intensive composition class. Emphasis is placed on reviewing the fine points of Spanish grammar in order to improve writing and speaking skills. In addition to regular class meetings, students may have the opportunity to attend cultural events, such as films, theater performances, exhibitions, etc. Language Placement Guidelines

Credits: 1.00
Corequisite: None
Prerequisites: At least four years of high school Spanish, or SPAN 202
Major/Minor Restrictions: None
Class Restriction: None
Restrictions: Not open to students with a score of 5 on AP language exam, except by permission of instructor. Must be taken on campus to fulfill major or minor requirements.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

SPAN 380 - Perfecting Language/Madrid SG

Provides students with a comprehensive review of the finer points of the Spanish language, with an emphasis on fostering near-native pronunciation, correctness of grammar in speech and writing, and the idiomatic use of the language in a variety of contexts. Placement in this course is determined by the Director in consultation with the Santiago de Compostela faculty following the two-week introductory session there.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study and The Process of Writing
Core Component: None

SPAN 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 395 - Advanced-Level Spanish Language Abroad

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Language Study
Core Component: None

SPAN 400 - Program Seminar (Madrid Study Group)

An advanced study of the history, art, theater, and film in Spain. Offered as part of the Madrid Study Group and counts for the Spanish major and minor.

Credits: 1
When Offered: Fall study group

Corequisite: None
Prerequisites: Two 300-level Spanish courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 457 - Colonial Black and Indigenous Thinkers

Explores the writings of Black and Indigenous subjects in colonial Latin America. Using Ángel Rama's concept of la ciudad letrada ("the lettered city"), students examine how significant racialized figures participated in the imperial and renowned intellectual sphere. Through their own writings, students investigate the construction of the "Other" and uncover how cultural encounters, transculturation, traditions, and Western science are reinterpreted and revealed in the works of these writers, chroniclers, and thinkers from what is known today as Colombia, Cuba, México, Perú, and Uruguay.

Credits: 1
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

SPAN 459 - 'Nuns Having Fun' in Colonial Latin America

Delves into the lives of nuns during the seventeenth and eighteenth centuries, revealing their diverse roles as writers, mystics, and leaders in transmitting European Catholicism to the New World. Students explore themes of race, gender, and power dynamics in nuns' texts and connects these historical narratives to contemporary cultural expressions. A foundation is provided for understanding early modern women's literary tropes and the enduring influence of figures like Sor Juana Inés de la Cruz on colonial Latin American literature.

Credits: 1.00
Prerequisites: Two 300-level SPAN courses None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

SPAN 460 - Spanish Renaissance and Baroque Poetry

This seminar studies Spanish poetry of the 16th and 17th centuries. Particular attention is paid to three currents: the Petrarchan tradition of love poetry, Neo-stoic moral poetry, and the burlesque. Emphasis is placed on the works of Garcilaso, Fray Luis de León, Góngora, Lope de Vega, and Quevedo.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 461 - Theater of the Golden Age

This seminar studies the techniques and themes of the comedia as exemplified primarily in the works of Lope de Vega, Calderón de la Barca, and Tirso de Molina.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 462 - Cervantes' Don Quijote

A contextualized, in-depth reading of Cervantes' masterpiece.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 467 - Latin American Romanticism

Examines the rise of Romantic modes of expression in 19th-century Latin American letters. Works are studied in the context of the continent's struggle for political and cultural independence, anti-slavery sentiment, political dissent and the experience of exile, and the project of nation building.

Credits: 1.00

Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

SPAN 468 - Vision/Revision: Span Conquest

Combines historical and literary approaches to examine early representations and interpretations of the Spanish discovery and conquest of the Caribbean and Mexico. The first half of the course compares texts produced by indigenous and Spanish actors during the Conquest period. The analysis of letters, chronicles, treatises, codices and other documents offers insight on the diverse Spanish and Native understandings of the events and ways of portraying them, and on the fierce legal and moral debates that the Conquest engendered among Spaniards. The second half of the course focuses on retrospective representations of the Conquest during the established colonial regime. The analysis of plays, poetry, works of art, and other texts of the 16th and 17th centuries reveals how the Conquest and its aftermath were reimagined by Spanish and Creole subjects, enabling them to articulate new forms of power, authority and hybrid identity.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

SPAN 470 - Subject and the City: Imagined and Real

What do literary subjects and contemporary cities have in common? Students explore the connections between the two of them, placing special emphasis on the role that imagination plays in the construction of space. Through the analysis of novels, short stories, diaries and hybrid texts, students question the notion of authorship, problematizing the relationship between fictional characters, authors and readers with urban landscapes and spatial theories. A close analysis of literary representations of cities such as Madrid, Barcelona and New York, as well as the subjects who inhabit them, leads students to examine the fine line that separates the real from the fictional realm.

Credits: 1
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 471 - Spanish in Society: Sociolinguistics and Pragmatics

Studies the use of Spanish language in social context across the Spanish-speaking world. Topics explored include but are not limited to social factors (e.g., gender, age, ethnicity, socioeconomic background) in

language variation; communicative competence and pragmatics; as well as language perception and attitudes. Taught in Spanish. No background in linguistics is required, but interest in linguistics is expected.

Credits: 1.0
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 473 - Women and Censorship in Contemporary Spanish Novels

In post-Civil War Spain, the prolonged tenure of Franco led to almost 40 years of strict censorship on the part of the government. The death of Franco in 1975 brought a cultural regeneration to the country, which was renowned for its literary innovation and fresh relationship to a new sociocultural context, especially for female writers and female representation. This course analyzes themes of oppression and social injustice from a gender perspective in the literary works of post-war novelists, as well as the novelistic representations of women undergone by Spain during the transition to democracy.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 474 - Contemporary Short Fiction in Spanish

In 20th and 21st century Spain, short fiction has grown and evolved in numerous exciting directions. This course focuses on several of these new developments, which include the emergence of micro-fiction, the increasingly prominent place of female writers, and the blurring of the boundaries between fiction and reality through hybrid pieces that stand between stories and opinion columns.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 475 - Spanish as a Global Language

Explores the historical, social, and cultural elements represented in the dialectal diversity of the Spanish language. Some of the issues studied are the development of Spanish as the national language of Spain; the contemporary status of regional languages and dialects within Spain; the spread of Spanish in the Americas, Africa, and Asia through conquest and colonization; language policies toward indigenous languages in Latin America; and the future of the role of Spanish as a minority language in the United

States. Emphasis is put on the role of language in cultural and social identity as well as in political power and conflict. Taught in Spanish.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 476 - Linguistic History of Spain

This seminar provides advanced-level language students with the understanding of the evolution of the Spanish language. It focuses on the external history (i.e., cultural, social, historical, and political factors that contributed to the evolution of Spanish from Latin to early romance, and then to the modern language), as well as the internal linguistic changes (i.e., changes in sounds, word formation, sentence structure, and vocabulary). These external and internal developments are considered within the context of linguistic diversity of pre-modern Iberia. Special attention is paid to historical explanations of "irregularities" found in modern Spanish. Therefore, the course is of interest to students who wish to improve their understanding of the idiosyncrasies of the Spanish language. The class also linguistically analyzes a selection from pre-modern texts. This analysis is of particular interest to students who plan to take courses in medieval, Golden Age, and colonial Spanish literature. The course does not presuppose knowledge of linguistics or languages other than Spanish. Taught in Spanish.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 478 - Literature of the Caribbean

A close study of the Hispanic literature of the island nations of the Caribbean, with particular attention to ethnic and cultural diversity. Representative authors in the various genres are studied within the general framework of their social and literary contexts. Emphasis is placed on contemporary writers.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

SPAN 479 - Spanish in the United States

The United States has close to 50 million speakers of Spanish. This makes the U.S. the second largest Spanish-speaking country in the world. This also makes Spanish the largest minority language in the country. Students study the linguistic, cultural, social, and political aspects of Spanish as a minority and a heritage language in the U.S. Topics explored include but are not limited to language maintenance and shift, language and dialect contact, language policy and politics, bilingualism, bilingual education, code-switching, and Spanglish. Taught in Spanish. No background in linguistics is required, but interest in linguistics is expected.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges or Language Study
Core Component: None

SPAN 481 - Major Hispanic Authors

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the Spanish language before 1900. It is taught by a staff member who has particular interest and expertise in the literature to be examined.

Credits: 1.00
When Offered: On an irregular basis

Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 482 - Major Hispanic Authors

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the Spanish language after 1900. It is taught by a staff member who has particular interest and expertise in the literature to be examined.

Credits: 1.00
When Offered: On an irregular basis

Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises

Analyzes literary works from the Spanish American Modernista period (1880-1910). The critical analysis of poems, chronicles, short stories and novels will be situated within the broader context of modernity, and within relevant social, cultural and political contexts in Latin America during the transition from the 19th to the 20th century.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 485 - Latin American Novels Before the Boom (1910-1950)

Undertakes an in-depth study of selected novels written before the Latin American Boom of the 1960s. These highly experimental texts, covering a wide range of geographical regions, will be situated within relevant cultural and socio-political contexts, which include topics related—but not limited to—technology and mass media, urbanization and public spaces, working-class movements, and critiques of Hollywood's culture industry.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 486 - Latin American Dictatorship Theater

Offers students a close study of theater, performance, history, and cultural politics during the dictatorships in Latin America from the 1950s. Special emphasis is given to the military regimes in Argentina (1976-83), Chile (1973-90), Uruguay (1973-85), Paraguay (1954-1989), and the Dominican Republic (1930-1961). This is a practice-based seminar that seeks to engage students in performance practices such as stage readings or short plays adaptations.

Credits: 1.0
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 487 - Postdictatorial Transatlantic Theater

A close study of theater, performance, and cultural politics through memory and trauma from 1990 to 2010 in the Southern Cone and Spain. The dictatorships in Argentina (1976-83), Chile (1973-90), and Uruguay (1973-85) led to political persecution, censorship, and exile. Numerous dramatists and theater groups found refuge in Spain, where literary and cultural production continued as an act of protest against the military regimes. This political engagement remained once the democracy was restored and played a significant role in the advancement of social justice in the following decades of the post-dictatorship context. This is a practice-based seminar that seeks to engage students in performance practices such as stage readings or short plays adaptations.

Credits: 1.0
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 488 - Latin American Women Dramatists

Offers a close study of Latin American women who have worked in and written for the theater since the 1950s. Through the analysis of plays and performing arts, students observe and reflect on how women dramatists redefine the theatrical space to resist, challenge, and dismantle masculine structures of power and political repression, including race and gender-based violence. Students critically respond to these topics through an in-depth study of plays that have been influenced by theoretical/conceptual approaches derived from influential theatrical movements such as the theater of the absurd, as well as experimental and postmodernist theater. This is a practice-based seminar that seeks to engage students in performance practices such as stage readings or short plays adaptations.

Credits: 1.0
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Language Study
Core Component: None

SPAN 490 - Honors

Students pursuing honors in Spanish enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

SPAN 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: Two 300-level SPAN courses
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Language Study
Core Component: None

ARTS 100 - Introduction to Studio Art (SA)

Introduces creative thinking and problem solving, the challenges of visual representation and expression, and critical methods. Students become familiar with contemporary and historical artistic practices and theoretical frameworks, as they engage in a series of studio based investigations exploring a variety of mediums and materials. ARTS 100 lays important groundwork for students interested in continuing in studio art or concentrating in Art and Art History. In the spirit of the liberal arts, the visual thinking and creative processes central to the course are relevant to a range of other disciplines as well. Attendance at our regularly scheduled ARTS Lecture Series is required. Material cost is $50–$100. This course is a prerequisite for all 200 level studio courses.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 130 - Art and Storytelling

Explores various modes of visual storytelling, drawing on narrative forms such as fables, myth, diary, and social documentary. Through a series of thematic projects students explore a variety of methods of art production including photography, video, sound and the artist book. Each project is an opportunity to test the material and expressive possibilities of different ways of making. Students are asked to link visual choices to the production of meaning, develop technical skills, and work through initial impressions to find conceptual depth. Projects are given historical and theoretical context through slide shows, readings, and the Wednesday afternoon Art Department lecture series. Careful looking and thinking about visual art are key elements of the course, and are vital to any art practice. Coursework is designed to both familiarize students with the field of contemporary art practice, and help them to find the ideas and processes that are meaningful to them.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 131 - Public Art and Public Space

Since the creation of the Federal Art in Architecture program and the State's percent for art ordinances some 50 years ago, Public Art has become a ubiquitous presence in our public spaces and public cultural life. From monumental to miniature; from murals to sculptures; from permanent to fleeting; art in public space offers viewers unmediated encounters with art in a myriad of forms, styles, and materials. Sometimes celebrated, often vilified, or even controversial, public art lays bare our current political, social, and cultural tensions around the purpose of, support for, and reception of contemporary art in public life. Part history, part critical analysis, and part creation, students propose, produce, and execute their own public projects for the Colgate campus and community.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 132 - Art and Activism

Art and Activism envisions ways creative practice (enacted in both local and international contexts) can bring about social change and awareness. An introduction to Art and Activism engages a selection of practices and methodologies, including graphic art, public art, interventionism, performance, political art, and community-based works. Students consider rural, urban, movement-based, systemic, networked, and cultural contexts for their work, which expose or complicate political or social conflicts with an orientation toward social justice. Issues of form, ethics, exhibition, and the role of the artist in society are addressed in the context of larger discourses in 21st-century contemporary arts practice, where a social issue is researched prior to generating the form and content of the art work. Art and Activism recognizes that art practice, research, and social activism need not be separate entities, but are part of a continuum best articulated as praxis. The work in this course directly informs 200-level studio courses, such as Social Practice Art, or Digital Studio: Distribution and Intervention.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTS 133 - Eco-Art

Ecological art is a contemporary social arts practice that brings living things into relationship with one another, bioremediates ecologies, and/or actively considers the resources, systems, and habitats for multiple species, in a range of different sites (large and small, rural and urban). Students practice ongoing creative thinking and problem solving, as well as encounter the challenges of visual form and expression, and the critical methods tied to 'eco-art,' largely through the ecologies specific to central New York. Students become familiar with contemporary and historical artistic practices and theoretical frameworks in the field, as they create a series of eco-art projects using a variety of mediums and materials that include both representational media and living relationships. Students work in the studio of the art building as well as a

living "Food Forest Studio" in the village of Hamilton. In the spirit of the liberal arts, the creative processes central to the course are relevant to a range of other disciplines. These topics are considered through individual creative projects, discussions, readings, and studio time.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTS 201 - Digital Studio: Code, Recipes, Spells (SA)

An introduction to digital art that covers select topics from a variety of digital art practices that find a legacy in both the 20th-century avant-garde and a feminist history of code and creativity. Students consider the generative power of indeterminacy, recipes, code, algorithm, and procedure. Dynamic compositions generated through code or electronics may then be processed through any number of tools for fabrication, such as a digital loom, a 3D printer that prints clay and paper pulp, or a laser cutter. As a result of iteration, remixing, and collaboration, students reconsider the nature of authorship and artistry, and come to see art more as a process than a thing, more dynamic than static. Students are encouraged to explore concepts and programs beyond the basics; group and individual projects will require both rigorous concept development and proficiency in technology. The Little Hall Digital Studio is equipped with Macintosh computers and relevant software.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Previous Macintosh experience is helpful but not necessary.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Quantitative and Algorithmic Reasoning
Core Component: None

ARTS 202 - Digital Studio: Distribution and Intervention (SA)

An introduction to digital art that covers a selection of digital art practices, including reproducible art, networked and telematic art, kits, multiples, fabrication, DIY, and interventionist practices. Students work with digital tools such as vector and raster programs, web-based code environments, and fabrication to produce and distribute art that can operate inside and outside the gallery. The internet, for instance, is considered as a distribution platform and as a potential exhibition space. In working with existing media and technology such as surveillance, students employ "creative misuse" to make playful, humorous, and poignant contemporary artworks. Students are encouraged to explore concepts and programs beyond the basics; group and individual projects require both rigorous concept development and proficiency in technology. The Little Hall Digital Studio is equipped with Macintosh computers and relevant software.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Recommended: Previous programing experience is helpful but not necessary
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

ARTS 211 - Drawing (SA)

An introduction to drawing through a series of studio projects, class discussions, and critiques. A variety of attitudes toward, and approaches to, drawing will be explored through viewing the works of historical and contemporary artists. The course will address fundamental drawing skills and introduce a variety of media. The careful development of images is an integral aspect of the course; observation, conceptualization, and expression will be central concerns. The student's cost for materials is about $100.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 221 - Video Arts (SA)

An introduction to moving image making as the practice of an art form. Students learn not only technical skills in camera, sound, lighting, and basic editing required for video production, but how to engage with the form critically and creatively as they develop their own personal artistic practice. Class time is divided among screenings, discussions, working on video projects, and critique of student work. Attendance at the weekly Alternative Cinema screening is a required and essential element of this course. Equipment is provided by the department.

Credits: 1.00
Corequisite: ARTS 221L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 221L - Required Film Screening

Required corequisite to ARTS 221.

Credits: 0.00
Corequisite: ARTS 221
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTS 223 - Analogue Filmmaking

Introduces students to the art of analogue, film-based cinema. The class spends a semester together creating moving image art. Students explore capturing the enigmatic quality of light using a Bolex 16mm camera; reconstruct time by editing celluloid found footage; observe and experience the photo-chemical processes by working with plant-based protocols; and also explore the dialogues between sound, space and image through foley performances. Towards the end of the semester, the final project is the students' opportunity to choose their own theme, approaches and format. This may include animation, installation, fiction or nonfiction short film, mixed media work, or other creative forms. All these processes and experiments are tools for students to look for the poetics and rhythms in cinematic art. While working with the analogue materials, students explore possibilities initiated by their touches, body movement, errors, surprises, conversations and collaborations. The course also provides an opportunity to think about how the moving image can be a unique means to question and understand the world around us, and to build a relationship with it. Attendance at the weekly Alternative Cinema screening and engagement with related artist events are essential components of this course.

Credits: 1.0
Corequisite: ARTS 223L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 223L - Required Film Screening

Required corequisite to ARTS 223.

Credits: 0
Corequisite: ARTS 223
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ARTS 231 - Painting (SA)

An introduction to the study and practice of painting. Problems related to composition and the formal properties peculiar to this medium are investigated through both prescribed and self-directed studio assignments. Questions related to content and subject matter are explored in studio, class lectures, critiques, and visits by outside lecturers who share their professional expertise in studio art, art history, and art criticism. The student's cost for materials is $150-$350.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 241 - Analog Photography (SA)

An introduction to analog black and white photography, emphasizing creative expression and critical engagement with photography as a form of art. Students learn the basics of operating a 35mm camera, the principles of film exposure and processing, fundamental darkroom technique, and select alternative processes. Through study and experimentation students gain a material understanding of photography as the manipulation of light and time. Thematic projects – complimented by slide shows and readings – engage the tradition of documentary photography, as well as avant-garde experimentation, and constructed scenes. A limited number of cameras are available for checkout, when possible students are encouraged to provide their own 35 mm camera with manual focusing, aperture, and shutter speed adjustments and a light meter ($150 or so used). Additional student's cost for materials is $200-$300.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 242 - Digital Photography

Students learn about color photography, studio lighting, digital workflow, and inkjet printing. Special attention is paid to the ideas most closely linked to the emergence of digital photography, including artificial realities, social constructs, and image as information. Students will engage in a series of thematic projects, culminating in a final project of their own design. Through critique, discussion, and writing students are asked to articulate the ideas, issues and visual qualities that animate their work, finding their place in ongoing conversations around photography and contemporary art. A limited number of cameras are available for checkout, when possible students are encouraged to provide their own digital SLR camera with manual settings ($250 or so used). Additional student cost for materials is $100-$150.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 251 - Printmaking (SA)

The long tradition of printmaking as a means of disseminating ideas and images is central to the medium. Introduces a range of printmaking techniques including digital, lithography and relief. Through studio research, critiques, writing and experimentation, students develop a carefully considered individual approach to projects introduced in class. The semester culminates in the opportunity for students to pursue a print based on a collective theme and produce an edition of prints to be shared with one another. Historical and contemporary prints introduce a range of approaches to printmaking, concepts, and aesthetic possibilities.

The student's cost for materials is about $150.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 100
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 263 - Sculpture: Surface and Form

Introduces, through a series of directed projects, basic sculptural concepts and processes, both analog and digital, in a contemporary critical context. There is a focus on understanding form and space, including direct modeling, digital design and scanning, 3D printing, moldmaking and additive techniques.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 264 - Sculpture: Material & Process

Introduces, through a series of directed projects, basic sculptural concepts and processes, both analog and digital, in a contemporary critical context. There is a focus on a range of processes -- construction, casting, welding, digital design, 3D printing -- and materials -- wood, plaster, metal and plastics.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 100 or ARTS 263
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 302 - Advanced Digital Studio (SA)

Digital Studio II builds on the aesthetic investigations and technical skills introduced in ARTS 201 or ARTS 202. Discussion, critical reading, and evaluation of contemporary works are incorporated into the course. Students create advanced works of art that demonstrate a significantly more sophisticated use of both theoretical and technical aspects of digital art. ARTS 302 emphasizes the possibilities for narrative with the advent of decentralized networks, interactive interfaces, and participatory art forms.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 201 or ARTS 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Quantitative and Algorithmic Reasoning
Core Component: None

ARTS 312 - Advanced Drawing (SA)

Builds on the fundamental skills and the various approaches to drawing introduced in Drawing I. Assignments will require students to build on prior strengths as well as explore new approaches, both conceptually and technically. This will be accomplished by examining a wide range of artists and approaches to image making. Working at this level presupposes a willingness to work with a series of challenging problems and develop sophisticated, well resolved solutions. The student's cost for the materials is $150.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 211
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 322 - Advanced Filmmaking

An extension of ARTS 221. Students are expected to significantly extend their esthetic, technical, and conceptual engagement with the medium. Projects will demonstrate a sustained exploration of the field, as well as the development of a unique personal vision. All students enrolled in the course are required to attend the Tuesday evening Alternative Cinema series.

Credits: 1.00
Corequisite: ARTS 322L
Prerequisites: ARTS 221
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 322L - Required Film Screening

Required corequisite to ARTS 322.

Credits: 0.00
Corequisite: ARTS 322
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTS 332 - Advanced Painting (SA)

A continuation of ARTS 231 designed for the advanced study of painting. Directed through assigned projects, lectures, and independent studio hours, and supported by individual and group critiques. Directed assignments develop increased technical proficiency and an understanding of formal issues of painting, while research and experimentation in both traditional and nontraditional media aids students in the process of defining a conceptual focus and refining a body of work based on these ideas. The student's cost for materials is $150-$300.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 231
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 342 - Advanced Photography (SA)

An intermediate level course in photography that includes lecture-demonstrations, reading, writing, discussions, critiques, studio, field, and lab work. Assignments are structured to reinforce foundations and introduce specialized techniques in image control and manipulation. The course encourages students to use the photographic processes as a means of both investigation and expression. Students learn to integrate a sophisticated conceptual framework with technical skills and a distinct personal vision. The student's cost for materials is $100–$400.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 241
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 354 - Printmaking II

Offering continued work in printmaking, this class requires sustained energy and commitment to a printmaking technique. The student's interpretation of the medium is investigated in a more sophisticated manner, and the problems and solutions explored reflect the advanced nature of the class. Students are encouraged to develop a suite of prints that explore conceptual approaches and personal aesthetics. New technical information is introduced periodically. Contemporary and historic prints and attitudes toward printmaking are discussed in slide lectures. The student's cost for materials is $150-$200.

Credits: 1
Corequisite: None
Prerequisites: ARTS 251
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 357E - Cracow, Poland (Extended Study)

Bringing together students who have had diverse introductions to Polish culture after WWII, this extended study course examines how, in distinct but interrelated ways, Polish art and post-WWII religion each reacted to an era of extreme political instability and horrific violence. This trip pays special attention to how, even decades after the second World War, these broader cultural and religious developments simultaneously persist, are contested, and undergo re-imagination in contemporary Poland.

Credits: 0.5
Crosslisted: JWST 357E
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

ARTS 375 - Advanced Projects in Studio Art (SA)

Students will develop a distinctive artistic practice and personal voice by building on previous strengths and addressing weaknesses. Conceptual, perceptual, and technical work will be deepened through a series of thematic prompts culminating in an independent project, to be exhibited at the end of the semester. Through encounters with other artists, select readings, research, presentations, writing, and rigorous critiques, students will pioneer a cohesive body of work and situate it within a legacy of arts practice, disciplinary and interdisciplinary dialogues, social issues, and contemporary arts.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 201 or ARTS 202 or ARTS 211 or ARTS 221 or ARTS 223 or ARTS 231 or ARTS 241 or ARTS 242 or ARTS 251 or ARTS 263 or ARTS 264 or ARTS 302 or ARTS 312 or ARTS 322 or ARTS 332 or ARTS 354 or ARTS 364
Major/Minor Restrictions: None
Class Restriction: None
Recommended: Studio Arts Emphasis majors must take before the fall of their senior year.
Area of Inquiry: Human Thought and Expression

Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

ARTS 406 - Senior Project: Studio Art (SA)

Students work closely with a faculty member to develop and realize a coherent body of studio work that serves as a capstone for the concentration. It is the culmination of previous coursework that has required conceptualization, an understanding of artistic theoretical frameworks and technical knowledge. Class meetings serve as an opportunity to share ideas and work in progress; regular critiques incorporate the critical language acquired in ARTS 375. Work from the project is shown as part of a senior exhibition at the end of the term. All students with a studio arts emphasis are required to take and complete this course in the fall of the senior year.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: ARTS 375
Major/Minor Restrictions: Only Art & Art History Majors
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTS 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

ARTS 499 - Senior Project Intensive

For students continuing work on their fall senior project at an advanced level. Taken as an independent study with the faculty member whose expertise most closely matches the area of the student's project. Work completed in this course is eligible to be nominated for departmental honors at graduation.

Credits: 1.00
Corequisite: None
Prerequisites: ARTS 406 or ARTH 475
Major/Minor Restrictions: None
Class Restriction: Only Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

THEA 225 - The Poetic Body: Physical Theater for Theater Majors and Non-Majors

Bridges performance theory and movement technique, exploring the mind-body connection. Students develop kinesthetic awareness, spatial precision, and expressive clarity through structured exercises beneficial for both performers and non-performers. Challenging traditional mind-body dualism, coursework teaches transformation of functional movement into artistic expression. Open to all experience levels, it provides tools for character development, storytelling, self-expression, and understanding bodily communication in performance and daily life.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice & Interpretation
Core Component: None

THEA 232 - London Theater Study Group: Campus Prep

This 0.25-credit course is designed to prepare students for the London Theater Study Group experience. The course will meet for a total of ten hours, during the semester before the group is scheduled to commence. Students engage in a series of framework readings, and a live theater performance in order to prime and prepare students for the coursework abroad.

Credits: 0.25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

THEA 250 - Stagecraft

A survey course that is designed to familiarize students with the areas of theater technology required in mounting a theatrical production, and to give an understanding of how the various areas of stage technology

work together to achieve a cohesive result. At the end of the course students are prepared for further production work in theater as evidenced by the application of basic tools and materials necessary for construction; ornamentation; installation and painting of theatrical scenery; costume construction; stage lighting; and stage and production management. Course requirements include 24 lab hours, undertaken weekly, and covering safety, equipment, materials, and procedures. Open to all students.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 252 - Scenic Design

In this hands-on introductory class, students learn and put into practice the steps of the creative process necessary to articulate their theatrical scenic design vision. Through several theoretical production projects, students examine the intersection of storytelling, visual research, artistic impulse, and script analysis that is the design concept's point of origin. Consideration of the practical concerns of the scenic designer's role as collaborator informs and further develops students' individual design work. Prior design or drawing experience is not necessary to participate fully in this class.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 253 - Costume Design

In this hands-on introductory class, students learn and put into practice the steps of the creative process necessary to articulate their theatrical costume design vision. Through several theoretical production projects, students examine the intersection of storytelling, visual research, artistic impulse, and script analysis that is the design concept's point of origin. Consideration of the practical concerns of the costume designer's role as collaborator informs and further develops students' individual design work. Prior design or drawing experience is not necessary to participate fully in this class.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 254 - Acting I

An introduction to acting as art, discipline and craft. Provides a practical and theoretical introduction to the basic skills of acting. Consists of individual and ensemble exercises to develop physical awareness, concentration, and imagination. Aimed at enhancing self-confidence, expressiveness, and creativity. Acting teaches poise and presence, vocal and physical coordination. Through corporeal exercises, improvisations, play analysis, and scene work students acquire a working vocabulary in the fundamentals of acting. Culminates with in-class performance work. No prior acting experience is required.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 257 - Theater for Young Audiences Workshop

An introduction to performance through the creation of a play for young audiences. In this intensive workshop students explore all aspects of theater-making, familiarizing them with the building blocks of theater production. The course culminates in public performance and involves a service-learning component, which may include community-based projects and touring.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 259 - Performance I: Performance Workshop

A collaborative, performance-based course focusing on the development or rehearsal of a work for public performance. The workshop may take a variety of forms, from investigating a written text, to the staging of student-written plays, to the devising of an original performance generated by the students in the course. May be taken for credit up to four times.

Credits: 0.50
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

THEA 266 - Introduction to Theater History: Rituals & Revolutions

A survey of theater history and dramatic literature from ancient practices through the early 19th century. Course readings closely consider texts from the historical global development of drama, while considering

theater's broader relationship to its historical socio-political context.

Credits: 1.00
Crosslisted: ENGL 266
When Offered: Usually in the fall semester

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Recommended: Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 267 - Introduction to Theater History: Manifestos & New Medias

A survey of the new theatrical styles to emerge around the world in the 19th and 20th centuries. Course readings closely consider the relationship between a play's literary form and its realization in performance, as well as theater's response to the emergence of film, television, and new media.

Credits: 1.00
Crosslisted: ENGL 267
When Offered: Usually in the spring semester

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Recommended: Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 270 - Introduction to Dance Studies

Students learn about diverse dance practices and their intersections with race, gender, sexuality, class, and nationality. Through engagement with scholarly texts, performances, and some movement practice, students gain an understanding of the sociohistorical and cultural contexts in which dance practices are embedded. Students learn how to analyze dance and movement using formalistic and critical theory frameworks, which they pursue in a culminating independent research project.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 271 - Introduction to Contemporary Dance

Introduces students to a range of approaches to contemporary dance practice and theory. Through exploration of contemporary dance fundamentals, students gain a fuller understanding of their moving bodies and improve their bodily awareness, fluidity, and confidence. While this is primarily a practice-based course, students also study contemporary dance as a global phenomenon alongside critical race theories. Engaging with texts, video recordings, and a live performance, students broaden their awareness of the wide range of contemporary choreography on global stages and familiarize themselves with debates in the field of dance studies.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 273 - Contemporary African American Drama

A study of the dramatization of African American experiences and perspectives, examined through close readings, viewings, and informed discussion of works by current contemporary black American playwrights, scholars, and drama critics.

Credits: 1
Crosslisted: ALST 273
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

THEA 276 - Playwriting I

Introduces students to the principles, practices, and processes of playwriting—writing for live performance "upon the stage." In order to develop a working understanding of the elements and devices of playwriting, students engage in regular writing exercises, assignments, and script analysis. Students draft and revise short pieces of dramatic, theatrical writing, including 10-minute plays.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 322 - Shakespeare

Selected comedies, tragedies, and histories of Shakespeare, considered from a variety of critical, theatrical, historical, and textual perspectives, depending on the individual instructor's interests. Students may take both 321 and 322, although only one of these courses may be counted towards a Theater major or minor.

Credits: 1.00
Crosslisted: ENGL 322
When Offered: Spring semester only

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 342 - Dancing Across Africa and the Diaspora

From ceremonial practice to avant-garde experimentation, dance serves a variety of functions across the African continent and the diaspora. Students will study diverse forms of social and concert dance that have been central to African and African descendent lives through scholarly and embodied approaches. Alongside the study of dance in Africa, retentions and transformations of African dance practices across the diaspora are explored, based on the premise that people of African descent share certain historical and political experiences and relationships to Blackness. Through the study of dance, students will learn how African and Afro-diasporic expressive cultures intersect with broader global phenomena, including colonialism, decolonization, and neocolonialism.

Credits: 1.0
Crosslisted: ALST 342
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 349 - Global Theater

An exploration of Asian, African, intercultural, and postcolonial performance traditions, spanning theater, dance, ritual, and everyday life. Course materials include both classic and contemporary play texts along with selected readings in history, anthropology, and performance studies.

Credits: 1.00
Crosslisted: ENGL 349
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 350 - Theater Practicum

Concerted, directed work in a specific theatrical skill or coursework focused on a particular theater studies topic.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 352 - The Art of Many Hats: Dramaturgy Practicum

An introduction to the theory and practice of production dramaturgy, offering students the research and analysis tools to use in the collaborative meaning-making processes of theatrical production. As a hands-on practicum, students apply theory and technique to practical assignments using production dramaturgy models in two large production dramaturgy projects throughout the semester – one practical on a campus project and the other a theoretical project to pitch at the end of the semester – while exploring a range of on-campus performances and events as sites of dramaturgical analysis. Students complete the course with experience serving as a dramaturg for an on-campus project, alongside a proposed dramaturgical casebook for a speculative project they can propose in a future setting.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 353 - Theater, Play, and Improvisation

Designed to cultivate the actor's creativity, spontaneity, and collaborative skills through theater, play, and improvisation. Students strive to locate the "quality of play," which, at its essence, is a deep sense of far reaching curiosity. Narrative and corporeal improvisation are explored with a focus on the relationship between the actor's body and imagination.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 354 - Directing I

An introduction to the art and craft of directing. Theoretical information is coupled with concerted exploratory work. The aim is to create common experience in acquiring the fundamentals of the discipline, identify and

cultivate individual creative potential, develop leadership skills and artistic responsibility.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 355 - Acting II

A technique and scene study class aiming to expand students' acting knowledge and abilities by exploring classical and contemporary dramatic texts that require ensemble work and a heightened level of discipline and performative skills. The course culminates with the public presentation of students' work.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 358 - Narrative Screenwriting

A workshop approach to the craft of writing for the camera. Students read and analyze screenplays, view and discuss short films, and engage in creative writing exercises in order to understand the elements of visual storytelling and the screenwriter's process and craft. A complete, short, narrative screenplay is the final project.

Credits: 1.00
Corequisite: None
Prerequisites: THEA 276 or THEA 356 or ENGL 356
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 359 - Performance II: Performance for the Stage

A collaborative, advanced performance-based course, which culminates in a University Theater production, directed either by a Colgate faculty member or by an artist in residence. The production is cast through an audition process, which usually occurs at the beginning of the semester. Students may also receive credit through working on the production in a substantial technical or production-related capacity, and registration for the course does not guarantee an acting role. THEA 359 meets for the full semester during scheduled class times, with additional rehearsals and performances on evenings and weekends.

Credits: 1.00

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 371 - Contemporary Dance in Performance

Immerses students in the choreographic process through the development of new works to be performed at the Department of Theater's Spring Dance Concert. Students study the craft of choreography, create and perform their own choreography, and perform in faculty and guest artist works. Aims to develop high-quality works with strong conceptual and formal structures, performed by corporeally intelligent dancers. Students participate in weekly rehearsals outside of class and extensive tech/dress rehearsals leading up to performances.

Credits: 1.00
Corequisite: None
Prerequisites: THEA 271
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 376 - Playwriting II

Building on playwriting skills and techniques introduced and practiced in THEA 276: Playwriting, students will study and practice the art and craft of writing and revising the one-act play (45-60 minutes in length). The course will be run as a workshop and is intended for students with playwriting experience.

Credits: 1.0
Crosslisted: ENGL 376
Corequisite: None
Prerequisites: THEA 276 or THEA 356 or ENGL 356
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

THEA 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

THEA 454 - Directing II

The course in the art and craft of theater directing is a continuation of THEA 354, focusing on expanding students' directorial experience and expertise. Through reading, writing, exercises and practical assignments students develop the ability to analyze and interpret dramatic text, communicate and implement a directorial vision. Students perform technical and artistic requirements toward the completion of a theater production.

Credits: 1.00
Corequisite: None
Prerequisites: THEA 354
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

THEA 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

THEA 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: vairable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

THEA 495 - Senior Seminar in Theater

Brings together all senior theater majors and minors in a capstone seminar experience, incorporating elements of both theory and practice.

Credits: 1.00
When Offered: Fall semester only

Corequisite: None
Prerequisites: THEA 266 or THEA 267
Major/Minor Restrictions: Only Theater Majors and Minors
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

THEA 496 - Special Studies for Honors Candidates in Theater

Creation and presentation of a significant work of playwriting, directing, design, and/or theater or dance performance. With permission of the chair of the Department of Theater, theater majors who wish to pursue an honors project in the spring semester of their senior year may enroll in this course. Honors projects must be proposed in the fall semester of senior year. The project may also take the form of a long-form critical, historical, or theoretical essay.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

UNST 113 - Scholarly Inquiry and Research Design: Proposals, Presentations, and Publications

Students continue on their scholarly journeys through the development, implementation, and presentation of their research projects. Students participate in gathering evidence (data collection), analyzing and interpreting data, and developing findings. A goal of the course is to have students submit research proposals for summer funding where they are able to continue to develop their research agendas.

Credits: 0.5

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: Only First-year
Area of Inquiry: None
Liberal Arts Practices: The Process of Writing
Core Component: None

UNST 130 - Scholarship: Independent Research Design and Development

Scholarship takes many different forms, depending on the disciplinary field, the individual conducting the scholarship, and the place in which the scholarship occurs. Students in the scholar community are asked to explore what it means to be a scholar, examine scholarship from a variety of disciplines, and begin the process of developing their own independent project. As a part of the course, students begin the process of writing their own project proposal.

Credits: 0.25
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 200 - Intercultural Competence and Off Campus Study Preparedness

Intercultural competence is crucial to the off campus experience. Engaging in an off campus study program provides opportunities for personal development, academic growth beyond the scope of your institution and to engage in new cultures. Alternatively, there are challenges to the off campus study experience that could be planned for and overcome. This pre-departure course is designed to equip students with the foundational skills and perspectives necessary for successful and meaningful off-campus study. Through interactive discussions, case studies, and reflective exercises, students explore key concepts of intercultural competence, including cultural awareness, communication styles, power dynamics, and adaptation strategies. Coursework fosters self-awareness and prepares students to engage ethically, respectfully, and effectively with diverse cultures and communities. By the end of the course, students are equipped with the tools that are needed to be interculturally competent and prepared for the off campus study experience.

Credits: 0.00
Prerequisites: Acceptence on a Colgate Study Group or Approved Program.
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 200E - Intercultural Engagement in Practice

This immersive course runs concurrently with the student's off-campus study program. Supports students in developing deeper intercultural understanding and engagement during their off-campus study experience. Through structured reflection, ethnographic observation, guided readings and a cumulative essay, students critically examine their host culture(s), their own cultural assumptions, and the dynamics of cross-cultural

interaction. Students apply course concepts from UNST 200 to real-world experiences, enhancing their personal growth and global awareness throughout their time abroad.

Credits: 0.25
Prerequisites: UNST 200 or an approved study group pre-departure course
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 230 - Public Presentation of Creative Work

An examination of the diverse ways in which creative work is shared with interested publics, including oral, written, and visual presentations. Students consider the forms that creative output can take across the arts and sciences, and how best to tailor media and messages for different audiences. As part of the course, students prepare and deliver presentations of their own creative work.

Credits: 0.50
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 320 - Foodways: Australia SG

Studies the intersection between food and culture, and serves as a lens by which to understand a people and their location in the world. This extends beyond the question of "what is eaten" to where food is obtained, how it is produced, prepared and distributed, and the ways that food shapes identity and sustains communities. How these change over time provide insight into a people's lived history, and the economic and environmental forces associated with location. Foodways provides insight into current identity, past history, and future aspirations. By focusing on the foodways of a specific culture or nation-state, students also gain a better understanding of their own cultural assumptions.

Credits: 1.0

Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 410 - Seminar: Area, Regional, and Global Study

The University Studies research seminar in area, regional, and global studies aims to provide an interdisciplinary senior capstone experience for majors in the Africana and Latin American Studies, Asian Studies, and Middle East and Islamic Studies. Based on the style of a graduate-level seminar, this course offers students the opportunity to explore and understand a trans-regional topic selected by the instructor. The seminar also provides a senior thesis workshop that helps guide the students through the process of developing a significant work of undergraduate scholarship.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Africana & Latin Amer Studies, Middle East & Islamic Studies, Asian Studies Majors and Minors
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

UNST 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None

Liberal Arts Practices: None
Core Component: None

WGSS 202 - Women's, Gender and Sexuality Studies

Examines the roots of and topics within the feminist project and explores how gender and sexuality are shaped and mutually constituted by bodies, systems and ideologies. Students explore gender and sexuality through a variety of frameworks, and in tandem with race, ethnicity, class, religion, and other markers of identity. By enrolling in WGSS 202, students agree to engage in an interdisciplinary and transnational journey that investigates gender as ever-evolving, cultural, sociohistorical, and differentially read and experienced in varying contexts. Students develop the language and analytical tools to speak and think critically about oppression, patriarchy, and social change, to unlearn common assumptions about the world and people around us.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Senior
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

WGSS 260 - Intersectionality in Theory and Practice

Traces an intellectual genealogy of intersectionality's emergence as one the most significant theories coming out of feminist scholarship. In our present, intersectionality has become axiomatic insofar as multiple discourses both inside and outside of academia demand that all feminism be intersectional. Yet the history of intersectionality's emergence from black women's lived experience is often rendered opaque. Intersectionality as a feminist theory is one response to the often-forgotten Sojourner Truth question and demand "Ain't I a woman?" that causes problems for feminist's attempts to reconcile questions of difference and exclusion in feminist scholarship and activism. Hence, students will explore the historical conditions that produce intersectionality by interrogating the very question of black women's relationship to the category of woman. And, more broadly, students will discuss the various ways feminist respond to questions of difference, inclusion, and exclusion in feminist social and political worlds.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

WGSS 279 - Black Feminist Thinkers

An interdisciplinary journey into historical and emergent intellectual contributions engendered from navigating, refusing, and subverting systemic gendered oppression. As an homage to the distinct and layered legacy of Black feminist thought, students will learn concepts (i.e., interlocking systems of oppression, misogynoir), methodological tools (i.e., outsider within, blended scripting), and practice/organizing orientations (i.e., interdependence, homegirling). With a focus on contributions from the

late 20th and 21st century, students historicize contemporary conversations by tracing conceptual and pragmatic topics back to key historical developments of Black feminist thought. Black feminists have always sought to understand how Black sexualities have been used to maintain gender and racial hierarchies. Such scholarship is the foundation of Queer of Color Critique and Black queer and sexuality studies. At the end of the course, students have explored and had discussions about counter-hegemonic concepts, practices, and theory at the heart of Black women's embodiment, labor, and creativity.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

WGSS 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WGSS 301 - Feminist Methodologies: Theory and Praxis

Is there a distinct feminist method of conducting research? How do feminist and decolonial methodologies challenge - or complement - conventional research methodologies? Students are provided a framework for thinking about methods and forms of knowledge production from a feminist decolonial perspective. Students examine how feminist scholars challenge dominant theories of knowledge through a lens that recognizes multiple, interrelated axes of inequality.

Credits: 1.00
Corequisite: None
Prerequisites: WGSS 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: The Process of Writing
Core Component: None

WGSS 302 - Special Topics: Women's, Gender and Sexuality Studies

Offers an advanced level study of a specific and narrowed field within the interdiscipline of feminist studies. Students focus on topics that reflect on the breadth of women's and gender studies at Colgate. Faculty teach in the area of their scholarly expertise on a rotating basis. Focus may be on particular identities, practices,

histories, or theoretical frameworks, among other things provided they address the lives of women in text analysis.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WGSS 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State

An interdisciplinary course that explores the complex history of the mass incarceration of African American girls and women within the U.S. penal system. Students will investigate the complexities of the U.S. carceral state while unearthing the harsh realities that Black girls and women endured as they faced a system that criminalized their race, gender, and social status. Students will further investigate the historical nature of African American girls and women's lived experiences, both within and right outside of a criminal justice system that, in many ways, has worked to criminalized their very being. This course is meant to illustrate that African American girls and women have not had one singular experience within the criminal justice system while illustrating that their experiences differed over time and across lines of age, class, regional, organizational, and sexual orientation. Students will consider multiple issues that African American girls and women have faced while confined, both physical and mentally, by the United States penal system including their struggle for freedom, the exploitation of their labor, physical and mental abuse within the penal system, their personal practices of self-salvation, family life and love relationships, and their ongoing efforts to not only denounce the prison industrial complex while pushing for the abolition of carceral state.

Credits: 1.00
Crosslisted: ALST 312
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WGSS 339 - Critical and Feminist Disability Studies

Students consider (dis)ability as a gendered, racialized, and classed category of difference. Students discuss how dominant cultural, scientific, and educational understandings of the body/mind construct the boundaries of normalcy and determine the material conditions of our lives. Students look at how different aspects of a person's identity – their ability, their gender, their race, their sexuality, their class – intersect to position them as citizens or non-citizens, members or threats to the future of the family and the nation. Students are introduced to the theoretical, analytical, and methodological tools of feminist disability studies, and the emerging field of DisCrit (Disability studies and Critical Race Theory). Using these theoretical and analytic tools, students look to the ways that activists, artists, and scholars have re-imagined the disabled body/mind as a complex identity.

Credits: 1
Crosslisted: EDUC 339

Corequisite: None
Prerequisites: EDUC 101 or WGSS 202
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WGSS 341 - Corridors of Black Girlhood

An introduction to the emergent field of Black Girlhood Studies. An interdisciplinary journey, it engages theories, methods, and analytical approaches that recognize the power and potential of Black girlhood. Through interpretive and pragmatic inquiry of Black girls' lives, students will develop and enact an intersectional approach to interrogate the ways power, systems of oppression, and culture mediate girlhood. To expose discrepancies in popularized narratives of Black girls and women in the United States, the course is organized around the tenet of celebration and other foundational concepts and scholars within the field. Drawing on theories and concepts derived from Black feminist thought, budding scholars will approach Black girlhood as a political category of identity and symbol of agency. Working within and beyond hip-hop feminist and womanist frameworks, learning will involve critical thinking and embodiment of theories and practices as produced by Black girls, artists, and scholars. With attention to knowledge and creativity engendered amidst legacies of anti-Black racism and racialized femininity, Corridors of Black Girlhood reveals the contributions of Black girls, girlhood, and Black feminist thought to the expansion of theory, praxis, and power analyses.

Credits: 1.0
Crosslisted: ALST 341
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations,Inst.& Agents
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

WGSS 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WGSS 490 - Women's, Gender and Sexuality Studies Senior Seminar

The course is taught by the members of the women's studies faculty, and the content of the course takes a different shape depending on the instructor. The content of the course is interdisciplinary; coursework is rooted in and utilizes feminist theory; and, where appropriate, students engage in some form of praxis in the

process of understanding the connection between the classroom and the world in which we live. Major and minor students are required to take this course in the spring semester of their senior year.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: Only Women's Studies Majors and Minors
Class Restriction: Only Senior
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WGSS 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WGSS 499 - Honors in Women's, Gender, and Sexuality Studies

Students pursuing honors research enroll in this course.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WRIT 102 - Rhetoric in Liberal Arts Trad

Artes liberales--the liberal arts--those arts that are proper for a free citizen, according to Cicero. These arts numbered seven in the medieval curriculum, the language arts--grammar, logic, and rhetoric--constituting the first three or trivium. While the trivium has all but disappeared in today's college curriculum, increasingly scholars across the disciplines are discovering the integral role rhetoric plays in equipping citizens for effective participation in a democracy. Drawing upon the liberal arts tradition, the aim is to cultivate students' capacity for eloquence through inquiry. To foster this human impulse to inquire, students will engage in a number of inquiry projects that will ask them to reflect on their personal experiences, to analyze the forces that shaped those experiences, and to look critically at the way that social and cultural identity is formed. In conjunction with the three inquiry projects, students engage in an intense amount of work on rhetorical invention (the discovery of ideas for writing), composing a workable draft, reading and revising the draft, and rereading and editing it for fluency in grammar, punctuation, and style.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 103 - Rhetoric and Writing

Teaches the key elements of college writing, strategies for reading, the discovery and development of ideas, thesis development, organization and coherence, and revision skills.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

WRIT 110 - Academic Persuasions

By taking a rhetorical approach to academic writing, this course asks students to cultivate sustained and reasoned understandings of the relations between writer, audience, subject/text, and disciplinary contexts. Students engage in analytic essays and research projects within the discipline of rhetoric, developing facility with analytic habits of mind, discursive moves typical in academic writing, and the construction of clear, complex, and logical arguments about civic discourse. The course focuses on several essential elements of college writing and research: strategies for active analytic reading and effective note taking; compiling and critical reading of research sources; the discovery and development of a strong thesis supported by persuasive evidence; the skills of summary, definition, analysis, interpretation, and synthesis; organization and coherence; revision processes; and editing skills.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

WRIT 203 - Argumentation

Students in this course learn critical techniques for argumentation by analyzing the arguments of other writers and applying these techniques to their own writing. Both academic and popular sources are analyzed for their use of evidence, the presence of logical appeals, and their use of rhetorical devices. Special attention is paid to problems arising from more complex critical analysis, such as appropriate ways to treat conflicting sources, detecting the biases in both primary and secondary source material, and examining the

biases of the student's own arguments.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 210 - The Rhetoric of Style

In ancient Greece and Rome, teachers of rhetoric taught style (L. *elocutio*) as one of five essential canons, or considerations, for effective language use. Students study how the stylistic choices of non-fiction writers can affect readers' reception and interpretation of texts. With the goal of improving the clarity and power of their own writing, students closely analyze published authors' diction, syntactical structures, punctuation, and figures of speech. Students also study conventions of mechanics and usage to make increasingly conscious, informed choices regarding varieties of English and levels of formality across genres. Writing assignments include essays, exercises, peer reviews, and a culminating final exam.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

WRIT 211 - Citizenship and Belonging

To engage students in both the analysis and production of public discourse through examining the rhetoric of citizenship. It is through the language and symbols of citizenship that individuals come to understand themselves as political subjectivities and engage with others as democratic agents. Students examine how the meaning of citizenship is shaped and contested through public discourse. Students analyze debates over citizenship, mainly in the context of immigration debates in the US and in other parts of the world.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None
Formerly: WRIT 350

WRIT 215 - Public Speaking

Since the origins of western democracy, rhetoricians have taught the study and practice of public speaking as an essential art of public life and civic responsibility. This course fuses theory to praxis in introducing

students to basic public speaking skills, including researching, organization, and writing effective oral presentations; developing skills of critical listening and audience analysis; surveying key examples of public address; and providing students the opportunity to work in different speech situations. Students develop poise and self-confidence in public speaking as they deepen their understanding of the evolving aesthetics of public discourse in the context of new media and global cultures. This course does not meet the writing requirement.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 220 - Text + Analysis

Introduces students to the theories and analytic practices of rhetoric. Students explore the debates and discussions that have informed rhetorical theory in the twentieth and twenty-first centuries, and simultaneously learn and practice rhetorical analysis.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

WRIT 225 - Visual Rhetorics

Approaches the study of rhetoric by focusing on the relationship between text and image. How does the combination of verbal and visual elements communicate different arguments to different audiences? How do verbal/visual texts reflect or even create cultural identities, norms, values, and practices? With the goal of becoming effective rhetorical critics, as well as incisive consumers and producers of visual culture, students both study and create a variety of visual texts.

Credits: 1.00
Crosslisted: FMST 225
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None

WRIT 231 - Ethos and the Personal Essay

By exploring the boundary between private and public writing, students examine how personal reflection intersects with critical analysis to develop a disciplined expository essay. Drawing on examples from a variety of publications, it develops skills in autobiographical and biographical essay writing, journal writing, and expository writing, and then shows how these skills can enrich the expository essay without sacrificing its academic tone and structure.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 232 - Digital Narrative Craft

Students are immersed in the study of narrative craft, initially grounding them in the print essay tradition, but soon departing into multi-media narrative forms, including the audio essay, the photo essay, and the video essay. At its root, the word "essay" means "inquiry" from the Latin *exagere*, "to weigh, try, prove, measure, adjust, ascertain, examine, inquire into." A central premise for this course, then, is that every narrative - every story - inquires into experiences and ideas, and that writers compose not just what they know but in order to know. Thus, students are asked to mediate the subjective and objective positions of what Roland Barthes terms the "writerly" text in an effort to invite readers to see anew and to read and experience stories through aural and visual media.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation and The Process of Writing
Core Component: None

WRIT 241 - Politics of Public Memory

Students understand and examine questions related to memory and public memory, their differences, and how the influences of public memory shape our contemporary understanding of society. Students engage with the processes through which memory becomes public and is shaped by the conditions of the everyday. Furthermore, students come to understand the intricate relationship between the past and present and how they influence each other. While students are introduced to foundational concepts related to public memory in rhetorical studies, they are simultaneously encouraged to think beyond the frameworks of memory as simply emerging from Greco-Roman-Western traditions. Memory is understood from a postcolonial/decolonial/anticolonial perspective to further comprehend the politics of public memory. Students learn how to consider memory as not simply evoked or codified in memorials, monuments, and museums. In order to do that, students visit a museum where they have an opportunity to engage with artifacts–more importantly with their historical and cultural context–and reflect on how memory is often relegated to artifacts that are collected and stored in a museum setting. Students think about the connections between public memory and trauma, archival practices, oral history, cultural heritage, and digital lives. Ultimately students collectively reflect on how meanings can be stabilized and destabilized through the circulation of public memory depending upon the social, cultural, and political conditions of the time.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change

As an introduction to rhetoric, rhetorical history and criticism, and feminist rhetorics, this course fore-grounds the study of how 19th-century women used both pen and voice with rhetorical precision to "stand and speak" to issues that marked their personal lives and their times. By studying women who composed and embodied what is now understood as the early years of the first wave of U.S. feminism, students access a genealogy of women rhetors who serve as exemplars - and cautions - for later waves and for their own contemporary visions of social change. By positioning the study of rhetoric as the study of language as it constitutes social relations, power, and knowledge, students become more acutely aware of and fluent in the composition, circulation, and criticism of private and public discourses, the verbal material through which they construct social worlds. The work for this course requires close reading and active discussion of course texts through a rhetorical lens and through the category of gender.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 248 - Discourses of Race and Racism

Until the late 17th century in Europe, nobody thought to classify or divide the people of the world by race. With no basis in biology, race is a purely social construct existing only in thought and language. Accordingly, this course will consider the many different social discourses of race and racism, how they have evolved in different ways around the globe and how they are employed today in multiple trans-national contexts. The course will adopt a multidisciplinary approach, examining a variety of texts from different intellectual perspectives.

Credits: 1
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No Junior, Senior
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 250 - Kairos: The Art of Rhetoric

Rhetoric--the effective use of language to persuade a given audience--is as old as human speech itself. Yet attuned as they were to "kairos," the opportune time of a fledgling democracy in Athens, the ancient Greeks were perhaps the first to codify rhetorical practice as an art. This is a course about time, about the art of rhetoric as a most effective medium of change at the right time. Students see this when rhetoric served as a vehicle for change in 5th-century Greece, when it equipped individuals to write and preach to effect change in the so-called dark ages, and when it gave women and former slaves the voice to change attitudes and institutions in the 19th and 20th centuries. Students survey the entire history of western rhetoric from the earliest treatises to the most recent theories. In addition to examining this history through a close reading of canonical texts, students come to know the rhetorical tradition through experience, by engaging in the very practices (e.g., medieval preaching and letter writing, and 18th-century exercises in elocution) associated with rhetoric in a particular historical period. The many rhetorical terms, concepts, principles, and practices covered in the course provide students the proper background for further study in the more specialized areas of rhetoric.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 260 - Biblical Rhetoric

Examines the various ways that writers and speakers draw on the Bible for rhetorical force. Many of the works that call on the Bible for inspiration are not of a religious nature at all, raising questions about the nature of biblical style. Readings range from the Venerable Bede and Queen Elizabeth I to Bob Marley and Douglas Rushkoff, in addition to source material from the Hebrew Bible and the New Testament. No previous knowledge of the Bible is needed.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

WRIT 270 - The Rhetoric of Comics

Focuses on the ways that comics - often defined as the interplay of words and images - convey specific messages, whether instructional, narrative, persuasive, or other. Close analyses draw on principles of visual rhetoric, comics scholarship, photography, and related disciplines. Readings cover the theory, history, terminology, and genres of graphic narratives.

Credits: 1.0
Crosslisted: FMST 270
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None

Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice & Interpretation
Core Component: None

WRIT 280 - Rhetorical "Borderlands": Introduction to Comparative Intercultural Rhetoric

By taking a transnational comparative perspective, this course introduces students to several key questions in comparative and intercultural rhetoric, from the most basic question of "How does culture shape language, and how does language, in turn, shape culture?" to more complicated questions: How do cross-border and cross-cultural engagements constrain and influence rhetorical practices and interactions? How do cultural logics, values, and assumptions hierarchically govern different geo-political spaces? In what ways have individuals and groups both conformed to and resisted discursive structures of power and privilege? And finally, in what ways can comparative and intercultural study sharpen our own critical insights about and rhetorical agency within such dominant structures? This course will address these questions and others as students work to develop and strengthen skills in critical analysis, research, and reflective practices through the lens of transnational comparative intercultural rhetoric.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges and The Process of Writing
Core Component: None

WRIT 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WRIT 300 - Topics in Cultural Rhetorics

Although rhetoric is typically thought of as originating in ancient Greece, persuasive writing and speaking practices are prevalent throughout a variety of cultural contexts and traditions. To address this gap in understanding, students take up recent scholarship in rhetorical studies that makes up the subfield of cultural rhetorics, an area that focuses on culturally specific persuasive practices, the resulting objects and meanings, and how power and marginalization shape the effect of both. Where is rhetorical practice inextricable from the influence of ethnicity, race, language, and/or geography, and how do these factors come into play when speaking across cultural boundaries? Students survey the evolution of cultural rhetorics and explore prominent conversations currently occurring in the field. Readings include scholarship from leading voices, such as Christina Cedillo, V. Jo Hsu, Malea Powell, and Jacqueline Royster. Writing

Assignments include short reading responses, analyses of canonical rhetorical concepts, group projects, and/or research-based essays and presentations.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 301 - Creativity, Exploration, and the Essay

Considers the essay as a dynamic medium for creativity and intellectual exploration, demonstrating its unique ability to trace the contours of thought through personal storytelling, critical analysis, and narrative exposition. Beginning with the form's origins in self-reflection and inquiry, students survey its development through a variety of historical and cultural contexts. Students engage with a wide array of texts to explore how the essay differs from other modes of writing, such as fiction and academic prose; and also develop a distinctive writerly voice in their own creative work, learning to use the essay as a means to think deeply, articulate complex ideas, and explore the intersections of the personal and the universal.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None

WRIT 303 - The Rhetoric of Data Visualization & Infographics

Our world is increasingly visual; more and more of the information we consume and produce is presented in images. This course focuses on the visual presentation of numerical information — everything from box-and-whisker plots to flashy infographics — and specifically how such information can effectively persuade its readers. Emphasis will be on both analyzing and making visualizations; there will be no attention to data collection or analysis. Students can expect to improve their visual literacy skills. No facility with statistics or software packages is required.

Credits: 1.00
Crosslisted: FMST 303
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 342 - Rhetoric in Black & White

In the nearly 400-year history of social relations between Blacks and Whites in America, rhetoric has often failed. Civil war, Jim Crow, Civil Rights, and Black Power were all actions or movements that ensued largely because words fell short of persuading persons of good will to submit to reasoned arguments. Arguably a pillar of American democracy (as in the freedom to speak and to dissent), why has rhetoric been so seemingly ineffective in securing mutual respect and understanding between America's Black and White citizens? This course seeks to answer this question by closely examining the styles of communication that historically have shaped the cultural identities and public personas of the two groups. From slave speech to the languages of protest in the 1960s to verbal expression in rap music and social media today, the course considers why communication or dialogue involving race is often doomed to fail.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 345 - Crafting Bodies: Movement, Gender, and Performance

This class engages with recent developments in the field of rhetoric to consider how persuasion and meaning making are impacted by movement, gender, and performance. To this end, the course will introduce students to the dominant conversations, theories, and methods for studying embodiment within rhetoric and related fields. Students will apply these ideas to case studies from sports, dance, popular culture, politics, and law to better understand how dominant narratives constrain or enable certain types of bodily behavior. Through this theoretical and practical study, students will become critically aware of the intersections of bodies and their representations and how these intersections influence our capacity for engaged deliberation and social action.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America

Examines the ways in which language has reinforced racial and ethnic identities and divisions in post-Civil Rights America. Explores the conceptual origins of race, ethnicity, and other categories of difference, particularly those produced through legal, political, socioeconomic, and humanistic discourses. Recognizing that the United States is not just a multicultural society but a multilingual one, students investigate how urban American youth have "talked back" to power and seized the power to name. Focuses in particular on uses of the Hip Hop vernacular by urban Latin Americans, African Americans, Asian Americans, and white Americans to give voice to their reality and the urban struggle. Students also trace the causes and consequences of historical silences, as suggested by Martin Luther King's dictum: "A riot is the language of the unheard."

Credits: 1.00
Corequisite: None

Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

WRIT 348 - Discourses of Whiteness

Claims that whiteness--white racial identity--is more about language than biology. Whiteness is a rhetorical construct that exists only in discourse, yet its concrete effects impact societies all over the globe. Drawing on texts from around the world, students trace the evolution of this construct from its inception up to the present day, examining the rhetorical strategies whereby whiteness is both hidden and revealed in a variety of genres: personal memoirs, philosophical essays, scientific investigations, political writings, legal documents, critical analyses, historical essays, and such mass media as television, film, newspapers, and magazines. By engaging in the rhetorical analysis of these texts, students examine how the discourses of whiteness continue to frame reality and mediate power relations. A required evening film series accompanying the class has students viewing, discussing, and analyzing feature films, documentary films, and television shows.

Credits: 1.00
Corequisite: WRIT 348L
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

WRIT 348L - Required Film Screening

Required corequisite to WRIT 348.

Credits: 0.00
Corequisite: WRIT 348
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 354 - Dialogue and Deliberation in Democratic Life

Public communication is a vital part of democratic life. It is through the circulation and exchange of public speech that citizens shape the contours of public life, build community, and determine their core civic values. More importantly, it is through the work of democratic dialogue that citizens struggle with their inevitable differences and seek to find ways of working together despite those differences. The purpose of this class is to examine both the theory and practice of deliberative democracy, with the aim of better understanding how communities might use dialogue and deliberation to effectively engage across different perspectives. Students are asked to think critically about the possibilities and challenges of democratic dialogue. Students are also trained in facilitation techniques, with the major project for this class providing students an

opportunity to facilitate an open forum on a campus-related issue.

Credits: 1.00
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year, Sophomore
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation or Confronting Collective Challenges
Core Component: None

WRIT 363 - Pirate Rhetoric

Students navigate the turbulent histories of maritime piracy by analyzing "the pirate" as a rhetorical construction. Beyond the parrots, peglegs and buried treasure, pirates challenged the boundaries of so-called civilization, earning them the name *hostis humani generis*, the enemy of all. Students analyze historical pirate rhetorics in legal, economic, political, and artistic contexts, examining texts on their own terms and exploring how they intersect with contemporary questions of identity, justice, equity, and violence. Emphasis is on the methods of rhetorical history, including the skills of original archival research.

Credits: 1.0
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: The Process of Writing
Core Component: None
Formerly: WRIT 263

WRIT 371 - The Rhetoric of Comics

Focuses on the ways that comics - often defined as the interplay of words and images - convey specific messages, whether instructional, narrative, persuasive, or other. Close analyses draw on principles of visual rhetoric, comics scholarship, photography, and related disciplines. Readings cover the theory, history, terminology, and genres of graphic narratives.

Credits: 1.0
Crosslisted: FMST 371
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Artistic Practice and Interpretation
Core Component: None
Formerly: WRIT 270

WRIT 389 - Controversy and the Public Sphere

Cultures are shaped by controversy, which is especially true of controversies in the public sphere. Though often framed through the lens of division, moments of controversy are also moments of possibility in which

attitudes, values, judgements, policies, and aesthetics are open to change. Using the tools of rhetoric and argumentation, students learn to analyze such controversies, untangling and evaluating complex webs of competing discourse about issues of shared public interest. Students also consider controversies over the public sphere itself. Readings discuss theories of the public, norms and techniques of argumentative reason, and the changing nature of public communication.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: No First-year
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: Confronting Collective Challenges
Core Component: None

WRIT 391 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

WRIT 491 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: None
Liberal Arts Practices: None
Core Component: None

GPEH 205 - Diet & Disease: Gender, Health, and Nutrition in Society

Provides fundamental knowledge for those interested in global health perspectives on the intersections of gender, nutrition, health, and disease in society. The role of nutrition in health promotion, practice, and disease prevention is examined from biological, social, and structural perspectives, taking the social determinants of health (SDoH) in particular as a central point of inquiry. Students have the opportunity to explore ways in which communities across cultures (many faced with increasing challenges of access to healthy food and the navigation of 'healthy weight' outcomes) grapple with and create strategies to improve local population health measures. For example, those in Madison County and surrounding areas are places where many in the population struggle with food availability and co-morbidities linked to poor nutrition such

as (un)diagnosed diabetes, cardiac disease, and high blood-pressure. Many of these disease conditions are preventable. Similarly, in regions around the world, across a range of socio-economic and cultural groups, in high as well as in low-income communities, nutrition and its impact on health outcomes is a topic of tremendous global concern. Coursework illustrates how we can work toward collective solutions to food insecurity and other challenges using public health applied practices.

Credits: 1.0
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Social Relations, Institutions, & Agents
Liberal Arts Practices: None
Core Component: None

THEA 291 - Independent Study

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

Credits: variable
Corequisite: None
Prerequisites: None
Major/Minor Restrictions: None
Class Restriction: None
Area of Inquiry: Human Thought and Expression
Liberal Arts Practices: None
Core Component: None

Course Information

Curriculum

Colgate's curriculum is established around four academic divisions: arts and humanities, natural sciences and mathematics, social sciences, and university studies. Within the departments and programs that make up those divisions, Colgate offers 56 majors, including several interdisciplinary choices, all of which have honors programs.

Course Designations and Scheduling

The courses listed in the catalog are currently being offered within departments and programs. Some courses are offered annually and others are offered every other year. Students should consult the course offerings posted online prior to each term by the registrar to identify courses that will be offered in the next term. Classes, laboratories, and seminars meet according to the schedule posted on the course offerings for each term. Students are encouraged to discuss their course schedules and major programs with their faculty advisers or with department chairs or program directors.

Course Numbering

Courses are numbered according to level: the 100-level and 200-level courses are primarily for first-year students and sophomores, the 300-level courses for juniors, and 400-level courses for seniors. A prefix of C indicates a course offered as Core Communities, a suffix of C indicates a course offered as Core Communities and Identities, a prefix of S indicates a course offered as Core Sciences, and a suffix of S indicates a course offered as Core Scientific Perspectives on the World.

Language Courses

In the foreign and classical languages, courses designated 100 are first-year level, 200 are second-year level, 300 are third-year level, and 400 are advanced level. Students from any class who possess the appropriate background may take any level. Students who have not successfully completed third-year level courses at Colgate need faculty permission to take advanced-level courses.

Two-term Courses

Departments and programs may offer courses, usually at the 400 level, which extend over two terms. These courses may carry two course credits toward graduation, and may have two course numbers, although a single grade will be assigned at the completion of the second course. Students should register for a two-semester course in sequence, ordinarily the fall and spring term of the senior year. Students successfully completing the first course will be temporarily assigned a grade of T. The final permanent grade will be assigned at the end of the second term, when all materials have been evaluated, and the grade of T for the first term will be changed to the final grade.

Abbreviations

In the descriptions of academic programs and courses, the abbreviations listed below are used:

AHUM	Arts and Humanities
ALST	Africana and Latin American Studies
ANTH	Anthropology
ARCH	Architecture
ARTH	Art History
ARTS	Studio Arts (Prior to Fall 2024, all courses in the Department of Art & Art History used ARTS subject code, now only indicates Studio Arts courses)
ASIA	Asian Studies
ASTR	Astronomy
BIOL	Biology

CHEM	Chemistry
CHIN	Chinese
CLAS	Classics
CORE	Liberal Arts Core Curriculum
COSC	Computer Science
ECON	Economics
EDUC	Educational Studies
ENGL	English
ENST	Environmental Studies
FMST	Film and Media Studies
FREN	French
GEOG	Geography
GEOL	Geology
GERM	German
GPEH	Global Public and Environmental Health
GREK	Greek
HEBR	Hebrew
HIST	History
ITAL	Italian
JAPN	Japanese
JWST	Jewish Studies
LATN	Latin

LCTL	Less Commonly Taught Languages
LGBT	Lesbian, Gay, Bisexual, Transgender, and Queer Studies
LING	Linguistics
MATH	Mathematics
MIST	Middle Eastern and Islamic Studies
MUSI	Music
NASC	Natural Science
NAST	Native American Studies
NEUR	Neuroscience
PCON	Peace and Conflict Studies
PHED	Physical Education/Outdoor Education
PHIL	Philosophy
PHYS	Physics
POSC	Political Science
PSYC	Psychological Science
RELG	Religion
REST	Russian and Eurasian Studies
SOCI	Sociology
SOSC	Social Sciences
SPAN	Spanish
THEA	Theater
UNST	University Studies

WGGS Women's, Gender, and Sexuality Studies

WRIT Writing and Rhetoric

Faculty Awards and Endowed Professorships

- Faculty Awards
- Endowed Professorships
- Endowed Visiting Professors and Artists
- Endowed Administrative Positions
- Endowed Coaching Positions

Faculty Awards

AAUP Professor-of-the-Year, awarded by the Colgate chapter of the American Association of University Professors to a member of the faculty who has demonstrated (over time) the virtues of insight, integrity, and dedication to their professional career; who has shown commitment to the liberal arts and to the academic community at Colgate; and who has worked with notable honesty and courage.

Jerome Balmuth Award for Teaching, established in 2009 by Mark Siegel '73 in honor of Jerome Balmuth, the Harry Emerson Fosdick Professor of Philosophy and Religion, and awarded for superb teaching of undergraduates by Colgate faculty members.

Sidney J. and Florence Felten French Prize, awarded annually for excellence in inspirational teaching; it may go to one teacher or to more than one teacher if awarded for inspirational team teaching.

Howard N. Hartman Coach-of-the-Year Award, given annually to an intercollegiate coach at Colgate in recognition of the ability to motivate, to instill discipline, to help build character and perseverance, to display resourcefulness, and to be adept at teaching the fundamentals of the sport. Records of wins and losses are a minor consideration.

Phi Eta Sigma Professor-of-the-Year, awarded by Phi Eta Sigma, the honorary society for first-year students, for excellence in teaching, service, and dedication to Colgate students.

Endowed Professorships

Warren '43 and Lillian Anderson Chair in Chemistry
Established in 2017 by Lillian Anderson W'43 for a chair in the Department of Chemistry. Anderson and her late husband, Warren '43, were longtime supporters of the Colgate chemistry department. Appointment of the Anderson Chair will be made by the provost and dean of the faculty.

Banfi Vinters Chair in Economics
Established by the Villa Banfi Foundation in 1985. The chair may be held by a newly appointed distinguished professor of the Colgate faculty, a distinguished visiting professor, or a business executive in residence. Selection of the chairholder is made by the dean of the faculty and the president of the University with approval of the Board of Trustees. The selection is based on outstanding scholarship and teaching ability. Under the auspices of the chair, courses in the American economy are emphasized.

Thomas A. Bartlett Chair of Public Affairs
Established in 1977 through gifts donated to the University to honor President Thomas A. Bartlett H'77, who led Colgate from 1969 to 1977. The chair, first to be named for a Colgate president, is used to provide support for faculty who reflect former president Bartlett's career as a diplomat, public servant, university administrator, and leader of higher education associations. The Bartlett chair is not confined to a single department and is defined as a University chair.

Batza Family Chair in Art and Art History
Established in 1997 through the generosity of Michael J. Batza Jr., a member of the Class of 1963 and a University trustee emeritus; his wife, Patricia; and daughter, Maureen, a member of the Class of 1990. This endowment supports a chair in art and art history. Selection is based on the individual's teaching excellence and scholarly achievements. The chairholder is selected by the dean of the faculty in consultation with the president of Colgate University.

Dunham Beldon Jr. Chair of Natural Sciences
Established in 1991 by Dunham Beldon Jr., Class of 1929. Awarded to outstanding faculty in the various fields of natural science with preference to the teaching and study of environmental science, the Beldon Chair may be held by a tenured, nontenured, or newly recruited member of the Colgate Faculty. Selection of the chairholder is based on the individual's teaching excellence and scholarly achievements. Appointment to the chair is normally for a term of five years. Selection of the chairholder is made by the dean of the faculty in consultation with the president of Colgate University.

Daniel C. Benton '80 Endowed Chair in Arts, Creativity, and Innovation
Established in 2020 through the generosity of Daniel C. Benton '80 to assist Colgate University's efforts in recognizing teaching excellence and scholarly achievement. The chair is awarded to a distinguished faculty member in the field of arts, creativity, and innovation.

Dr. William L. Boyle, Jr. '55 Endowed Chair in Political Science
Established in 2020 by Dr. William L. Boyle, Jr. '55 to recognize and support members of the Political Science department whose contributions enrich the understanding of American government and politics, providing insight into institutions, processes, ethical commitments, and events which influence our democratic system.

Gretchen Hoadley Burke '81 Endowed Chair for Regional Studies
Established in 2006 by Stephen Burke '80 and Gretchen Hoadley Burke '81 to assist Colgate University's efforts to support and recognize outstanding scholars whose research interests focus on Upstate New York. The chair is occupied on a rotating basis by visiting or permanent faculty members from diverse disciplines in the humanities, social sciences, and/or natural sciences. The chairholder is appointed by the provost and dean of the faculty.

George Carleton Jr. Chair in Philosophy
Established in 1997 by Charlotte Carleton in memory of her husband, George Carleton Jr., of the Class of 1927. This permanent endowed fund supports a faculty chair in philosophy. The recipients for this chair are nominated by the dean of faculty, approved by the president, and confirmed by the Board of Trustees.

Rebecca Chopp Chair in the Humanities
Established in 2019 by former members of Colgate University's Board of Trustees, with the guidance and support of President Brian W. Casey, in honor of the University's 15th president, Rebecca S. Chopp. President Chopp was the first woman president at Colgate, and this chair was created in recognition of her effective leadership and commitment to academic excellence. Selection of the chairholder is made by the provost and dean of the faculty, based upon outstanding scholarship and teaching ability in the humanities.

Russell Colgate Distinguished University Professorship
Established in 1974 through generous gifts from John K. Colgate Sr. H'69 and members of his family as a

memorial to Russell Colgate. The chair is awarded to a distinguished faculty member in a department or field designated by the provost and dean of the faculty and the president of the University.

George R. and Myra T. Cooley Professorship of Peace and Conflict Studies
Established in 1983 through the George R. and Myra T. Cooley Endowment, which also provides support for the peace studies program. Cooley, Class of 1921, made the initial contribution to establish the peace studies program at Colgate. He was awarded an honorary degree by Colgate in 1969.

William Henry Crawshaw Chair in Literature
Established in 1951 through gifts of the Class of 1926 and others. The chair honors Crawshaw, Class of 1887, who spent 43 years as a beloved member of the Colgate faculty. A member of the Department of English, Professor Crawshaw also served as acting president and as dean of the college.

Charles A. Dana Professorship Fund
Established by the Charles A. Dana Foundation in 1966. The foundation invited Colgate to participate in a Charles A. Dana Professorship Program. The fund provides partial salary and research support for seven distinguished members of the Colgate faculty. Said professors are faculty members whose responsibilities are in teaching rather than administration. They may be faculty members who are currently employed or, preferably, new appointees, in a subject matter determined by the University.

Harrington and Shirley Drake Chair in the Humanities
Established in 1988 by Harrington (Duke) Drake '41, chairman emeritus of the Colgate University Board of Trustees and The Campaign for Colgate, to assist Colgate University's efforts to attract and retain outstanding faculty in the Division of the Humanities. The chair is awarded to senior and/or junior faculty members. The chairholder is appointed by the provost and dean of the faculty based upon the individual's teaching excellence and scholarly achievements. The recipient may be a tenured, nontenured, or newly recruited member of the Colgate faculty.

Edgar W.B. Fairchild Chair of English Literature
Established in 1977 by a generous gift from Edgar Fairchild H'83, trustee emeritus and retired chairman of the board of Fairchild Publications. The establishment of this chair shows the necessity of maintaining a prestigious faculty.

Murray W. and Mildred K. Finard Chair in Jewish Studies
Established in 1993 by Mildred K. Finard and her son, William G. Finard '68. This endowed chair was created to honor Murray W. and Mildred K. Finard. The chair recognizes in perpetuity the values and commitment shared by the Finard family and assists Colgate in supporting outstanding faculty in Jewish Studies. The appointment to the chair is based on the individual's teaching excellence and scholarly achievements. Selection of the chairholder is made by the president of Colgate University in consultation with the dean of the faculty.

Harry Emerson Fosdick Chair in Philosophy and Religion
Established in 1957 and completed in 1960 through a generous gift from Myra S. and George R. Cooley 1921, H'69, and augmented by gifts from the Rockefeller family and other donors. This memorial to Fosdick, Class of 1900, honors a man who attended Colgate Seminary, transferred to Union Theological Seminary, and became one of America's most influential liberal preachers. James Colgate and his family were friends and financial supporters of Fosdick.

Neil R. Grabois Chair in Mathematics
Established in 1999 by trustees and friends of the University in honor of Neil R. Grabois, Colgate's 13th president, who led the University from 1988 to 1999. The chair was created as a result of the successful eNRGy fundraising campaign. The faculty chairholder is selected by the provost and dean of the faculty in consultation with the president of the University.

Fund for the Study of Great Religions of the World
An endowed chair established anonymously in 1957 to encourage the sympathetic study of the religions of

the world, to encourage spiritual communication between men and women of differing religious traditions, and to encourage through teaching, writing, and scholarly research the sympathetic presentation of the religions of the world as they are seen by their participants.

Richard J. and Joan Head Chair in Philosophy
Established in 2006 by the estate of Richard J. Head '50, in honor of Richard J. Head and his wife, Joan, to assist the University in attracting and retaining outstanding faculty members in the field of philosophy.

Charles G. Hetherington Professorship in Mathematics
First awarded in 1994. The endowment from which this professorship evolved was established in 1976 through a generous bequest made available from Charles G. Hetherington 1916 and is awarded to an outstanding faculty member in the Department of Mathematics.

Robert Hung-Ngai Ho Endowed Chair in Asian Studies
Established in 1993 through a generous gift from Robert Hung–Ngai Ho '56. This endowed chair was established to bring prominence to Colgate's Asian Studies program by recognizing a distinguished, tenured teacher–scholar in this program. Selection is based on the individual's teaching excellence and scholarly achievements. Selection is also made by the provost and dean of the faculty and the president of the University with approval of the Board of Trustees. Appointment to the chair is normally for a term of five years.

Hurley Family Chair in Dialogue, Deliberation, and Decision Making
Established in 2022 by Becky '81 and Christopher Hurley '81, P'12,'12. This chair recognizes Colgate faculty members who serve as leaders in strengthening dialogue and deliberation in the Colgate community. Recognizing the importance of education in democracy, the chairholder supports a climate of debate and deliberation that is open and robust; that does not suppress ideas because some consider them wrong, immoral, or offensive; and that helps give students the power to summon reason, to gather facts, and to encourage discourse that is sound, fair, and powerful. The chairholder is appointed by the provost and dean of the faculty.

Christian A. Johnson Endeavor Chair in Liberal Arts Studies
Established in 1996 by the Christian A. Johnson Endeavor Foundation to support Colgate's liberal arts core curriculum. This chair is held by senior faculty members in three–year rotations and occasionally by a distinguished visiting professor.

Peter L. and Maria T. Kellner Endowed Chair in Arts, Creativity, and Innovation
Established in 2020 by Peter L. Kellner '65 and family (Erik M. Zissu '87, Zoe H. Zissu '16, and Claudia M. Hensley '19). Recipients of this chair exhibit excellence in scholarly achievement and teaching in the field of arts, creativity, and innovation. Selection of the chairholder is made by the provost and dean of the faculty.

William R. Kenan Jr. Chair Fund
Established by the William R. Kenan Charitable Trust in 1972 in support of the Kenan Professorship. After receiving a recommendation from the dean of the faculty, the president selects the Kenan Professor and the department with which he or she is affiliated. The objective of the chair is to honor William R. Kenan Jr. and to support and encourage a scholar–teacher whose enthusiasm for learning, commitment to teaching, and sincere personal interest in students enhances the learning process and makes an effective contribution to the undergraduate community.

Richard M. Kessler Chair of Economic Studies
Established in 1988 by Richard Kessler '52 to assist the University in attracting and retaining outstanding faculty in the field of economics. Selection of the individual is based on the individual's scholarly achievements and teaching excellence. The holder may be a tenured or nontenured member of the Colgate faculty or a newly recruited member of the Colgate faculty. Appointment to the chair is normally for a term of five years.

Kindler Family Chair in Global Contemporary Art
Established in 2006 by Robert '76 and Pamela Pickert Kindler '76, P'04,'08,'12 to assist Colgate University's efforts to recognize excellence in research and teaching in the field of contemporary art and criticism, with a special emphasis on the global aspects of visual art production, reception, and distribution. The chairholder is appointed by the provost and dean of the faculty.

Gordon and Dorothy Kline Faculty Chair in Chemistry
Established in 1988 through the trust of Dr. Gordon M. Kline '25. This endowed chair is awarded to an outstanding faculty member in the Department of Chemistry.

George Dorland Langdon Jr. Endowed Professorship of History
Established by the Colgate trustees in 1988 to recognize President Langdon's accomplishments in strengthening the quality of intellectual life of the University and augmented in 2002 by a grant from the Kresge Foundation on the occasion of Dr. Langdon's retirement from its Board of Trustees. The chair is awarded to a current member of the Department of History on continuous tenure, or to a newly appointed tenured professor, whose scholarly attainments are of outstanding quality. The Langdon Chair is someone whose level of intellectual curiosity and devotion to his/ her field of study, exhibited both in scholarship and in teaching, will serve as a model for other people. Selection of the chairholder is made by the provost and dean of the faculty and president of Colgate University. Final approval is given by the Board of Trustees.

Leary Family Chair in Environmental Studies
Established in 2022 by the Gleason-Leary Foundation to assist Colgate University's efforts in recognizing teaching excellence and scholarly achievements in the study of the environment and sustainability.

John D. and Catherine T. MacArthur Chair
Established by the John D. and Catherine T. MacArthur Foundation in 1981 and designed to bring new and promising faculty members to the institution. The president of Colgate University decides in which fields or disciplines the professorship should be established and for what period of time.

Harvey Picker Professorship in International Relations
Established in 1965 by Evelyn Picker in honor of her son, Harvey Picker '36, H'69. The holder of this appointment may be either an American or a non–United States citizen who is distinguished in the field of international relations.

Jean Picker Chair
Established in 1995 by Dr. Harvey Picker '36 in memory of his wife, Jean Picker. The chair is established to recognize the special contributions of women faculty members at Colgate University, and carries with it the name of the woman who served as Colgate University trustee in the first decade of coeducation. This chair is in recognition of Jean Sovatkin Picker's distinguished work as a diplomat, writer, and foundation administrator, which included service as United States delegate to the United Nations under three presidents and a long–standing collaboration with Eleanor Roosevelt. This chair also recognizes Jean Picker in helping Colgate realize its mission as a coeducational institution. The holder of this appointment focuses on enhancing the educational opportunities of Colgate students, particularly women. The University may use the chair to attract a distinguished person from another institution or it may choose to select an international candidate. In either case, the selection process includes nominations from divisional directors to the dean of the faculty and a thorough review of teaching, scholarship, and in the case of an internal appointment, institutional service.

Raab Family Chair in Biology
The Raab Family Chair in Biology was established in 1999 through the generosity of G. Kirk Raab, Class of 1959 and trustee emeritus, to assist Colgate University's efforts to support and recognize outstanding faculty in the field of biology. Its establishment is a reflection of the donor's commitment to biology, genetics, and biogenetic research. The chair is awarded on a rotating basis to faculty in biology. The chairholder will be appointed by the provost and dean of the faculty.

Donald M. and Constance H. Rebar Chair in the Humanities
Established in 1997 through the generosity of Donald M. Rebar, a member of the Class of 1955, and his wife, Constance. The endowment supports a chair in the humanities; selection is based on the individual's teaching excellence and scholarly achievements. This chair was established to assist Colgate in attracting and retaining outstanding faculty in the humanities.

W.S. Schupf Endowed Chair in Far Eastern Studies
Established in 1996 by Paul J. Schupf '58, trustee emeritus of Colgate University, in memory of his father, W.S. Schupf. The Schupf Chair is awarded to a member of the faculty whose academic pursuits involve one of the Far Eastern countries. The holder of the Schupf Chair is nominated by the dean of the faculty, appointed by the president, and confirmed by the Board of Trustees.

Mark S. Siegel '73 University Professorship
Established in 2023 to recognize excellence in leadership and achievement. The professorship will be held only by the Provost and Dean of the Faculty.

Arnold A. Sio Chair in Diversity and Community
Established in 2004 by John K. Runnette '54, and created in honor of Arnold A. Sio, professor of sociology and anthropology emeritus. The fund is intended to assist Colgate University's efforts to support and recognize outstanding scholars who, through research, teaching, and service activities, demonstrate a sustained commitment to the principles of diversity embraced by the institution. This chair is awarded for a finite amount of time to a current faculty member or to a distinguished visitor by invitation. The chairholder is expected to provide creative and strategic leadership on issues of diversity through substantive contributions to the community in the form of on– campus programming and other related activities. The chairholder will be appointed by the provost and dean of the faculty.

Carl Benton Straub '58 Endowed Chair in Culture and the Environment
Established in 2008 by Carl Benton Straub '58 to support teaching and scholarship focused on the interplay between activities believed to be quintessentially human (religion, philosophy, art, literature, language, history, or related interdisciplinary programs) and the processes of the nonhuman natural world. The chairholder is selected by the provost and dean of the faculty.

Sweet Family Chair
Established in 2022 by Andrew W. Sweet to recognize excellence in teaching and scholarship, and encourage faculty engagement in new areas of intellectual inquiry through sustained immersion into knowledge beyond their current discipline. The academic and scholarly transformation of the chairholder will be demonstrated through curricular and programmatic innovation. The chair is expected to develop new courses within all University Programs, including the Liberal Arts Core Curriculum, and explore new pedagogical approaches also to be shared with the Colgate faculty. The chairholder is appointed by the provost and dean of the faculty.

Peter L. Keller Third-Century Chair in Philosophy, Politics, and Economics
Established in 2020 by Peter L. Kellner '65 and family (Erik M. Zissu '87, Zoe H. Zissu '16, and Claudia M. Hensley '19). Chairholders are recognized for teaching excellence and scholarly achievements in the fields of philosophy, politics, and economics.

Harold Orville Whitnall Chair in Geology
Established in 1951 to honor Dr. Harold Orville Whitnall, Class of 1900, H'44, who taught at Colgate from 1903 to 1945. This chair was originally named the Mortimer C. Howe Geology Fund.

W. Bradford Wiley Chair in International Economics
Established in 1987 by W. Bradford Wiley '32, H'66 and John Wiley and Sons, Inc., publishers. In donating its portion of the grant, John Wiley and Sons, Inc., honored W. Bradford Wiley for his service to education and international affairs and as an alumnus and former trustee of Colgate University. The chair is awarded to support and encourage a scholar–teacher in the field of international economics whose intellectual vigor,

commitment to teaching, and sincere personal interest in students will enhance the learning process and make an effective contribution to the academic community. The objective of the grant is to secure a distinguished appointment at Colgate University. The president of Colgate University is responsible for the selection of the professor(s) appointed to the Wiley Chair, with complete discretion in such selection and in the term of the appointment.

Roy D. and Margaret B. Wooster Chair
Established in 1988 through the generosity of Roy Wooster Jr. '50 in honor of his mother and father, a 1921 graduate. The donation completed a challenge from the National Endowment for the Humanities to establish a permanent endowment for a professorship in the humanities. The Wooster Chair is awarded to a distinguished teacher and scholar of the classics and/or ancient religious studies.

Endowed Visiting Professors and Artists

Colgate Professorship in the Humanities
Established in 1967 through an anonymous gift and augmented in 1980 by a challenge grant from the National Endowment for the Humanities, matched by gifts from friends and alumni. The chair is used to encourage distinguished teacher–scholars to come to Colgate on a visiting basis for one or two semesters.

Charles Evans Hughes Chair of Government and Jurisprudence
Established by the University in 1955 with funds from a bequest made by Hughes, former chief justice of the United States, and supplemented by gifts from his children and others. The chair is used to bring visiting professors to campus to teach in the areas of political science, government, and other fields in keeping with Justice Hughes' background.

Christian A. Johnson Endeavor Foundation Artist–in–Residence
Established in 1986 as a challenge grant in support of the arts at Colgate. The residency program permits one or more artists or scholars in each of the areas of fine arts, music, and theater to become part of the Colgate community every academic year.

A. Lindsay O'Connor Chair of American Institutions
Established in 1965 by Olive B. O'Connor, the chair honors the lifelong interests of Judge O'Connor, who was a New York State Supreme Court Justice in the Sixth Judicial District from 1943 until his retirement. The chair supports visiting distinguished professors in a variety of fields related to American institutions, including history, economics, and other fields of social science related to law.

Olive B. O'Connor Professorship of Literature
Established in 1965 by Olive B. O'Connor. The funds are used to support visiting scholar–teachers in English literature, American literature, or comparative literature.

Endowed Administrative Positions

The Jones and Wood Family Vice President of Admission and Financial Aid
Established in 2007 by Robert W. Jones '72, in recognition of his many family connections to Colgate University and his appreciation for the talents and efforts of the staff in the Office of Admission. The fund is intended to support and recognize outstanding administrators who work in the Office of Admissions.

Endowed Coaching Positions

John W. Beyer Endowed Coach for Men's Soccer
Established in 2005 by Barry J. Small '76, created in honor of John W. Beyer, a dedicated Colgate employee from 1962–2005. Beyer served as the men's soccer coach for 14 seasons, during which he posted 81 wins. While at Colgate, he also served as chairman of the physical education program and coach of tennis, basketball, and women's soccer. This fund is intended to assist Colgate University's efforts to support and recognize outstanding coaches in the field of soccer. The endowed coach, who also holds the title of head coach of men's soccer, is appointed by the director of athletics with approval from the provost and dean of the faculty.

Fred and Marilyn Dunlap Endowed Coach for Football
Established in 2012 by friends and family in honor of Frederick '50 and Marilyn Dunlap P'81 to assist Colgate University's efforts to support and recognize outstanding coaches in the field of football. The endowed coach, who also holds the title of head coach of football, is appointed by the director of athletics with approval from the provost and dean of faculty.

Mark S. Randall Jr. Endowed Coach for Swimming and Diving
Established in 2004 by Robert A. Fox '59 in memory of Mark S. Randall Jr., longtime Colgate swimming and diving coach. The fund is intended to assist Colgate University's efforts to support and recognize outstanding coaches in the field of swimming and diving. Selection of the endowed coach, who also holds the title of head coach of swimming and/or diving, is based on the individual's coaching excellence and achievements. The endowed coach is appointed by the director of athletics in consultation with the provost and dean of faculty.

Donald F. Vaughan Endowed Coach for Men's Hockey
Established in 2007 by William Johnston '73, with additional support from Margaret Flanagan '80, Timothy Barrows (Williams '79), Edward Werner '71, Thomas Lynett '79, and David Fialkow '81, to assist Colgate University's efforts to support and recognize outstanding coaches in the field of ice hockey. The endowed coach, who also holds the title of head coach of men's ice hockey, is appointed by the director of athletics with approval from the provost and dean of the faculty.

University Organization

Trustees

The Board of Trustees, a body of 34 members, has final responsibility for the conduct of the University. The President of the University is a member of the Board and an *ex officio* member of its standing committees including the Executive Committee.

The full Board has three regularly scheduled meetings each academic year, including one meeting that has a period of time set aside to permit faculty, students, staff, and alumni to address the Board. Questions about the Board of Trustees should be directed to the *secretary of the Board*.

Offices of the University

President

The President of the University is appointed by the Board of Trustees and is responsible for the general oversight and direction of University instruction and for discipline.

The Secretary to the Board of Trustees connects and coordinates the strategic planning efforts undertaken through the Third Century Plan across various campus and Board governance committees and processes. The vice president also oversees federal and state government relations. The Secretary to the Board manages board matters and the relationship between campus administrative functions and board governance. Elected by the Board, the Secretary to the Board of Trustees is an officer and is responsible for recording and certifying its actions. The Secretary provides the Board with such services and support as may be necessary for its effective functioning.

The Vice President and Chief of Staff provides executive support and counsel to the president on University-wide matters and oversees management of the president's office.

The Vice President for Administration oversees human resources, risk management and insurance, legal affairs, and institutional analysis in addition to advising the president on various matters.

The Office of Human Resources provides development and support for a diverse, quality workforce to create a positive workplace that helps Colgate attract and retain the talent necessary to accomplish its goals. Serving as internal consultants and partners with employees, the office offers expertise and guidance in the areas of employment, compensation and benefits administration, training and development, recruitment, student employment, employee/labor relations, and workplace wellness.

The Office of Risk Management is responsible for securing and overseeing the risk management and insurance policies of the University. The office plays a key role in pre/post-loss efforts in order to minimize adverse outcomes.

The Office of Institutional Analysis (OIA) oversees the University's research and assessment activities in support of decision-making by University leaders. Reporting to the Provost and Vice President for Administration, the office also manages data governance and the routine reporting needs of University's leadership team and external entities.

The Office of University Events (UE) manages major University events such as Family Weekend, Commencement, and Reunion.

The Vice President for Equity and Inclusion oversees the Office of Equity and Diversity, which currently guides hiring practices, Title IX cases, ADA concerns, affirmative action/equal opportunity, and the University's nondiscrimination and anti-harassment processes.

Academic Administration

The Dean of the Faculty and Provost is the chief academic officer of the University and has primary responsibility for faculty personnel, curriculum, and supervision of instructional budgets. As provost, the dean of the faculty is the chief officer of the University in the president's absence.

The Associate Deans of the Faculty assist with general administrative areas under the dean of the faculty.

The Associate Provost has responsibility for academic budgets, federal regulations, and other duties assigned by the provost.

The Dean's Advisory Council, composed of the dean/provost, the five *division directors*, and the associate deans of the faculty, advises the dean of the faculty on matters of academic administration.

Divisions and Academic Departments. The five divisions into which the University's academic structure is divided are listed below. Each division director is responsible to the dean of the faculty and supervises the various academic departments and programs in the division.

1. *Arts and Humanities:* Art and Art History, the Classics, East Asian Languages and Literatures, English, German, Music, Philosophy, Religion, Romance Languages and Literatures, and Theater
2. *Natural Sciences and Mathematics:* Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, and Psychology
3. *Social Sciences:* Economics, Educational Studies, Geography, History, International Relations, Political Science, and Sociology and Anthropology
4. *University Studies:* Africana and Latin American Studies; Asian Studies; Environmental Studies; Film and Media Studies; Jewish Studies; Lesbian, Gay, Bisexual, Transgender, and Queer Studies; Liberal Arts Core Curriculum; Linguistics; Medieval and Renaissance Studies; Middle Eastern and Islamic Studies; Native American Studies; Peace and Conflict Studies; Russian and Eurasian Studies; Women's Studies; and Writing and Rhetoric
5. *Physical Education, Recreation, and Athletics:* Department of Physical Education

The Chief Information Officer has responsibility for the management of information services, academic computing, administrative computing and networking, and the supervision of information technology staff.

The University Librarian is the chief administrative officer of Case Library and Geyer Center for Information Technology and of George R. Cooley Library, with primary responsibility for library services and collections, including the University Archives, technologies, and personnel.

The University Registrar is responsible for keeping all student academic records, supervising the registration process, and certifying students for graduation.

Admission and Financial Aid

The Vice President and Dean of Admission and Financial Aid is responsible for the admission of first-year and transfer students, and oversees the Office of Financial Aid which administers the University's financial aid program to undergraduates and assists students and their parents with applications for aid from other sources.

Athletics

The Vice President and Director of Athletics has responsibility for the Department of Physical Education (under the Division of Physical Education, Recreation, and Athletics), the intercollegiate athletic program, intramural and club sports, and the recreation program, as well as the management of athletic facilities.

Communications

The Vice President for University Communications is responsible for strategic and integrated communications that advance and steward Colgate's reputation, attract prospective students, garner support for and engagement with the University, and help parents support their students in productive ways. Among other responsibilities, the office manages print, web, and digital media marketing; visual identity and licensing; the public website (colgate.edu); Colgate's digital channels; internal communications; athletic communications; media relations; parent relations; and external filming requests. The office also publishes the *Colgate Magazine; Colgate Research Magazine;* the *Hello, Hamilton* community newsletter; and *13*, Colgate's official podcast.

Advancement

The Vice President for Advancement is responsible for engaging the University's alumni, families, and friends with a goal of maximizing lifelong connections and philanthropic support to Colgate. Within Advancement, the Office of Alumni Engagement engages alumni across all eras, identities, geographies, and occupations through events, programs, and Reunion Weekend. The departments of advancement operations, annual giving, donor relations, leadership giving, major giving, planned giving, principal giving, and prospect management and research are responsible for securing annual and long-term financial support for Colgate through identification, qualification, cultivation, solicitation, and stewardship of donors and prospective donors. In 2022, Colgate publicly announced the *Campaign for the Third Century*, a $1 billion effort to provide support for the *Third-Century Plan*.

Finance and Administration

The Senior Vice President for Finance, Chief Investment Officer, and Treasurer leads the division responsible for Colgate's financial operations, planning, and administrative services. This includes long-range financial planning, cash management, debt services, budgeting, investment management, capital project finance, accounting and control, physical plant, construction and renovation of facilities, purchasing, community affairs, printing and mail services, bookstore, dining, and other miscellaneous auxiliary service enterprises.

The Office of Accounting and Control is responsible for receipt and disbursement of operating funds, payroll, student accounts, financial control systems, external financial reporting, and grant, contract, and endowment accounting.

The Colgate Bookstore sells and rents textbooks, course materials, trade books, Colgate memorabilia and clothing, and general merchandise. In addition, the bookstore sells and services computers and software. The bookstore coordinates a series of readings, community programs, and faculty and alumni publication events throughout the year.

The Office of Budget and Decision Support coordinates Colgate's planning process for annual and multi-year operating budgets and supports long-range planning efforts.

The Office of Community Affairs and Auxiliary Services manages Colgate's relationship with and investments in the local and regional communities. The office also oversees the operations of various auxiliary service enterprises including dining services, conference services and summer programs, and Colgate Camp located on Upper Saranac Lake.

The Facilities Department develops and supervises major construction projects; provides for the renovation, repair, and maintenance of buildings, building systems, and University grounds; supplies custodial services; central receiving; and operates and maintains the vehicular fleet and campus utilities.

The Investment Office, in collaboration with both the Investment Management Committee and the Finance Committee of the Board of Trustees, oversees Colgate's endowment investment portfolio and long-term operating cash. The office works with and monitors existing managers, evaluates new investment opportunities, coordinates the use of external consultants and advisory firms, and manages investment performance reporting.

The Purchasing Office provides services, programs and applications to employees for the procurement of equipment, supplies and services. It also administers Colgate's licensing program.

The Office of Sustainability is responsible for achieving Colgate's commitment to sustainability through innovative projects and programming that enhance teaching and learning, create long-term economic resiliency, build and restore robust ecological systems, and support a healthier and more just society.

University Printing and Mail Services provides copying and offset printing services, type and graphic design, and manages campus mail. Additionally, it operates a U.S. Postal Service contract station.

Student Affairs

The Vice President and Dean of the College, Colgate's chief student affairs officer, is focused on the overall personal and educational growth of students. The vice president and dean of the college coordinates student development and support programs including the ALANA Cultural Center, Office of Administrative Advising and Student Conduct, Campus Safety, Career Services, Office of Student Involvement, Office of the Chaplains, Counseling and Psychological Services, Emergency Management, Environmental Health and Safety, First@Colgate, Fraternity and Sorority Advising, Office of International Student Services, Office of LGBTQ+ Initiatives, Office of Residential Life, Shaw Wellness Institute, Student Health Services, and the Department of Transportation.

The University Corporation

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Fred C. Meendsen, AB Colgate; MBA Harvard University

St. Michaels, Maryland

Scott A. Meiklejohn, AB Colgate

Harpswell, Maine

Rosalia G-H. Miller, BFA Bellas Artes, Nicaragua; MPA Harvard Kennedy School of Government

Washington, D.C.

C. Bruce Morser, AB Colgate; MFA University of Washington

Vashon, Washington

J. Richard Munro, AB, LHD Colgate; MBA Columbia University; LittD University of Richmond; LittD St. Lawrence University

Naples, Florida

Duncan L. Niederauer, AB, LHD Colgate; MBA Emory University

Florham Park, New Jersey

Mark D. Nozette, AB Colgate; JD Cornell University

Deerfield, Illinois

G. Peter O'Brien, AB Colgate; MBA Columbia University

Riverside, Connecticut

Pamela E. Odeen-LoDato, AB Colgate; MBA New York University

Dover, Massachusetts

Jung Pak*, AB, CLD Colgate; PhD Columbia University

Chevy Chase, Maryland

Stephen K. Pond, AB Colgate; MBA Harvard University

Winston Salem, North Carolina

Gerald D. Quill, AB Colgate; MBA Drexel Institute of Technology

Wyndmoor, Pennsylvania

Donald P. Remey, AB Colgate; MBA Harvard University

Jupiter, Florida

G. Gary Ripple, AB Colgate; MEd Pennsylvania State University; PhD Ohio State University

Williamsburg, Virginia

Allison J. Rosen, AB Colgate

New York, New York

John K. Runnette, AB Colgate

Dorset, Vermont

Charles H. Sanford III, AB Colgate; MBA Harvard University

Greenwood Village, Colorado

Lorie A. Slutsky, AB, LHD Colgate; MA New School for Social Research

New York, New York

Barry J. Small, AB Colgate

Palm Beach Gardens, Florida

Van P. Smith, AB, LLD Colgate; JD Georgetown;

LLD Ball State; DBus Vincennes University; LLD Indiana State University

Chair Emeritus

Muncie, Indiana

James A. Smith*, AB Colgate; DLitt Colgate; MA, PhD Brown University

Tarrytown, New York

Joanne D. Spigner*, AB Colgate; MBA New York University

Madison, New Jersey

Gregory A. Threatte, AB Colgate; MD State University of New York, Health Science Center

Slingerlands, New York

Ralph F. Verni, AB Colgate; MBA Columbia University

Boston, Massachusetts

Edward M. Werner, AB Colgate; LLB University of Western Ontario

Virgil, Ontario, Canada

Bruce F. Wesson, AB Colgate; MBA Columbia University

Summit, New Jersey

George A. Whaling, AB Colgate

Dorset, Vermont

Deborah E. Wiley, BA Boston University

New York, New York

Russell C. Wilkinson, AB Colgate

New York, New York

Michael J. Wolk, AB, DSC Colgate; MD Columbia University

New York, New York

Lee M. Woodruff, AB, LHD Colgate

Rye, New York

* *Alumni Trustee*

Colgate University Alumni Corporation

The Colgate University Alumni Corporation, formed in 1919, is the successor to "The General Association of Alumni" established in 1825. Its members are the 34,000 living graduates and former students of Colgate University. The executive offices are currently at 10 Utica Street in Hamilton, New York.

The corporation has an elected board of directors, known as the Alumni Council, which also has representation on the University's Board of Trustees.

The Board of Directors of the Alumni Corporation

The mission of the Alumni Council is to support the University; advance Colgate's *Third-Century Plan*; promote dialogue among alumni, students, faculty, University administration, and the Board of Trustees; and to promote alumni engagement. The Alumni Council convenes three times per year and is available to share updates with and hear perspectives from the alumni body year-round. The council's membership is listed below. To learn more, visit colgate.edu/alumnicouncil.

Officers

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Jillian Cole '10, *Executive Secretary Ex Officio*

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Pamela E. Odeen-LoDato '81

Gerald D. Quill '60

G. Gary Ripple '64

Joanne D. Spigner '76

Bruce F. Wesson '64

Non-Discrimination and Anti-Harassment Policies

- Non-Discrimination and Anti-Harassment Policies
    - Non-Discrimination and Anti-Harassment Compliance
    - Disabilities Compliance
    - Title IX Compliance

Non-Discrimination and Anti-Harassment Policies

The Office of Equity and Diversity (315-228-6161) oversees the implementation of Colgate's Non-Discrimination and Anti-Harassment Policies and Affirmative Action plan.

Non-Discrimination and Anti-Harassment Compliance

It is the policy of Colgate University not to discriminate against any person on the basis of their race, color, creed, religion, age, sex, pregnancy, national origin, marital status, disability, protected Veteran Status, sexual orientation, gender identity and expression, genetic information, status as victims of domestic violence and stalking, familial status, and all other categories covered by law. These policies shall apply also to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation and selection for training at all levels of employment. Colgate University will not discharge or discriminate against employees or applicants who inquire about, discuss, or disclose their own compensation or the compensation of another employee or applicant.

The University follows EEO and Affirmative Action in all aspects of its enterprise and will utilize affirmative action to make employment decisions so as to further the principle of equal employment opportunity. Personnel decisions are based only on valid job requirements, and we will make all reasonable accommodations necessary to employ and advance in employment qualified persons with disabilities and protected veterans. The Director for Diversity and Equity, Amari Simpson (102 Lathrop Hall; 315-228-7207) oversees the University's policy on discrimination and harassment and affirmative action plan.

Disabilities Compliance

The Executive Director of Student Disability Services (Office of Student Disability Services; 315-228-6161) is responsible for coordinating efforts to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA, including evaluation of student accommodation requests for academic and housing adjustments. Procedures for requesting these types of accommodations or adjustments are described in the Student Handbook. Complaints regarding disability-related discrimination or harassment should be directed to the Director for Diversity and Equity (Office of Equity and Diversity; 315-228-7207).

Title IX Compliance

In compliance with requirements under Title IX of the Education Amendments of 1972, Colgate University does not discriminate on the basis of sex or gender in its educational programs and activities. The University's Title IX Coordinator, Amy Gordon (102 Lathrop Hall; 315-228-7014) oversees the University's Policy on Sex/Gender-based Misconduct.

Other Academic Information

Degree Programs

The following major programs are registered with the New York State Department of Education. Enrollment in majors other than those listed below may jeopardize a student's eligibility for certain student aid awards funded by New York State.

Colgate University follows the tradition of Latin degree names. The undergraduate degree awarded by the university is the AB, rather than the BA. The AB is an abbreviation of the Latin name for the bachelor of arts degree, *artium baccalaureus*.

Program Title	Degree Award	HEGIS Code	Program Code
Adolescence education: biology	AB	0401.00	25974
Adolescence education: biology	MAT	0401.00	25975
Adolescence education: chemistry	AB	1905.01	25976
Adolescence education: chemistry	MAT	1905.01	25977
Adolescence education: earth science	AB	1917.01	25978
Adolescence education: earth science	MAT	1917.01	25979
Adolescence education: English	AB	1501.01	25972
Adolescence education: English	MAT	1501.01	25973
Adolescence education: mathematics	AB	1701.01	25982
Adolescence education: mathematics	MAT	1701.01	25983
Adolescence education: physics	AB	1902.01	25980
Adolescence education: physics	MAT	1902.01	25981
Adolescence education: social studies	AB	2201.01	25984
Adolescence education: social studies	MAT	2201.01	25985
Africana and Latin American studies	AB	2211.00	32866
Afro-American studies	AB	2211.00	04497
Anthropology	AB	2202.00	35982
Applied mathematics	AB	1703.00	38596
Art and art history	AB	1001.00	04427
Asian studies	AB	0301.00	04414
Astrogeophysics	AB	1912.00	04474
Astronomy-physics	AB	1999.10	04478

Program Title	Degree Award	HEGIS Code	Program Code
Biochemistry	AB	0414.00	84373
Biology	AB	0401.00	04423
Chemistry	AB	1905.00	04473
Childhood education	AB	0802.00	25971
Childhood education	MAT	0002.00	40751
Chinese	AB	1107.00	27260
Classical studies	AB	1504.00	04457
Classics	AB	1504.00	32115
Computer science	AB	0701.00	04425
Computer science/mathematics	AB	0799.00	84374
Economics	AB	2204.00	04489
Educational studies	AB	0001.00	84083
English	AB	1051.00	04451
English	MA	1051.00	04456
Environmental biology	AB	0420.00	20770
Environmental economics	AB	0420.00	21442
Environmental geography	AB	0420.00	20771
Environmental geology	AB	0420.00	20772
Environmental studies	AB	0420.00	33413
Film and media studies	AB	1010.00	39436
French	AB	1102.00	04432
Geography	AB	2206.00	04492
Geology	AB	1914.00	04475
Geology	MA	1914.00	86382
German	AB	1103.00	04436
Greek	AB	1110.00	04450
History	AB	2205.00	14873
History	MA	2205.00	14874

Program Title	Degree Award	HEGIS Code	Program Code
International relations	AB	2210.00	14877
International relations	MA	2210.01	14878
Japanese	AB	1108.00	22285
Latin	AB	1109.00	04449
Mathematical economics	AB	0517.00	04424
Mathematics	AB	1701.00	04467
Middle east and Islamic civilizations	AB	2201.00	36436
Molecular biology	AB	0416.00	88121
Music	AB	1005.00	04428
Native American studies	AB	22212.00	86188
Natural science	AB	4902.00	04501
Neuroscience	AB	0425.00	88122
Peace and conflict studies	AB	2290.00	04498
Philosophy	AB	1509.00	04459
Philosophy	MA	1509.00	78840
Philosophy & religion	AB	1599.10	04461
Physical science	AB	4902.00	04500
Physics	AB	1902.00	04470
Political science	AB	2207.00	14875
Political science	MA	2207.00	14876
Psychological science	AB	2001.00	04481
Psychological science	MA	2001.00	07663
Religion	AB	1510.00	04462
Religion	MA	1510.00	04463
Russian and Eurasian studies	AB	0307.00	04415
Social sciences	AB	2201.00	04484
Sociology	AB	2208.00	04486
Sociology and anthropology	MA	2208.00	04485

Program Title	Degree Award	HEGIS Code	Program Code
Spanish	AB	1105.00	04442
Theater	AB	1007.00	10989
Women's, Gender, and Sexuality Studies	AB	2299.00	90051

Student Retention Rate

In accordance with regulations of the New York State Department of Education, the following retention data are provided for the entering cohorts of 2012, 2013, 2014, 2015, 2016, and 2017:

Fall Cohort	Percentage Completing 1st Year	Percentage Completing 2nd Year	Percentage Completing 3rd Year	Percentage Graduating in 4 Years	Percentage Graduating in 5 Years	Percentage Graduating in 6 Years
2013	98.7	92.9	90.6	87.7	89.5	90.6
2014	97.7	92.0	90.1	85.4	89.8	90.9
2015	97.8	92.0	90.1	87.2	89.8	90.3
2016	97.7	91.9	90.6	87.7	90.7	91.3
2017	98.4	92.5	90.3	84.2	89.0	90.5
2018	98.4	93.6	90.6	84.9	90.2	91.2

Departments and Programs

Africana and Latin American Studies

Faculty
Professors Baptiste, Bigenho, Etefa, Hodges, Page *(Director)* *Associate Professors* Barrera, Humphrey *Assistant Professors* Dial, Nwachukwu *Coordinator of African Studies* Upton *Coordinator of African American Studies* Hill *Coordinator of Caribbean Studies* Page (fall), Humphrey (spring) *Coordinator of Latin American Studies* Sandoval Leon *Steering Committee* Abdul-Malak, Bailey, Baptiste, Barrera, Barreto, Bigenho, Cypress, Dial, Etefa, Hodges, Humphrey, Lopes, Nwachukwu, Page, Sandoval Leon, Sanya, Villarrubia, Upton

Africana and Latin American Studies (ALST) is an interdisciplinary program that studies the histories and cultures, both material and expressive, of the peoples of Africa, the Caribbean, Latin America, and of African American and Latinx communities in the United States. The ALST curriculum centers Black diaspora experiences, Indigenous articulations, and transhemispheric migrations–while engaging historical and on-going structures of racism and colonialism, and anti-colonial projects of resistance within these contexts. Underpinning our curriculum is the belief that Africans, African Americans, Latin Americans & Latinxs, and the peoples of the Caribbean share historical and political experiences, as well as relationships to Blackness and Indigeneity, that provide rich opportunities for interdisciplinary and comparative studies.

The major in Africana and Latin American studies consists of nine courses. There are three required courses: the introductory course (ALST 199); a 300-level course on a major concept, figure, or key knowledge producing community in Black & Latinx Studies (ALST 381); and a 400-level capstone seminar (ALST 410). Students will choose six electives from across different disciplines according to their intellectual and professional interests. These electives may center on a particular region (i.e., Latin America, Africa, the U.S., or the Caribbean), a set of themes, or a disciplinary approach. All students are encouraged to pursue language and off campus study opportunities relevant to their interests. For majors, a maximum of two courses from a student's second major or minors may be counted for the ALST major, with the approval of the ALST director.

The minor in Africana and Latin American studies consists of six courses: ALST 199 or ALST 381, and five electives from across different disciplines according to the student's intellectual and professional interests. No more than one of these courses may also be counted toward a student's major or another minor.

Substitution of other appropriate or equivalent courses, independent studies, or special study groups for the degree requirements may be possible, but must be approved by the director of Africana and Latin American Studies. Transfer courses, field study, and one-time-only courses by visiting professors can be credited toward the major or minor only with approval of the program director. A minimum average GPA of 2.00 in the courses chosen to count toward the major or minor in Africana and Latin American studies is required for graduation.

The relationship between students and their advisor is a vital one, and it is imperative that each major and minor meet with their advisor at least once a semester to assess progress toward meeting graduation requirements.

More than one Core Communities or Core Communities and Identities course may be counted toward the major or minor, but only one Core course used to meet Liberal Arts Core Curriculum requirements may also be counted toward the major or minor.

Awards

The Wangari Maathai and Nelson Mandela Award for Excellence in African Studies -- awarded to a graduating senior with the highest grade point average in African studies courses. The award celebrates Wangarĩ Maathai and Rolihlahla Nelson Mandela.

Wangarĩ Maathai was a Kenyan educator, environmentalist, and political activist who became the first African woman to win the Nobel Peace Prize in 2004. She was also the founder of the Green Belt Movement, a broad-based grassroots organization, whose main focus is poverty reduction and environmental conservation through tree planting. Rolihlahla Nelson Mandela was a South African lawyer, anti-apartheid activist, and political leader who served as South Africa's first democratically-elected president (c. 1994-99). He also won the Nobel Peace Prize in 1993.

The Pauli Murray Award for Excellence in African American Studies -- awarded to a graduating senior in recognition of their outstanding academic achievements in African American studies courses and their distinction as an ambassador of our program's values. This award celebrates the legal trailblazing,

intellectual life, and legacy of Pauli Murray and represents the African American Studies program's commitment to studying the histories, cultures, and traditions of African Americans in the United States and around the world.

Rev. Pauli Murray, lawyer, author, and women's rights activist-intellectual was the first Black person to earn a Doctorate of the Science of Law degree from Yale Law School, a founder of the National Organization for Women, and the first Black woman to be ordained an Episcopal priest. As a lawyer, Murray was committed to tackling oppression in the law and legal statutes that contributed to the advancement of legislative rights and religious life. Murray's scholarship and service addressed Murray's acute awareness of the inequities on account of race and gender.

Bartolina Sisa Award for Excellence in Latin American Studies -- awarded to a graduating senior in recognition of their outstanding academic achievements in Latin American studies courses and their distinction as an ambassador of our program's values.

Bartolina Sisa was an Amayra revolutionary leader who led rebellions against Spanish colonial rule in the Andean region. Today she remains a symbol of anticolonial resistance, indigenous persistence, and the defense of the land and peoples of Latin America. This award celebrates her legacy and represents the Latin American Studies program's commitment to studying the histories, cultures and traditions of the region.

The 1804 Award for Caribbean Studies is given to a graduating senior in Caribbean Studies who has demonstrated academic excellence and a deep engagement with the program's core values of distinction.

Upon declaring independence on January 1, 1804, Haiti became the first Black republic in the Western Hemisphere. This date not only marks the end of the long struggle against colonial rule for Haiti; it catalyzed a ripple effect across the Caribbean that would eventually result in the emancipation of millions of enslaved Africans. Today, it remains a potent symbol of the spirit of ongoing resistance and the right to self-determination and to freedom from oppression.

The Manning Marable Award for Service -- this award, named after the visionary founder of our program in Africana & Latin American Studies, will be given to a graduating senior who has contributed to the visibility of African-American, African, Caribbean and Latin American cultures on campus, through organizing, event planning, and service. Ideally, the student will have worked to forge alliances across the different components, bringing students together from across the four components and areas of study.

Dr. Manning Marable, Colgate University's Africana and Latin American Studies Program (ALST) program's founding director was an esteemed public intellectual and activist whose work was grounded in, and advanced, the Black Radical Tradition. In scholarship and early works, and culminating with his Pulitzer Prize-winning opus, *Malcolm X: A Life of Reinvention*, which was published days after his death, Marable's scholarship and intellectual commitments reflected a commitment to transnational, Afro-diasporic, collaborative democratic thought. Beginning in 1976, Marable had a nationally syndicated column "Along the Color Line" which was printed in dozens of newspapers and was fodder for public radio programs.

Honors and High Honors

Majors may graduate with honors or high honors in Africana and Latin American studies. Qualifications for honors include, at graduation, a minimum overall average of 3.00, a major average of 3.30, and a successful defense before a designated faculty committee of an honors paper or project prepared under the direction of a member of the Africana and Latin American studies faculty. The committee that evaluates the final paper will be identified by the program director in consultation with the student and the student's faculty adviser. Prospective honors students should notify the appropriate coordinators of their intentions by the first week of October of the senior year. A student with a double major in Africana and Latin American studies and a second field may apply for honors in both areas by submitting and defending a paper in each. The paper topics may be related, but the focus and/or content of the two papers must differ substantially. Beyond the

requirements for honors, high honors requires a major average of 3.7. High honors projects are usually begun in the fall of the senior year. Students who expect to qualify for honors or high honors should register for ALST 499 .

Transfer Credit

Major in Africana and Latin American Studies
A maximum of two course credits can be transferred from other institutions to count toward electives in the Africana and Latin American Studies major. Transfer credit will not be given for required courses for the major (ALST 199, ALST 381, or ALST 410). A maximum of one of these two transfer credits can be earned from pre-matriculation credit. All pre-matriculation credit requires prior approval by the program.

Minor in Africana and Latin American Studies
A maximum of one course credit can be transferred from other institutions to count toward the Africana and Latin American Studies minor. Transfer credit will not be given for required courses for the minor (ALST 199 or ALST 381). Pre-matriculation credit is not accepted.

If pre-approval is given for courses taken at other institutions, award of credit is contingent on final approval by both the registrar and the program, including submission of the course syllabus and evaluation of assignments.

Study Groups

Study Groups Periodically, the Africana and Latin American Studies Program has sponsored study groups in Africa, Latin America, or the Caribbean under the direction of faculty members associated with the program. Decisions on the awarding of credits are set prior to the consolidation of each study group. See Off-Campus Study for further information about interdisciplinary study groups in Jamaica; Trinidad; and Cape Town, South Africa.

Additionally, the Africana and Latin American Studies Program supports an extended study group to Ghana (ALST 237E). For more information, see Extended Study.

Courses

The courses listed below are offered by the ALST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ALST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Africana and Latin American Studies Major

Major Requirements

The requirements for the ALST major are as follows:

Three Required Courses

- ALST 199 - Entangled Intimacies: Introduction to Africana and Latin American Studies
- ALST 381 - Theories and Intellectual Traditions

- ALST 410 - Capstone: Intellectual and Community Empowerment
  ALST majors should complete ALST 199 and ALST 381 prior to taking a capstone seminar.

Six Electives

Two courses should be taken from each of the three categories listed below. These should be chosen in consultation with the student's coordinator and advisor.

Category A - Arts, Cultures, Representations

Courses fulfilling this requirement have an attribute of ALAC in the course offerings

- ALST 204 - Performing Bolivian Music
- ALST 250 - Representations of Africa
- ALST 273/THEA 273 - Contemporary African American Drama
- ALST 250 - Representations of Africa
- ALST 331 - The Sexual Politics of Hip-Hop
- ALST 340 - Art & Cult Contemp Jamaica/SG
- ARTH 232 - Latin American Modern and Contemporary Art
- CORE C158 - Puerto Rico
- ENGL 207 - New Immigrant Voices
- ENGL 240 - Latinx Literature
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 334 - African American Literature
- ENGL 337 - African Literature
- ENGL 344 - African American Literature II
- ENGL 403 - Race before Race: the Literature of the Early Modern Transatlantic
- FREN 354 - Introduction to Literature in French: The Francophone World
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film
- MUSI 161 - History of Jazz
- MUSI 221 - World Music
- SOCI 348 - Contested identities: Popular Culture in America
- SPAN 354 - Latin American Literature: Colonialism, Mestizaje, and Independencies
- SPAN 355 - The Many Voices of Latin American Literature: from Modernismo to the 21st Century
- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- SPAN 467 - Latin American Romanticism
- SPAN 468 - Vision/Revision: Span Conquest
- SPAN 478 - Literature of the Caribbean
- SPAN 481 - Major Hispanic Authors
- SPAN 482 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises
- SPAN 485 - Latin American Novels Before the Boom (1910-1950)
- SPAN 486 - Latin American Dictatorship Theater
- SPAN 487 - Postdictatorial Transatlantic Theater
- SPAN 488 - Latin American Women Dramatists

- THEA 273 - Contemporary African American Drama
- WGSS 279 - Black Feminist Thinkers
- WGSS 302 - Special Topics: Women's, Gender and Sexuality Studies
- WRIT 248 - Discourses of Race and Racism
- WRIT 342 - Rhetoric in Black & White
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 348 - Discourses of Whiteness

Category B - Societies, Mobilities, Diasporas

Courses fulfilling this requirement have an attribute of ALSM in the course offerings

- ALST 201 - Africa
- ALST 202 - Introduction to African American Studies
- ALST 203/CORE C163 - The Caribbean
- ALST 220 - The Black Diaspora
- ALST 225 /HIST 225 - Jamaica: From Colony to Independence (Study Group)
- ALST 227/HIST 227 -Civil Rights & Civil Fights: The History of the Long Civil Rights Movement in the United States
- ALST 230 - Introduction to Latin American Studies
- ALST 237 - Ghana: History, Culture and Politics in West Africa
- ALST 245/CORE C145 - Dirty South
- ALST 281/HIST 281 - Slavery and the Slave Trade in Africa
- ALST 282/HIST 106 - The Making of Modern Africa
- ALST 284/HIST 284 - Decolonization in Africa
- ALST 290 - Model African Union
- ALST 312/WGSS 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- ALST 320 - African American Women's History
- ALST 321/SOCI 321 - Black Communities
- ALST 341/WGSS 341 - Corridors of Black Girlhood
- ALST 388/HIST 388 - The American South: From Reconstruction to the Present
- ANTH 355 - Ancient Aztec Civilization
- CORE C146 - Haiti
- CORE C148 - Black Migrations
- CORE C149 - Hispaniola (Haiti/Dom. Rep.)
- CORE C160 - Latin America
- CORE C169 - Rwanda
- CORE C170 - Islamic North Africa
- CORE C171 - Mexico
- CORE C172 - California
- CORE C173 - Ethiopia
- CORE C177 - Peru
- CORE C180 - Francophone and Creole Identities
- CORE C193 - Brazil
- CORE C195 - West Africa
- CORE C199 - Bolivia
- EDUC 205 - Race, White Supremacy, and Education

- EDUC 245 - Educ-"New" Immigrants in US
- EDUC 308 - Global Inequalities of Education
- EDUC 315 - Pedagogies and Publics
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 218 - The African American Struggle for Freedom and Democracy
- HIST 229 - Latin American Migrations
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 318 - African American History: African Background to Emancipation
- HIST 319 - African American Leadership and Social Movements
- HIST 320 - New York City History
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 462 - Seminar on Problems in African History
- HIST 475 - Seminar in African American History
- POSC 216 - Comparative Politics: Latin America
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- SOCI 212 - Power, Racism, and Privilege
- SOCI 228 - Immigration
- SOCI 321 - Black Communities
- SOCI 368 - Power, Politics, and Social Change

Category C - Human and Non-Human Ecologies

Courses fulfilling this requirement have an attribute of ALHE in the course offerings

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ALST 242/LGBT 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- ALST 244/RELG 217 - African American Religious Experience
- ALST 334/GPEH 334 - Public Health in Africa
- ALST 371 - Medicine, Health and Healing in Africa
- ALST 358/ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)
- ECON 238 - Economic Development
- ENGL 365 - Fugitive Mobilities: Migration and Environmental Imagination in 20th-Century America
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- ENST 232 - Environmental Justice
- GEOG 310/PCON 310 - Geopolitics
- GEOG 321 - Transnational Feminist Geography
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- LGBT 310 - Imagining Queer Caribbean Futures
- RELG 227 - Visual and Material Religion

- RELG 219 - African Religious Traditions
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 243 - History of Religion in America
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 333 - Theorizing Black Religion
- SOCI 305 - Urban Sociology
- SOCI 312 - Social Inequality

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Africana and Latin American Studies program page.

Africana and Latin American Studies

For more information about the program, including Faculty, transfer credit, awards, etc., please visit the Africana and Latin American Studies program catalog page.

Africana and Latin American Studies Minor

Minor Requirements

The requirements for the ALST minor are as follows:

Students must take at least one of the following:

- ALST 199 - Entangled Intimacies: Introduction to Africana and Latin American Studies
- ALST 381 - Theories and Intellectual Traditions

Students are required to take 5 additional ALST Electives. Minors who take both ALST 199 and ALST 381 can count one as an elective.

Art

Faculty
Professors Godfrey *(Chair)*, Kaimal, Marlowe, Schwarzer, Stephenson *Associate Professors* Guile, Haughwout, Luthra *Assistant Professors* Boate, Cui, Hatton, Paupeck *Visiting Assistant Professors* Binning, Klein

The Department of Art offers courses of study in the history, theory, and practice of the visual arts for the general liberal arts student as well as the art history or studio art major.

Art History The department offers more than 20 courses that trace the visual arts from antiquity to the present day. Classroom lectures are supplemented by visits to museums in the area and in New York City,

as well as Colgate's Clifford Gallery, Picker Art Gallery, and Longyear Museum of Anthropology. In this way, students increase their understanding of the visual arts as expressions of fundamental cultural values.

Studio Art Courses explore creative modes of expression and problem solving while gaining familiarity with contemporary issues in visual art. The curriculum supports a variety of mediums including digital art, drawing, painting, photography, printmaking, sculpture, and video art at the introductory and advanced levels. Studio arts courses are enriched by an ongoing series of visiting artists' lectures, exhibitions, and screenings as well as regular visits to New York City galleries, museums, and artists' studios.

Effective spring 2024, departmental subject codes will be adjusted to reflect the various topics offered. The ARTS subject code will be reserved for studio arts courses. Art History courses will have the subject code of ARTH and architecture courses will have the subject code of ARCH.

Departmental Exhibitions, Lectures and Screenings

The Clifford Gallery is a teaching gallery featuring four to six exhibitions a year. Exhibitions are selected by the art and art history faculty to explore issues central to the academic curriculum, with the primary focus on professional work by contemporary artists. These artists are often featured in the weekly public lecture series described below. The Clifford Gallery is open to the entire community and contributes to the cultural life of the central New York area.

The Department of Art Lecture Series Lectures take place throughout the semester in Little Hall's Golden Auditorium. The series features presentations by studio artists, art historians, and critics, and serves as an arena for discussion of a wide range of subjects relevant to the study of the visual arts. Recent participants have included art historians and practicing sculptors, painters, film and video makers, printmakers, photographers, architects, and artists working in digital art and performance. The series is required as part of the curriculum and is open to the community. It also serves as a venue for welcoming Colgate graduates back to discuss their work in the visual arts and architecture.

The Alternative Cinema Series takes place weekly on Tuesday evenings. Tied to the film and video art curriculum, this series is programmed to include films and videos ranging from "classic" cinema to the current avant-garde. Each semester several film/video makers, historians, or curators visit campus and present work in person.

Honors and High Honors

After completing ARTH 475 - Senior Project: Art History or ARTS 406 - Senior Project: Studio Art (SA) in the fall semester, students have the opportunity to apply to continue their project in the spring semester as an independent study, ARTS 499 - Senior Project Intensive in Studio Art or Art History. Some projects completed in ARTS 499 may be nominated for honors at the end of the spring semester. The award of honors is dependent on departmental evaluation.

GPA Requirements: Honors — 3.20 in courses within the department; High Honors — 3.70 in courses within the department.

Awards

The Fitchen Award for Excellence in Art and Art History — awarded by the department to an outstanding major.

The Harriette Wagner Memorial Award — established in 2004 by Professor Joseph Wagner, created in memory of Harriette Zeppinick Wagner. The award will be given annually to the senior major whose work exemplifies the way visual arts enrich the spirit and express the dignity of human beings.

Transfer Credit

The department allows two courses to be transferred for credit toward the major, with prior approval of the courses by the department. No seminar taken outside Colgate or outside the art department will fulfill the seminar requirement within the art history major.

Study Groups

Students are encouraged to participate in study groups; they may *not* schedule off-campus study during the senior year. For information, see Off-Campus Study.

Architecture Minor

The Architecture minor offers a program of study in which our undergraduates can become more adept at understanding the power of the built environment to shape lives and embody societal values.

Minor Requirements

The minor includes a minimum of six courses as follows.

Introductory Course

- ARTH 105 - Introduction to Architecture in Cultural Context

Five Electives

Courses fulfilling this requirement have an attribute of AREL in the course offerings.

Students may apply to the Architectural Studies Minor Coordinator for permission to integrate one course from outside the ARTS department into their minor concentration, as a substitute for one of the following requirements.

History and Theory of Architecture

Courses fulfilling this requirement have an attribute of ARHT in the course offerings

At least two courses:

- ARTH 220 - Early Modern European Architecture
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 275 - American Campus Architecture: Colgate
- ARTH 277 - Modern Architecture 1880-1970
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture

Architecture and its Interaction with other Arts and Cultural forms

Courses fulfilling this requirement have an attribute of ARIN in the course offerings

No more than two:

- ARTH 207 - Roman Art
- ARTH 245 - Palaces and Paintings of India
- ARTH 262 - War and Plunder
- ARTH 360 - Borderlands

Additional Elective

Courses fulfilling this requirement have an attribute of AREL in the course offerings.

Complete at least one course from the following:

- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- ARTS 211 - Drawing (SA)
- ARTS 263 - Sculpture: Surface and Form
- ARTS 264 - Sculpture: Material & Process
- ARTS 312 - Advanced Drawing (SA)

Graduate Study Recommendations

Students anticipating graduate work in architecture should be aware that liberal arts experience is highly valued by the best graduate schools. To prepare for graduate work in architecture, students should take PHYS 105 or PHYS 111 and one semester of calculus. Experience in studio courses, especially drawing (ARTS 211), sculpture (ARTS 263 or ARTS 264), is extremely valuable in the preparation of a graduate portfolio. The study of historical architecture and the ways in which architecture connects to society is promoted in many art courses such as ARTH 207, ARTH 216, ARTH 220, ARTH 226, ARTH 275, ARTH 277, ARTH 344, and ARTH 360. Students interested in careers in architecture should contact the architecture adviser.

Art and Art History Minor

Minor Requirements

Any five courses in arts, art history or architecture. A maximum of one 100-level arts and one 100-level art history or architecture course may count toward the minor. No independent studies courses may be counted toward fulfillment of requirements for the Art and Art History minor.

Art History Major

Major Requirements

A student who completes the major requirements earns a degree in art and art history.

Art History

Courses fulfilling this requirement have an attribute of ARHI in the course offerings.

- Five Art History courses at the 100, 200, or 300 levels.
    - Maximum one at the 100 level.
    - At least one at the 300 level.

Studio Arts

Courses fulfilling this requirement have an attribute of ARST in the course offerings.

- Two Studio Arts courses

Electives

Courses fulfilling this requirement have an attribute of ARHI, ARST, XART, AREL, ARHT, or ARIN in the course offerings.

- Two Electives: can be additional art history courses, studio courses, or architecture courses in the department. They can also be transfer credits in art history, studio art or architecture from an approved university/ study abroad program. Courses from another Colgate department, such as Film and Media Studies or Museum Studies, may also count as electives with approval from the student's adviser and the department chair.

Senior Project

- ARTH 475 - Senior Project: Art History to be taken in the fall of the senior year.
- ARTS 499 - Senior Project Intensive may be taken as an optional eleventh course in the major

GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

Honors and High Honors

Honors and High Honors information is available on the Art department page.

Art Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Art department catalog page.

Studio Arts Major

Major Requirements

The requirements for the major are as follows:

- Four ARTS (studio art) courses:
  - One or two at the 100 level, at least one of which is to be taken prior to ARTS 375
  - Two or three at the 200 or 300 level, at least two of which are to be taken prior to ARTS 375
- Two ARTH (art history) courses
- Two Electives: can be additional art history courses, studio courses, or architecture courses in the department. They can also be transfer credits in art history, studio art or architecture from an approved university/ study abroad program. Courses from another Colgate department, such as Film and Media Studies or Museum Studies, may also count as electives with approval from the student's adviser and the department chair.
- ARTS 375 - Advanced Projects in Studio Art (SA) (Prerequisites: one 100-level studio arts course and two 200- or 300-level studio arts courses). To be taken prior to senior year.
- ARTS 406 - Senior Project: Studio Art (SA) (Prerequisite: ARTS 375). To be taken in the fall of the senior year

GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Art department page.

Art Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Art Department catalog page.

Asian Studies

Faculty
Robert Ho Professor Robinson *Professors* Crespi, Yamamoto *Advisory Committee* Albertson, Abbas, Coluzzi, Crespi, Erley, Hirata, Hsu, Kaimal, Kato, Khan, Lee, Mehl, Mitchell-Eaton, Murshid, Nam, Robinson, Skylar, Song (*Director*), Sullivan, Wang, Yamamoto *Instructor* Nwachukwu

By all measures the global significance of Asia has only grown since the beginning of this century. Home to an extraordinary range of linguistic and ethnic groups, this broad and dynamic region is rich in cultural and environmental diversity. Engaging the many changes taking place in Asian societies today requires a similarly diverse set of intellectual skills. To this end, the Asian Studies Program at Colgate integrates scholarly approaches spanning the arts and humanities and social sciences: from literature, art, and religion to history, politics, economics, and geography. The Asian studies major encourages students to undertake their own interdisciplinary explorations of this region.

Awards

The Award for Excellence in Asian Studies (South and Southeast Asia, China, Japan, Comparative) — awarded by the program to students on the basis of outstanding academic performance in coursework taken within the major.

Transfer Credit

Major credit will be awarded for no more than two courses taken at another institution; minor credit will be awarded for no more than one course taken at another institution.

Study Groups

The Asian Studies Program strongly encourages majors to participate in Colgate study groups and in approved programs in India or other locations in Asia. Faculty of the program serve as directors of study-abroad programs in China, Japan, and Korea. For more information, see Off-Campus Study.

China Study Group

Spends approximately four months in mainland China, Taiwan, and Hong Kong, in intensive language training and firsthand observation of recent cultural, political, and economic changes.

Japan Study Group

Based in Kyoto, provides lodging with Japanese families; intensive language training; and instruction in Japanese politics, economics, business, religion, art, linguistics, and literature.

Korea Study Group

Hosted by Yonsei University in Seoul, serves the academic needs of students interested in educational studies and Asian studies.

Honors and High Honors in Asian Studies

Asian studies majors who have GPAs of 3.30 or better in the major and an overall GPA of 3.00 are encouraged to pursue honors study. A candidate for high honors must have a GPA of 3.70 in the major and an overall GPA of 3.00. Each eligible student may choose to undertake a project, the form of which — a written research paper, an exhibition, a performance — is decided in consultation with the student's honors adviser. To qualify for honors, the project must be judged by a committee of two faculty members to be of at least A quality. For high honors the project must be judged by three faculty members from at least two different departments, and in addition the candidate must pass with distinction an oral examination conducted by the three-member committee. Often, the project for honors or high honors is begun in a study group, or during the junior year or fall semester of the senior year, in any 300- or 400-level course or any independent study course. The project is continued through the spring term in ASIA 499 - Special Studies for Honors. Contact the program director for more specific guidelines.

Courses

The courses listed below are offered by the ASIA program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ASIA major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Asian Studies Major

Asian studies offers students a flexible set of course options to explore Asia widely while focusing upon a specific region of Asia: East Asia (China or Japan), or South and Southeast Asia (Afghanistan, Bangladesh, Bhutan, Cambodia, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vietnam).

Students are required to specify their subregion emphasis during the declaration process. The four possible emphases are:

- China
- Japan
- South and Southeast Asia
- Comparative and Transregional

Under the Comparative and Transregional category, students, in close consultation with an adviser, may design a program of five courses that compare or transcend specific regions or countries. This may include courses focusing on particular social groups, such as Asian Americans or the Asian diaspora.

Major Requirements

Nine courses are required for the major:

- One introductory course
- Eight electives, with the following stipulations:
    - Five courses must focus on the region of the declared emphasis
    - Electives must span at least two of these three divisions: arts and humanities; social sciences; natural sciences and mathematics
    - Four of the eight electives must be at the 300- or 400-level

Additional Stipulations:

- The introductory course may count toward the five courses focused on a single region of Asia if it's applicable to the declared emphasis

- Majors are strongly encouraged to acquire proficiency in one or more Asian languages, although no more than three language courses at any level may count toward the nine courses required for the major.

Introductory Course

Courses fulfilling this requirement have an attribute of ASIC in the course offerings.

One introductory course drawn from the following Liberal Arts Core Curriculum courses:

- ASIA 200 - Approaches to Asia

- CORE C130 - Korean Peninsula
- CORE C136 - Pacific Islands and Diasporas
- CORE C137 - Partition: The Division of British India
- CORE C154 - Indonesia
- CORE C165 - China
- CORE C166 - India
- CORE C167 - Japan
- CORE C197 - Tibet
  These courses may also be offered as first-year seminars (FSEMs).

Governed Electives

Electives come from the list of Governed Electives below. Occassionally, courses not listed in the Governed Electives list may also serve as electives for this major if they are at the 300- or 400-level and if at least 40 percent of the course and of the student's work concerns Asia. Students must gain approval from the director of Asian Studies prior to taking these courses for them to count toward the major.

China

Courses fulfilling this requirement have an attribute of ASCH in the course offerings.

- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ASIA 270/GEOG 270 - Deep Asia
- CHIN 121 - Elementary Chinese I
- CHIN 122 - Elementary Chinese II
- CHIN 201 - Intermediate Chinese I
- CHIN 202 - Intermediate Chinese II
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature
- CHIN 450 - Advanced Readings in Chinese Worldview
- CHIN 481 - China in Transition (Study Group)
- CHIN 482 - Topics in Chinese Culture (Study Group)
- CORE C165 - China
- ECON 219 - Chinese Economy
- HIST 368 - China, the Great Wall, and Beyond
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 307 - China's Foreign Relations
- POSC 330 - Post-Mao China and World Development

- POSC 368 - American Foreign Relations with China
- RELG 271 - Religion and Politcs in Chinese Thought
- RELG 215 - Buddhism
- RELG 356 - Race, Ethnicity, and China

Japan

Courses fulfilling this requirement have an attribute of ASJA in the course offerings.

- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ASIA 270/GEOG 270 - Deep Asia
- CORE C167 - Japan
- CORE S138 - Advent of the Atomic Bomb
- ECON 339 - The Japanese Economy
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- HIST 364 - Kyoto as a Global City (Study Group)
- HIST 365 - Warriors, Emperors and Temples in Japan
- JAPN 121 - Elementary Japanese I
- JAPN 122 - Elementary Japanese II
- JAPN 201 - Intermediate Japanese I
- JAPN 202 - Intermediate Japanese II
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media
- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 251 - Intermediate Japanese III (Study Group)
- JAPN 255 - Hidden Japan: Tea Ceremony
- JAPN 301 - Advanced Japanese I
- JAPN 302 - Advanced Japanese II
- JAPN 351 - Advanced Japanese III (Study Group)
- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese
- JAPN 481 - Topics in Japanese Culture (Study Group)
- JAPN 482 - Cultural Studies: The Japanese Village (Study Group)
- JAPN 485 - Kyoto in Japanese Culture and Thought (Study Group)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- RELG 215 - Buddhism

South and Southeast Asia

Courses fulfilling this requirement have an attribute of ASSA in the course offerings.

- ASIA 270/GEOG 270 - Deep Asia
- ARTH 244 - Housing the Sacred in Ancient India

- ARTH 245 - Palaces and Paintings of India
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- CORE C137 - Partition: The Division of British India
- CORE C154 - Indonesia
- CORE C166 - India
- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 158 - South Asian Fiction and Food
- ENGL 371 - South Asian Diasporas
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- HIST 269 - The Indian Subcontinent: Raj to Republics
- MIST 252 - Muslim Societies in Motion
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- RELG 204 - Hindu Mythology
- RELG 221 - Religion, Identity, and Politics in Indonesia
- RELG 202 - Introduction to Islam
- RELG 215 - Buddhism
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Comparative and Transregional

Courses fulfilling this requirement have an attribute of AAPI in the course offerings.

Under the Comparative and Transregional category, students, in close consultation with an adviser, may design a program of five courses that compare or transcend specific regions or countries. This may include courses focusing on particular social groups, such as Asian Americans or the Asian diaspora.

- ANTH 252/MIST 252 - Muslim Societies in Motion
- ARTH 103 - Arts of Asia
- ASIA 270/GEOG 270 - Deep Asia
- CORE C130 - Korean Peninsula
- CORE C136 - Pacific Islands and Diasporas
- CORE C179 - Central Asia
- CORE C184 - The Danube
- CORE C197 - Tibet
- CORE S138 - Advent of the Atomic Bomb
- EDUC 205 - Race, White Supremacy, and Education
- ENGL 371 - South Asian Diasporas
- FMST 210 - Global Cinema and FMST 210L
- FMST 212 - Global Media: Flows & Counterflows and FMST 212L
- GEOG 107 - Is the Planet Doomed? (when focused on Asia)
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 264 - Modern East Asia

- HIST 265 - War and Violence in East Asia
- HIST 305 - Asian American History
- HIST 370 - The Mongol Empire
- MUSI 221 - World Music
- MUSI 321 - Explorations in Global Music
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 351 - Foreign Relations of East Asia
- RELG 202 - Introduction to Islam
- RELG 215 - Buddhism
- RELG 216 - Tibetan Buddhism
- RELG 243 - History of Religion in America (when focused on Asian religions)
- RELG 347 - Religion and U.S. Foreign Policy
- REST 210 - Oil and Water: Globalization and Resource Control in Central Asia (Extended Study)
- SOCI 326 - Nations and Nationalism

Other

- ASIA 291 - Independent Study
- ASIA 391 - Independent Study
- ASIA 491 - Independent Study
- ASIA 499 - Special Studies for Honors
- UNST 410 - Seminar: Area, Regional, and Global Study

GPA Requirement

Majors must achieve at least a 2.00 GPA in the nine courses required for the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Asian Studies program page.

Asian Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Asian Studies program catalog page.

Asian Studies Minor

Minor Requirements

- Five courses from the Governed Electives list, as described in the Asian Studies Major, normally to include:

- at least two courses at the 300- or 400-level
- no more than two language courses

Alternate Minor Path

The Asian Studies minor requirements can also be fulfilled by successfully completing certain Colgate Study Groups in Asia and its prerequisites. Contact the program director for more information.

Asian Studies Program

For more information about the program, including faculty, transfer credit, awards, etc., please visit the Asian Studies program catalog page.

Biology

Faculty
Professors Ay, Belanger, Cardelús, Frey, Hagos, Holm *(Chair)*, Hoopes, Ingram, McCay, McHugh, Meyers, Watkins *Associate Professors* Jimenez, Taye, Van Wynsberghe *Assistant Professor* Frauendorf, McMillan *Laboratory Instructors* LaFave, Schult *Visiting Assistant Professor* Greenwich, Klawitter

A major in biology is the traditional undergraduate preparation for students planning to pursue career interests in the biological or health-related sciences. Although the majority of majors ultimately pursue careers in the life sciences, a significant number of individuals with other career interests choose the major within the liberal arts context. The department's majors are found today in positions of responsibility in many fields outside the life sciences, including business, theology, law, and the performing arts. Biology majors who are interested in pursuing a career in elementary or secondary school teaching should refer to Educational Studies.

Students expecting to attend graduate or professional schools are reminded that these schools frequently recommend or require calculus, statistics, computer science, chemistry (typically through organic), and a year of physics as cognates to the biology major.

Awards

The Oswald T. Avery Award — awarded by the department in honor of Dr. Oswald T. Avery, who graduated in the class of 1900 and subsequently made major research discoveries in molecular biology at the Rockefeller Institute. The award is given each year to one or more senior majors in molecular biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Raymond J. Myers Award — awarded by the department in honor of Professor Raymond J. Myers, who taught biology at Colgate from 1934 to 1972. The award is given each year to one or more senior majors in biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

The Christopher Oberheim Memorial Award — established as an award for a biology student chosen by the faculty on the basis of showing great promise in research, as evidenced by previous work.

Advanced Placement Policy

An incoming student who submits an AP grade of 4 or 5 will receive credit for BIOL 101. This course can be counted as a 100-level elective course. Students with AP credit are encouraged to enter the department's curriculum with BIOL 181 or BIOL 182.

Honors and High Honors

A student may be allowed to stand for honors or high honors in the department following approval of their research adviser. Both honors and high honors in biology require an overall GPA of 3.30 in courses counted toward the major, a demonstrated deep commitment to research in biology, an oral presentation to the department, and a review paper, and a research paper submitted to the research adviser and one additional reader. The research project evaluated for honors must be based on at least one (honors) or two (high honors) semesters or summers of research. The awarding of honors and high honors will be decided by the faculty in consultation with the adviser and honors committee and will be based on the demonstrated commitment to research and the quality of the research project, the thesis, and the oral presentation. Research projects submitted for honors or high honors must be carried out on campus or on the Bethesda Biomedical Research study group or Singapore Exchange Program.

International Exam Transfer Credit

Transfer credit may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Transfer Credit

A maximum of two biology course credits transferred from other institutions may be applied toward major requirements. Students who intend to transfer a course must supply the department chair with a course description and a course syllabus for evaluation prior to taking the course. Students transferring to Colgate with upper-class standing may petition the department for permission to transfer a third course. Courses taken on Colgate Study Groups are approved in the same manner as other non-Colgate courses, but they are not included in the total transfer credit limit. Courses transferred into the major from other institutions cannot be counted toward the lab-course requirement.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in biology who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Related Majors

Molecular Biology

The major in molecular biology is designed for students who are interested in biology at the molecular level and who wish to take courses in both biology and chemistry. For further information, contact Professors Ay, Belanger, Hagos, Holm, Hoopes, McMillan, Meyers, Taye, or Van Wynsberghe. Program requirements are described under Molecular Biology Major.

Environmental Biology

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment. For further information, contact Professors Cardelús, Frauendorf, Frey, Ingram, McCay, or Watkins. Program requirements are described under Environmental Biology Major.

Natural Sciences Topical Major in Marine - Freshwater Science

This topical major is offered with the cooperation of the geology department through the Division of Natural Sciences and Mathematics. This program is particularly applicable for students who wish to take courses in both biology and geology. For further information, contact Professors Frauendorf or McHugh. Program requirements are described under Natural Sciences Topical Major in Marine - Freshwater Science.

Mathematical Systems Biology Minor

This minor is affiliated with the Department of Mathematics and is designed for students interested in how mathematics can be applied to the study of living systems. For further information, contact Professor Ay or the chair of either Biology or Mathematics. Minor requirements are described under Mathematical Systems Biology Minor.

Other majors and minor

Certain courses in biology count toward majors in biochemistry, geology, and neuroscience, and the geology minor. (See chemistry, geology, and psychology listings in this chapter.)

Study Groups

Australia Study Group (fall term)

An opportunity for junior majors in environmental biology to expand their environmental studies at the University of Wollongong, one hour south of Sydney.

Australia Study Group (spring term)

An opportunity for junior science majors to study at the University of Wollongong, one hour south of Sydney.

Bethesda Biomedical Research Study Group (fall term)

An opportunity for juniors and seniors interested in careers in the biomedical sciences to spend a research-intensive semester at the National Institutes of Health or Uniformed Services University of the Health Sciences in Bethesda, Maryland.

Singapore Exchange (fall term)

An opportunity for sophomore and junior natural science majors to study at the National University of Singapore while being immersed in the rich culture and history of Southeast Asia.

Ireland Study Group (spring term)

An opportunity for junior science majors to study at University of Galway.

Extended Study

The biology department also offers international extended study courses and encourages participation in Colgate approved off-campus study programs.

For more information, see Off-Campus Study.

Biology Major

The Department of Biology offers a major program designed to provide students with a common conceptual foundation through two required courses and an opportunity to pursue breadth and specialization through an extensive selection of elective course offerings, seminars, and research tutorials. Questions about requirements may be directed to the department chair.

Major Requirements

The major program consists of the following requirements:

Required Biology Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
  Both courses and their credit bearing laboratory components must be completed with a grade of C- or better.

Required Chemistry Courses

General Chemistry sequence:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

  or, if eligible, the following course may be substituted for the above sequence:

- CHEM 111 - Chemical Principles and CHEM 111L

Process of Biology

Courses fulfilling this requirement have an attribute of BIPB in the course offerings.

One course with lab from the following list:

- BIOL 201 - Evolution and BIOL 201L
- BIOL 202 - Genetics and BIOL 202L
- BIOL 203 - Ecology and BIOL 203L
- BIOL 204 - Molecular Biology and BIOL 204L
- BIOL 205 - Cell Biology and BIOL 205L
- BIOL 206 - Organismal Biology and BIOL 206L

Five Electives

- One elective can be at any level.
- The four remaining electives must be numbered 300 or higher and two must have a lab component.
- Research-based courses numbered 470 or higher may not count as electives toward the major.
- GEOL 215 also serves as an elective biology course.

Research Tutorial Experience

- A one-credit research experience, normally satisfied with a research tutorial (a course numbered BIOL 470-490).
- Research on the Bethesda Biomedical Research study group (BIOL 393 and BIOL 493) may be used to satisfy this requirement.
- UROPS courses taken at the National University of Singapore (NUS) may be used to satisfy this requirement. With prior approval by the biology department, research conducted while participating in the Trudeau Institute Approved Program may be used to satisfy this requirement.
- With prior approval by the biology department, a senior-level independent study course or capstone experience in another department may be used to fulfill the research requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Biology department page.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Biology Minor

Minor Requirements

A student may plan a minor program in biology in consultation with a member of the department staff.

Five Biology Courses

Five biology courses are required, with the following stipulations:

- only one can be numbered BIOL 102 or lower
- at least one course must be at the 300- or 400-level

The policies regarding minimum grade requirements established for a major apply to the minor program as well.

Applying transfer credit to the minor

A student entering Colgate as a first-year student may apply for transfer credit toward the minor for one course taken at another institution. A student transferring from another institution with junior or senior standing may petition for transfer credit for a second course toward the minor.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Molecular Biology Major

Director B. Hoopes

This program is intended for students who are interested in biology at the molecular level and who wish to take several courses in both biology and chemistry. Interested students should see biology professors Ay, Belanger, Hagos, Holm, Hoopes, Meyers, Taye, or Van Wynsberghe.

Major Requirements

Course requirements are described below.

Biology

Requried Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
  Both courses and their credit bearing laboratory components must be completed with a grade of C- or better.

Process of Biology

Courses fulfilling this requirement have an attribute of MBPB in the course offerings.

One course from the following:

- BIOL 202 - Genetics and BIOL 202L
- BIOL 204 - Molecular Biology and BIOL 204L
- BIOL 205 - Cell Biology and BIOL 205L

Three Electives

One elective can be at any level. Of the two remaining electives, one must be numbered 300 or higher and one must be numbered 330 or higher. One of these two 300-level courses must have a laboratory component. Only one research-based course numbered 470 or higher can count toward the major.

Molecular Biology Electives

Research Tutorial Experience

Research Tutorial Experience

- A one-credit research experience, normally satisfied with a research tutorial (a course numbered BIOL 470-490).
- Research at the Bethesda Biomedical Research as part of the Colgate Study Group (BIOL 393 or BIOL 493) may be used to satisfy this requirement.
- UROPS courses taken at the National University of Singapore (NUS) may be used to satisfy this requirement. With prior approval by the biology department, research conducted while participating in the Trudeau Institute Approved Program may be used to satisfy this requirement.
- With prior approval by the biology department, a senior-level independent study course or capstone experience in another department may be used to fulfill the research requirement.

Cognate Courses

Chemistry

Chemistry

General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
  or, if eligible, the following course may be substituted for the above sequence:
- CHEM 111 - Chemical Principles and CHEM 111L

All of the Following

- CHEM 263 - Organic Chemistry I
- CHEM 264 - Organic Chemistry II
- CHEM 353 - Proteins and Nucleic Acids

Cognate Courses

Math or Computer Science Course

- one course in mathematics or computer science (except COSC 100 or COSC 150). The math course requirement may be met by taking BIOL 320 - Biostatistics.

Physics Sequence

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Biology department page.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Chemistry

Faculty
Professors Chianese, Geier, Nolen *Associate Professor* Keith (*Chair*), Goldberg, Perring *Assistant Professors* Hu, Muller, Peeler, Sanders *Visiting Assistant Professor* Shopov *Senior Laboratory Instructors* Chanatry, Jue, Sims *Lecturers* Dunckel, Woods

A major in chemistry or biochemistry is suitable for students who wish to prepare for careers in the chemical profession or in the related fields of life, health, or earth sciences. Many graduates go on to advanced programs in biochemistry, chemistry, environmental sciences, chemical physics, pharmacology, medicine, dentistry, or veterinary medicine. Recent chemistry and biochemistry students have also pursued careers in law, business, teaching, and other fields.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in chemistry who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Awards

The Haskell Schiff Memorial Prize — given to the member of the first-year class who seems to show the most promise for a career in physical chemistry.

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Lawrence Chemical Prizes — established in honor of G.O. Lawrence of Buenos Aires by Dr. Joseph Frank McGregory, professor of chemistry 1883–1929, and awarded to two students for excellence in chemistry. The Elmer R. Trumbull Endowment, established in 1985 through the generosity of Elmer R. Trumbull, Professor of Chemistry at Colgate University, supports the Lawrence Prize.

The McGregory Fellowship in Chemistry —awarded annually to a member of the graduating class or to an alum of not more than two years' standing, who is considered most worthy. The holder of this fellowship shall continue the study of chemistry for the doctoral degree and may be reappointed annually until receiving the degree; but ordinarily not for more than three years.

The Roy Burnett Smith Prize in Chemistry — established in 1959 in honor of the late Professor Roy B. Smith, a member of the Department of Chemistry 1899–1940. The award is made annually at the discretion of the department to a student majoring in chemistry.

The Thurner Prize — established by Professor Emeritus Joseph J. Thurner to encourage research by chemistry students, and awarded annually for the best honors thesis or equivalent paper based on laboratory or other research, written by a senior major in chemistry and/or biochemistry.

The American Chemical Society's Division of Biological Chemistry Undergraduate Award in Biochemistry or Chemical Biology — established by the American Chemical Society's Division of Biochemistry and Chemical Biology to recognize a graduating senior who displays a significant aptitude for biochemistry or chemical biology and to encourage further interest in the field.

The American Chemical Society's Division of Inorganic Chemistry Undergraduate Award in Inorganic Chemistry — established by the American Chemical Society's Division of Inorganic Chemistry to recognize achievement by undergraduate students in the field of inorganic chemistry and to encourage further study in the field.

The American Chemical Society's Division of Organic Chemistry Undergraduate Award in Organic Chemistry — established by the American Chemical Society's Division of Organic Chemistry to recognize a senior student who displays a significant aptitude for organic chemistry and to encourage further interest in the field.

The American Chemical Society's Division of Analytical Chemistry Undergraduate Award in Analytical Chemistry — established by the American Chemical Society's Division of Analytical Chemistry to encourage student interest in analytical chemistry and to recognize students who display an aptitude for a career in the field.

T*he American Chemical Society's Division of Physical Chemistry Undergraduate Award in Physical Chemistry* — established by the American Chemical Society's Division of Physical Chemistry to recognize outstanding achievement in physical chemistry, and to encourage further pursuits in the field.

Advanced Placement

Students may replace the normal, two-semester, introductory chemistry sequence (CHEM 101 and CHEM 102) with a one-semester course (CHEM 111) if they meet one of the following minimum criteria: a score of 4 on the Advanced Placement (AP) chemistry exam, a score of 6 or 7 on the higher level international baccalaureate (IB) chemistry exam, a score of 650 on the SAT II chemistry exam, or a grade of A or B on the British A-level exam. Students choosing this course are encouraged to take CHEM 212 in the spring of their first year, providing an early start into the chemistry major. Exceptionally well-prepared students from other pre-matriculation programs should consult with the department chair regarding advanced standing.

Students may also receive course credit (CHEM 100) for an AP score of 4 or 5 or British A-level grade of A or B.

Honors and High Honors

Honors and High Honors in Biochemistry

Honors in biochemistry may be awarded on the same basis as honors in chemistry (see below), except that a student must have at least an overall GPA of 3.00 and a combined GPA of at least 3.00 in all chemistry, biology, physics, and mathematics courses taken.

Honors and High Honors in Chemistry

Honors in chemistry may be awarded to majors who accumulate an overall GPA of at least 3.00 and a combined GPA of at least 3.00 in all chemistry, mathematics, and physics courses taken; complete approved honors projects; and present the results of their projects in both a written thesis and an oral defense to the department. The decision to award honors, high honors, or neither is based on the quality of the honors project, the quality of its presentation and defense, and other evidence of distinction.

Transfer Credit

Transfer students generally receive credit for satisfactorily completed chemistry courses taken at other institutions that correspond to courses at Colgate. The department considers such transfer credits individually, and students should provide information about the courses (syllabi, catalog statements, lab notebooks, textbooks, etc.) to the department chair for consideration. These arrangements should be made well before beginning classes at Colgate.

Matriculated Colgate students may receive credit for chemistry courses taken at other colleges/universities. Summer courses must meet several criteria established by the department concerning the course content, the length of the course, and the number and length of class and laboratory meetings. Students considering transferring credit to Colgate for a summer chemistry course should obtain a copy of the department's criteria for an acceptable course, discuss the course with the department chair, and *receive approval before taking the summer course*. Final acceptance of the transfer credit is contingent upon satisfactory

performance on a competency exam; the department administers this exam prior to the drop/add period for the fall term immediately following the summer course.

Other International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., International Baccalaureate, Abitur) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair.

Summer Research Opportunities

Colgate's chemistry department has a rich summer research program and there are numerous summer research opportunities at university, government, and private labs around the country. It is recommended that chemistry and biochemistry majors participate in a full-time research experience before they graduate, in addition to the required year of senior research (CHEM 481/CHEM 482). Students receive stipends, and campus housing is available at reduced rates.

Recommendations

Students wishing to earn an American Chemical Society certified bachelor's degree in chemistry or biochemsitry are required to take five foundational and four advanced courses, while also meeting laboratory and content requirements as specified by the ACS. Students must consult with their advisor to ensure that course coverage meets current ACS standards.

MATH 163 and MATH 214 are recommended for students considering graduate study in physical or theoretical chemistry, physical or theoretical biochemistry, or biophysics.

Study Groups

Colgate sponsors several off-campus study groups especially appropriate for majors in chemistry and biochemistry, including the following:

- **Australia II Study Group** at the University of Wollongong
- **Bethesda Biomedical Research** in Bethesda, Maryland
- **Singapore Exchange** at the National University of Singapore
- **Ireland Study Group** at the University of Galway

For more information, consult with the department chair and see Off-Campus Study.

Biochemistry Major

Major Requirements

The major program consists of the following requirements:

All of the Following

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L (usually taken by the sophomore year)
- BIOL 361 - Biochemistry of Gene Expression (certain 300- or 400-level BIOL courses may be substituted with approval from chemistry department chair)
- CHEM 101 - General Chemistry I and CHEM 101L (usually completed in the first year)
- CHEM 102 - General Chemistry II and CHEM 102L (usually completed in the first year)
- CHEM 263 - Organic Chemistry I and CHEM 263L (usually completed in the sophomore year)
- CHEM 264 - Organic Chemistry II and CHEM 264L (usually completed in the sophomore year)
- CHEM 336 - Physical Chem-Life Sciences (in rare cases, CHEM 333 or CHEM 334 may be substituted with department chair approval)
- CHEM 353 - Proteins and Nucleic Acids
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 481 - Advanced Chemistry Research (research conducted by biochemistry majors while participating in Colgate's Bethesda Biomedical Research in the fall of their senior year fulfills this requirement.)
- CHEM 482 - Advanced Chemistry Research (usually completed in the spring of senior year)

  Note: CHEM 111/CHEM 111L, a one-term course designed for the well-prepared student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and facilitates an early entry into CHEM 212/CHEM 212L

Chemistry Electives

Courses fulfilling this requirement have an attribute of BCEL in the course offerings.

One of the following:

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 371 - Instrumental Methods

Integrated Laboratory Course

Courses fulfilling this requirement have an attribute of BCIL in the course offerings.

At least one of the following CHEM 380-series integrated laboratory courses:

- CHEM 381 - Practical Quantitative Analysis
- CHEM 382 - Molecular Spectroscopy
- CHEM 384 - Molecular Dynamics
- CHEM 387 - Special Topics: Structure and Analysis

Half-Semester Courses

Courses fulfilling this requirement have an attribute of BCHS in the course offerings.

At least one course credit from the half-semester courses:

- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 458 - Bioorganic Chemistry
- CHEM 468 - Medicinal Chemistry

Note

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

Additional Requirements

Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

  MATH 161 is the recommended starting point for students with minimal secondary school calculus experience.
- MATH 214 - Linear Algebra

Physics Sequence

One course in Classical Mechanics and one course in Electricty and Magnetism (usually taken by the sophomore year):

Classical Mechanics

One course from the following:

- PHYS 111 - Fundamental Physics I and PHYS 111L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L

Electricity and Magnetism

One course from the following:

- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry and biology courses (and associated labs) chosen to meet major requirements.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Chemistry department page.

Recommendations

Those who wish to major in biochemistry normally take CHEM 101/CHEM 101L and CHEM 102/CHEM 102L (or CHEM 111/CHEM 111L) and the necessary math courses in the first year. The standard sophomore courses are CHEM 263/CHEM 263L and CHEM 264/CHEM 264L, plus the year of introductory physics or BIOL 182/BIOL 182L. Typically, juniors will take CHEM 353 and CHEM 385 in the fall or spring semester, and CHEM 336 in the spring semester. Students can elect to take either CHEM 371/CHEM 381 in the fall term or CHEM 214 and a CHEM 380-series integrated laboratory course CHEM 382, CHEM 384, or CHEM 387 in the junior year. Seniors take CHEM 481, CHEM 482 along with one course credit from CHEM 452, CHEM 454, CHEM 456, CHEM 458, or CHEM 468.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Chemistry Major

Major Requirements

The major program consists of the following requirements:

All of the Following

- CHEM 101 - General Chemistry I and CHEM 101L (usually completed in the first year)
- CHEM 102 - General Chemistry II and CHEM 102L (usually completed in the first year)
- CHEM 263 - Organic Chemistry I and CHEM 263L (usually completed in the sophomore year)
- CHEM 264 - Organic Chemistry II and CHEM 264L (usually completed in the sophomore year)
- CHEM 333 - Physical Chemistry I (usually completed in the fall of junior year)
- CHEM 334 - Physical Chemistry II (usually completed in the spring of junior year)
- CHEM 371 - Instrumental Methods (usually completed in the fall of junior year)
- CHEM 381 - Practical Quantitative Analysis (usually completed in the fall of junior year)
- CHEM 382 - Molecular Spectroscopy

- CHEM 481 - Advanced Chemistry Research (research conducted by chemistry majors while participating in Colgate's Bethesda Biomedical Research in the fall of their senior year fulfills this requirement.)
- CHEM 482 - Advanced Chemistry Research (usually completed in the spring of senior year)

  CHEM 111/CHEM 111L, a one-term course designed for the well-prepared first-year student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and facilitates an early entry into CHEM 212/CHEM 212L.

Integrated Laboratory

Courses fulfilling this requirement have an attribute of CHIL in the course offerings.

At least one from the following (usually taken in the junior year):

- CHEM 384 - Molecular Dynamics
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 387 - Special Topics: Structure and Analysis

Electives

At least two course credits, *including at least one full-semester course* from:

Full-Semester Courses

Courses fulfilling this requirement have an attribute of CHEL in the course offerings.

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 353 - Proteins and Nucleic Acids

Half-Semester Courses

Courses fulfilling this requirement have an attribute of CHHS in the course offerings.

- CHEM 413 - Molecular Symmetry
- CHEM 415 - Organometallic Chemistry
- CHEM 431 - Molecular Modeling/Simulation
- CHEM 440 - Materials Chemistry
- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 458 - Bioorganic Chemistry
- CHEM 461 - Organic Reaction Mechanisms
- CHEM 464 - Organic Synthesis
- CHEM 468 - Medicinal Chemistry
- CHEM 477 - Environmental Chemistry

Note:

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

Additional Requirements

Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

  MATH 161 is the recommended starting point for students with minimal secondary school calculus experience.
- MATH 214 - Linear Algebra

Physics Courses

One course in Classical Mechanics and one course in Electricty and Magnetism (usually taken by the sophomore year):

Classical Mechanics

One course from the following:

- PHYS 111 - Fundamental Physics I and PHYS 111L
  or
- PHYS 232 - Introduction to Mechanics and PHYS 232L

Electricity and Magnetism

One course from the following:

- PHYS 112 - Fundamental Physics II and PHYS 112L
  or
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Chemistry department page.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Chemistry Minor

Minor Requirements

The minor program consists of the following requirements:

General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

or, if eligible, the following course may be substituted for the above sequence:

- CHEM 111 - Chemical Principles and CHEM 111L

All of the Following

- CHEM 263 - Organic Chemistry I and CHEM 263L
- Three additional course credits obtained from full- or half-semester chemistry courses at the 200, 300, or 400 level

GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

Chemistry Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Chemistry department catalog page.

Computer Science

Faculty
Professor Sommers *Associate Professors* Gember-Jacobson (*Chair*), Fourquet, Ramachandran *Assistant Professors* Apthorpe, Davis, Diana, Haldeman, Prasad, Wen *Visiting Assistant Professors* Perkins *Laboratory Instructors* Cucura, Lyboult, Valete

Computer science is the study of algorithmic processes and the machines that carry out these processes. Computer science is a mix of theory, application, design, and experiment. Theory addresses questions about the nature and limits of computation, the abstract properties of machine models, the complexity of algorithms, and the formalization of programming languages. Applications include machine and systems design, the design and implementation of programming languages, artificial intelligence, networks, graphics, and simulation. An important aspect of computer science is the development of methods for the systematic design of large systems in hardware and software. Both applications and theoretical issues must be tested experimentally.

The computer science major prepares students either for graduate study in computer science or for a variety of professional careers. The computer science minor and the major in computer science/mathematics prepare students for professions in which computer science overlaps significantly with another discipline.

Awards

The Award for Excellence — awarded by the department to a student on the basis of outstanding academic performance in coursework taken within the department.

The Laura Sanchis Award for Excellence in Research — awarded by the department to a student on the basis of outstanding research performed within the department.

The Award for Outstanding Contribution to the Computer Science Community — awarded by the department to a student who has made outstanding contributions to the students and faculty in computer science. This may reflect outstanding work as a laboratory tutor and monitor, work on developing software used by students and faculty, work on maintaining the hardware and software in the computer science laboratories, or academic leadership in the department.

The Edward P. Felt '81 Memorial Prize Fund in Computer Science — established in 2001 by family, friends, classmates, and professors. This is an annual prize created in memory of Ed Felt '81, who died aboard the September 11, 2001, flight that went down in western Pennsylvania. This prize shall be awarded with first preference given to a student or students who exhibit excellence in the field of computer science.

Advanced Placement

The department grants advanced placement and credit to students who perform satisfactorily on the College Entrance Examination Board Advanced Placement (AP) exam for computer science as follows: students receiving scores of 4 or 5 on the AP Computer Science A exam receive credit for COSC 101 and scores of 4 or 5 on the AP Computer Science Principles exam receive general credit at the 100 level. Other students with sufficient secondary school background in computer science may receive advanced placement without credit after consultation with the department chair. Transfer credit for a computer science course taken at another college or university will be granted only by the approval of the department. In total, at most three course credits transferred from other institutions may be applied toward major requirements. For each approved program, a maximum of two credits may count toward major requirements, with some exceptions

for programs that have a computer science focus. The credit limit does not include associated labs, if applicable.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Honors and High Honors

Computer Science

The requirements for earning honors in computer science are as follows:

1. An overall GPA of 3.30 or higher, and a major GPA of 3.50 or higher;
2. Satisfactory completion of COSC 492, which entails completing a novel and significant independent project that either advances the field of computer science or synthesizes computer science concepts and technologies to benefit specific communities;
3. The project completed in COSC 492 is evaluated by the Computer Science faculty and meets the standards for honors.

A student whose completed project exceeds the expectations for honors according to the Computer Science faculty will be awarded high honors.

For more information about the process and expectations, please visit the Department of Computer Science website.

Computer Science/Mathematics

Students who graduate with an average of 3.30 overall average and a 3.50 average in the major program will receive honors. A student with an average of 3.70 in the major courses may submit a senior research thesis. A committee of three members of the faculty, including at least one from each department, will evaluate the thesis. A student who completes a satisfactory thesis will receive high honors.

Computer Science Major

Major Requirements

The computer science major consists of 8 courses, starting with COSC 102. Foundational and elective courses at the 200-level prepare students for electives at the 300- and 400-levels. The requirements for the major are as follows:

Preparatory Courses

- COSC 101 - Introduction for Computing I and COSC 101L or equivalent experience (usually completed in the first year)

Required Courses

- COSC 102 - Intro to Computing II and COSC 102L (completed by the end of the sophomore year)
- COSC 202 - Data Structures and Algorithms and COSC 202L
- COSC 208 - Introduction to Computer Systems and COSC 208L
- COSC 290 - Discrete Structures and COSC 290L

Electives

Courses fulfilling this requirement have an attribute of COSE in the course offerings.

- Four COSC courses at the 200, 300 or 400 level
    - No more than two may be at the 200 level
    - At least one must be at the 400 level
    - Independent Studies (COSC 291, COSC 391, COSC 491, and COSC 492) are not counted toward this requirement.

GPA Requirement

A minimum average GPA of 2.00 in the COSC courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Computer Science department page.

Major Declaration

Students must complete COSC 102 prior to declaring the major. Students desiring to declare a major while enrolled in COSC 102 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Computer Science Minor

Minor Requirements

The requirements for the minor are as follows:

Required Courses

- COSC 102 - Intro to Computing II and COSC 102L
- 4 COSC courses at the 200, 300, or 400 level

Additional Stipulations

- At least one course must be at the 300 or 400 level.
- Independent Studies (COSC 291, COSC 391, COSC 491) do not count toward this requirement.

GPA Requirement

A minimum average GPA of 2.00 in the COSC courses chosen to meet the minor requirements is necessary to satisfy the major.

Minor Declaration

Students must complete COSC 102 prior to declaring the minor. Students desiring to declare a minor while enrolled in COSC 102 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Computer Science/Mathematics Major

Major Requirements

Preparatory Courses

The following courses do not fulfill the computer science/mathematics major requriements, but serve as prerequisites to some of the required courses for the major. Students should expect to take them or have equivalent experience before proceeding to the required courses.

- MATH 161 - Calculus I
- MATH 162 - Calculus II
- COSC 101 - Introduction for Computing I
- COSC 102 - Intro to Computing II

Required COSC courses

- COSC 202 - Data Structures and Algorithms and COSC 202L

- COSC 208 - Introduction to Computer Systems and COSC 208L
- COSC 290 - Discrete Structures and COSC 290L

COSC Electives

Courses fulfilling this requirement have a subject code of COSC and an attribute of CMEL in the course offerings.

- One COSC course at the 200, 300, or 400 level
- One additional COSC course at the 400 level
- Independent studies (COSC 291, COSC 391, COSC 491, and COSC 492) do not count toward this requirement

Required MATH courses

- MATH 163 - Calculus III
- MATH 250 - Number Theory & Math Reasoning
- MATH 375 - Abstract Algebra I

MATH Electives

Courses fulfilling this requirement have a subject code of MATH and an attribute of CMEL in the course offerings.

One of the following:

- MATH 302 - Systems Biology
- MATH 310 - Combinatorial Problem Solving
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 489 - Axiomatic Set Theory
- MATH 410 - Ramsey Theory
- MATH 416 - Mathematical Statistics
- MATH 450 - Number Theory II
- MATH 481 - Investigations in Computational Biology
- MATH 485 - Abstract Algebra II
- MATH 499 - Mathematical Logic

GPA Requirement

A minimum average GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Computer Science department page.

Major Declaration

Students must complete COSC 102 and MATH 162 prior to declaring the major. Students desiring to declare a major while enrolled in COSC 102 or MATH 162 should seek the approval of the department chair.

Computer Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Computer Science department catalog page.

Earth and Environmental Geosciences

Faculty
Professors Harpp, Leventer, Peck, Wong *Associate Professors* Adams *(Chair)*, Harnik, Levy *Visiting Assistant Professor* Lynch *Senior Lecturers* Keller, Koleszar

The Earth and environmental geosciences explore Earth's natural systems and environments: its rocky surface and interior, its liquid hydrosphere and icy cryosphere, its climate and atmosphere, and the co-evolution of the biosphere and the planet. Geoscience is a multidisciplinary field of study aimed at understanding the physical and chemical nature of the Earth, the evolution and impact of life on our planet, and how global processes operate now, in the past, and in the future. The discipline combines the scientific study of Earth materials, such as minerals, rocks, and fossils, as well as planet-scale processes uncovered through Earth-observing data derived from satellites, geophysical instruments, and models. An important focus of the field is how past and present-day ecosystems and environments have been shaped by and continue to change due to plate tectonics, volcanism, mountain building, climate change, evolution, and human activity.

Introductory courses are designed to contribute significantly to a liberal arts education and an understanding of Earth and the environment. Advanced courses are more specialized and provide the highest possible level of general and pre-professional training for majors.

Students in the department of Earth and Environmental Geosciences pursue a Geology or Environmental Geology concentration that prepares them to pursue careers in the geological and environmental sciences, business, and education, as well as government and public service. Upon graduation, many majors attend graduate school in geology, hydrology, oceanography, environmental sciences, and environmental policy and law. Other graduates go directly into a wide spectrum of employment situations, including business, environmental consulting, teaching, administration in schools and museums, and mineral resources and petroleum-related jobs.

Students interested in pursuing graduate school in the geosciences should note that some graduate schools expect applicants to have supplemented their undergraduate geology courses with introductory calculus, chemistry, and physics or biology. The Earth and Environmental Geosciences department encourages all majors to take these courses; they are required for honors in geology.

Teacher Certification

The Department of Educational Studies offers a teacher education program for Geology or Environmental Geology majors who are interested in careers in elementary or secondary school teaching. Please refer to Educational Studies .

Awards

The Award for Excellence in Geoscience — awarded annually by the department to the student who best demonstrates a combination of excellence in the classroom and creativity and perseverance in research.

The Robert M. Linsley Prize for Excellence in Geology — awarded mid-way through the junior year to a rising senior who has demonstrated the promise and potential for leadership and excellence in earth science scholarship and research. The prize is to be given by consensus of the geology department faculty to a student who plans to pursue earth sciences as a career, with preference given to a student with an interest in paleontology, historical geology, and stratigraphy/sedimentation. In selecting the awardee, emphasis is to be placed on a balance of leadership, research, and communication/teaching interests, in Bob's spirit.

The Norma Vergo Prize in Geology — established as an award to a geology major who, as determined by the faculty of the geology department, significantly contributes to the spirit of excellence among fellow students in the department.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in 2012 in memory of Kevin Williams '10 to provide stipend support for one or more geology and/or geography majors to study abroad.

Advanced Placement

An incoming student who submits an AP Environmental Science score of 4 or 5 will receive credit for GEOL 101. This course can be counted as a 100-level elective course towards the Geology major. Students with AP credit are encouraged to enter the department's curriculum with GEOL 190.

Transfer Credit

The department allows two courses to be transferred for credit toward the major and one course towards the minor, with prior approval of the courses by the department.

Honors

All geology and environmental geology majors are encouraged to consider the advantages and challenges of undertaking honors in geology. A GPA of 3.20 or higher in the five core courses (GEOL 190 , GEOL 201 , GEOL 215 , GEOL 225 , and GEOL 235), plus the two required 400-level courses are required for a student to become eligible for honors. In addition, at least six full-credit courses in biology, chemistry, mathematics, or physics must be taken to become eligible for honors. GEOG 245 can be taken in place of one of these six courses.

Honors candidates must also complete a year-long senior thesis, which represents the culmination of a research project that typically begins during the summer before the senior year and continues during the fall and spring terms of the senior year. The written thesis must be completed and orally presented by the end of

the spring semester. Following the defense, and with the recommendation of the thesis committee, the Earth and Environmental Geosciences faculty will vote to award honors. Awarding the distinction of honors is based primarily on the quality of the written thesis but will also include an overall assessment of the student's academic record. Students who may be eligible for honors will be notified in the spring of the junior year by their academic adviser.

Related Majors

- Environmental Geology Major
- Astrogeophysics Major
- Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major
  Topical Concentration: Marine — Freshwater Science is offered with the cooperation of the biology department through the Division of Natural Sciences. This major is intended for students who are interested in aquatic sciences and who wish to major in both biology and geology while preparing for certain teaching, museum, and technical positions, and for selected graduate studies programs.

Field Courses

The department offers two summer field courses. GEOL 120 The Geology of America's Parks (Extended Study) is designed for introductory level students and includes a two- to three-week field component. GEOL 320 - Techniques of Field Geology is designed for junior and senior majors; occasionally sophomores with strong geoscience preparation also participate. The course lasts for five weeks and examines classic geologic areas in such locations as Colorado, Wyoming, Idaho, and the northeastern United States. The course is shown as a summer course on the student's transcript. Contact the department chair for further information.

Study Groups

See Off-Campus Study for information on off-campus programs in Australia, Ireland, New Zealand, the United Kingdom, and more.

Geology Major

Geology majors explore Earth systems and the environment, from the planet's rocky surface and interior, to water in the hydrosphere, climate and the atmosphere, and the interplay between the biosphere and abiotic systems. Geology is the scientific study of Earth materials (such as minerals, rocks, and fossils) and planet-scale processes uncovered through Earth-observing data derived from satellites, geophysical instruments, and models. Geology coursework explains how past and present-day ecosystems and environments have been and continue to be shaped by plate tectonics, volcanism, mountain building, climate change, evolution, and human activity through time.

Major Requirements

The geology major typically starts with any 100-level Geology or geology-related CORE courses, which typically counts towards the major as one of the five (5) additional full-credit GEOL courses below.

All majors must complete the following set of requirements:

All of the Following

- GEOL 190 - Evolution of Planet Earth and GEOL 190L (ideally taken before the end of sophomore year)
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Electives

- Five (5) full-credit GEOL courses
    - one can be at any level
    - at least 2 must be at the 300 level as listed below
    - at least 2 must be at the 400 level as listed below

300-level Geology Electives

At least two courses from the following:

- GEOL 301 - Igneous and Metamorphic Petrology and GEOL 301L
- GEOL 303 - Geochemistry
- GEOL 310 - Environmental Economic Geology
- GEOL 311 - Environmental Geophysics
- GEOL 315 - Conservation Paleobiology
- GEOL 320 - Techniques of Field Geology
- GEOL 325 - Evolution of Form and Function in Biomineralizing Marine Animals
- GEOL 333 - (Re)Designing STEM Education
- GEOL 335 - Hydrology and Geomorphology and GEOL 335L
- GEOL 360 - Volcanology

    Students are encouraged to consider taking a summer field course, such as GEOL 320, as one of their elective courses, as field experience is expected of some graduate programs and employment opportunities in the geosciences.

400-level Geology Electives

At least two courses from the following:

- GEOL 418 - Tectonics Seminar
- GEOL 420 - Solid Earth Processes
- GEOL 441 - Senior Research Seminar
- GEOL 450 - Paleoclimatology
- GEOL 480 - Advanced Topics

Two Additional Courses

Two full-credit courses in biology, chemistry, mathematics, or physics. GEOG 245 - Geographic Information Systems, may be taken in place of one of the required biology, chemistry, mathematics, or physics courses.

Capstone Experience

The two required 400-level courses provide a capstone experience for the geology major, as all such courses involve a significant project that integrates hypothesis testing, data collection and/or analysis of existing data, literature review, and a final project that synthesizes this work. A senior thesis conducted with an Earth and Environmental Geosciences faculty member as an adviser through GEOL 441 may count as one of the required 400–level courses and is required for all geology honors candidates. Students can initiate a senior research project of interest by speaking directly to a faculty member about ideas for a research project or by consulting with a faculty member about a project that might arise from a summer internship, a summer employment experience, or be based on research initiated in a departmental course. GEOL 491 may not count towards the 400–level course requirement.

GPA Requirement

A GPA of 2.00 in the major is necessary for graduation. The ten full-credit GEOL courses that carry the highest grade are used to compute this average. (Non-GEOL courses are not factored into the major GPA.) A passing grade must be received in all courses counted toward the major, including the non-GEOL courses.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Earth and Environmental Geosciences department page.

Earth and Environmental Geosciences Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Earth and Environmental Geosciences department catalog page.

Geology Minor

Minor Requirements

The geology minor consists of five full-credit courses as follows:

- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- Four additional full-credit GEOL courses at the 200-level or higher. These courses should be selected in consultation with the academic adviser.

Earth and Environmental Geosciences Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Earth and Environmental Geosciences department catalog page.

East Asian Languages and Literatures

Faculty
Professors Crespi, Hirata *Associate Professors* Mehl *(Chair)*, J. Wang *Assistant Professors* Albertson, M. Wang *Visiting Assistant Professor* Hu, Ward *Adjunct Instructor* Huang

The Department of East Asian Languages and Literatures offers courses in the languages and cultures of China and Japan. Students who continue through the four-year sequences of rigorous classroom language training, often combined with study abroad experiences, acquire the proficiency they need to pursue graduate study or a variety of careers related to East Asia. Courses taught in English include Chinese literature and film, Japanese linguistics, the Japanese Village, Chinese medicine, Japanese tea culture, and Japanese popular culture. Qualified students may arrange independent study beyond the courses offered.

Related Majors

The Asian Studies program offers interdisciplinary majors that focus on China or Japan.

Awards

The Award for Excellence in Chinese Language — awarded by the department to the student with the highest achievement in the Chinese language.

The Award for Excellence in Japanese Language — awarded by the department to the student with the highest achievement in the Japanese language.

The Mori Family Awards for Excellence in Japanese Language — awarded annually to outstanding students from each of the four levels in Japanese language and to the winners of the annual Japanese Speech Contest.

Advanced Placement and Transfer Credit

Normally no more than one credit for a language course and one credit for a content course can be transferred toward either major from intensive study at another institution in the United States or abroad. Advanced placement can be arranged after consultation with the instructors in charge.

Honors and High Honors

Chinese

Students who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Chinese faculty. Candidates for

honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken for the major and a cumulative GPA of 3.00 for both distinctions. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as CHIN 499 - Honors Project in Chinese, which must be taken in addition to the minimum number of courses required for the major.

Japanese

Students majoring in Japanese who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Japanese faculty. Candidates for honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken for the major, and a cumulative GPA of 3.00. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as JAPN 499, which must be taken in addition to the minimum number of courses required for the major.

Study Groups

China

The China Study Group is normally offered biennially in the fall semester in Shanghai in the People's Republic of China. Students take one course in language, two area studies courses from the Colgate director, and one CET elective (this course will not count towards the Chinese major). Prerequisites for the China Study Group normally include at least one year's coursework at Colgate in modern standard Chinese and one China-related Literature and Culture elective. For more information, see Off-Campus Study.

Japan

This program is based in Kyoto, Japan. This program provides lodging with Japanese families, intensive language training, and instruction in Japanese literature, art, religion, and linguistics. Prerequisites for the Japan Study Group include at least one year's coursework in Japanese language and one Japan-related Literature and Culture elective.CORE Japan. For more information, see Off-Campus Study.

Facilities

The Japanese Studies Center, funded by the Japan World Exposition (1976) and located in Lawrence Hall, consists of a seminar room, a multipurpose Japanese-style tatami room, and a kitchen. Activities sponsored by the Japan Club and the Anime Society are held at the center.

The Robert Ho Center for Chinese Studies, established in 1993 in Lawrence Hall, offers a classroom and a reading room with Asian architectural features complemented by artwork, audiovisual equipment, reference

materials, and a small collection of books on China. An attached kitchen enhances extracurricular activities such as brush writing and celebrations of Chinese festivals.

The department also offers an East Asian Lounge with both Chinese and Japanese alcoves for quiet study and small gatherings.

Chinese Major

The major in Chinese provides students with a solid foundation in the Chinese language, literature, and culture through extensive language training and broad exposure to Chinese literary and cultural traditions. Prospective majors should plan to begin Chinese language study during their first year at Colgate and are strongly encouraged to participate in the China Study Group.

Major Requirements

In order to encourage exposure to a wide range of approaches to Chinese studies, the department strongly recommends that students elect a section of CORE C165 taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking HIST 368 - China, the Great Wall, and Beyond and/or HIST 369 - Modern China (1750 - present) .

Upon completion ofCHIN 202, the Chinese major requires a minimum of eight courses from the following:

Required Courses

Courses fulfilling this requirement have an attribute of CHRC in the course offerings.

- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature

Literature and Culture Electives

Courses fulfilling this requirement have an attribute of CHCE in the course offerings.

A total of four courses required from the list below, at least three of which must be CHIN:

- CORE C165 - China
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- CHIN 450 - Advanced Readings in Chinese Worldview
- CHIN 481 - China in Transition (Study Group)
- CHIN 482 - Topics in Chinese Culture (Study Group)
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media

- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 255 - Hidden Japan: Tea Ceremony

GPA Requirement

All courses must be passed with a grade of C or better to count toward the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the East Asian Languages and Literatures department page.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

Chinese Minor

Minor Requirements

A minor in Chinese consists of a minimum of five courses, as described below.

Language Courses

- Four language courses, numbered CHIN 201 - Intermediate Chinese I or above.

Chinese Literature or Culture Course

- One Chinese literature or culture course offered by the department.

Alternate Minor Path

The Chinese minor requirements can also be fulfilled by completing the China study group and its prerequisites, as long as the study group language course is taken at the 300 level.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

Japanese Major

The major in Japanese provides students with a solid foundation in the disciplines of Japanese language, literature, and culture through extensive language training and broad exposure to Japanese literary and

cultural traditions. Prospective majors are strongly encouraged to begin their Japanese language study during their first year at Colgate and to participate in the Japan Study Group.

Major Requirements

In order to encourage exposure to a wide range of approaches to Japanese studies, the department strongly recommends that students elect a section of CORE C167 taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking ECON 339 - The Japanese Economy and HIST 264 - Modern East Asia.

Upon completion of JAPN 202, a minimum of eight courses is necessary to fulfill the requirements for a Japanese major:

Required Courses

- JAPN 301 - Advanced Japanese I (language and literature course)
- JAPN 302 - Advanced Japanese II (language and literature course)

Two Courses from the Following 400-level Language Courses

- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese

Four Courses from the following Literature, Linguistics, and Culture Courses

Courses fulfilling this requirement have an attribute of JALC in the course offerings.

A total of four courses required from the list below, at least three of which must focus on Japan:

- CORE C167 - Japan
- CHIN 222 - China through Literature and Film
- CHIN 225 - China and the West
- CHIN 266 - Visual China: Moving Pictures
- CHIN 299 - Chinese Medical Culture and Practice
- JAPN 222 - Japan through Literature and Film
- JAPN 233 - Japanese Popular Culture and Media
- JAPN 240 - Gender and Sexuality in Japanese Culture
- JAPN 255 - Hidden Japan: Tea Ceremony
- JAPN 455 - Advanced Grammar in Japanese
- JAPN 481 - Topics in Japanese Culture (Study Group)
- JAPN 482 - Cultural Studies: The Japanese Village (Study Group)
- JAPN 485 - Kyoto in Japanese Culture and Thought (Study Group)

GPA Requirement

All courses must be passed with a grade of C or better to count toward the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the East Asian Languages and Literatures department page.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures catalog page.

Japanese Minor

Minor Requirements

A minor in Japanese consists of a minimum of five courses, as described below.

Language Courses

- Four language courses, numbered JAPN 201 - Intermediate Japanese I or above.

Japanese Literature or Culture Course

- One Japanese literature or culture course offered by the department.

Alternate Minor Path

The Japanese minor requirements can be fulfilled by completing the Japan study group and its prerequisites, as long as the study group language courses are taken at the 300 level.

East Asian Languages and Literatures Department

For more information about the department, including faculty, transfer credit, awards, etc., please visit the East Asian Languages and Literatures department catalog page.

Economics

Faculty
Professors Haines, Kato, Khanna, Simpson *(Chair)*, Sparber *Associate Professors* Globus-Harris, Higgins, Klotz, Scrimgeour, Sharma, Song *Assistant Professors* Cheng, D'Urso, Levere, Lillethun, Makofske, Mei, Murphy, Park *Visiting Assistant Professors* Kebede, Pun, Sakib *Lecturers* Hasan, Pierce

Senior Lecturers Anderson, Owen
A. Lindsay O'Connor Chair Shin

The basic objective of the Department of Economics is the development of students' understanding of economics as the social science that deals with production, consumption, and market exchange activities. All students begin with ECON 151 - Introduction to Economics. Majors advance through a core of analytical courses and choose among a series of options in theoretical and applied economics. Students with an interest in graduate work leading to careers in such fields as economics, law, business, public administration, or the foreign service are asked to discuss these objectives early in their college careers in order to plan an adequate program in economics. While not an undergraduate business or professional school, the department provides essential background for a variety of career interests.

Course Information

ECON 151 is a prerequisite for all courses numbered above 200.
ECON 251 is a prerequisite for all courses numbered between 300 and 349.
ECON 251 and ECON 252 are prerequisites for all courses numbered between 350 and 374.
ECON 251, ECON 252, and ECON 375 are prerequisites for all courses above 375.

Courses numbered below ECON 150, including ECON 105, cannot be counted as part of the major program.

Preparation for Graduate School

For students considering graduate school in business administration, at least two courses in mathematics (preferably MATH 161 and MATH 162) and one computer science course (such as COSC 101) are strongly recommended. Students considering graduate school in economics are strongly encouraged to take these courses, as well as additional courses in mathematics, including MATH 214 and MATH 377. Students with these interests should also consider the mathematical economics major described here and consult with their academic adviser as early as possible. Students considering graduate work in economics leading to a PhD should consider pursuing a double major in economics and mathematics.

Awards

The Chi-Ming Hou Award for Excellence in International Economics — established in honor of the late Chi-Ming Hou, who was a member of the Colgate economics department from 1956 to 1991, for outstanding achievement in international economics.

The Marshall-Keynes Award for Excellence in Economics — awarded by the department to the senior with the strongest, sustained performance in analytical economics.

The J. Melbourne Shortliffe Prizes — established in honor of the late J. Melbourne Shortliffe, chair of the economics department emeritus, and awarded to outstanding graduating seniors who have majored in economics.

The Carolina Castilla Award for Excellence in Economics — awarded to the student(s) judged by the faculty to demonstrate outstanding academic performance in coursework within the department.

Advanced Placement and Transfer Credits

A score of 4 or 5 on both the microeconomics and macroeconomics AP exams will give incoming students credit for ECON 151; no credit is given if only one AP exam is taken or if a score of 3 or lower is received on either exam. A score of 6 or 7 on the International Baccalaureate (IB) Higher Level (HL) exam in Economics will also give incoming students credit for ECON 151. In both cases, students must submit their AP and IB scores directly to the Registrar's office to get ECON 151 credit. No transfer credit is given for ECON 105 - Principles of Accounting. Except for students transferring from another college or university, no transfer credit will be given for ECON 251, ECON 252, or ECON 375, and no more than two courses in economics taken elsewhere can be accepted for major credit. An exception may be made in cases when the student has pre-matriculation credit for ECON 151; students should contact the department chair. Courses taken elsewhere must be comparable to what is offered in a liberal arts economics program.

Students who hope to transfer course credit must consult with the department prior to enrolling elsewhere. Students returning from summer courses, study groups or approved programs are not entitled to retroactively seek major credit in the department. Students are eligible to transfer up to two economics electives towards the major (and one elective for the minor), pending pre-approval from the department. Major or minor credit is normally only granted for courses taken while participating in an approved program that is on the economics department list.

All transfer courses must have a minimum prerequisite that is equivalent to Colgate's ECON 151 course and the department recommends taking courses that have ECON 251 and/or ECON 252 as prerequisites. Students who transfer to Colgate from other institutions may be granted more than two course credits toward the major at the discretion of the department chair.

Honors and High Honors

Economics

To be invited to participate in the honors program, students need a minimum average GPA of 3.33 in the following three courses: ECON 251, ECON 252, and ECON 375. To qualify for departmental honors, a student must enroll in the year-long honors seminar (ECON 489 and ECON 490) in which each student writes an honors thesis. Students also present their projects to the seminar and act as discussants of other projects. Certification of honors and high honors will be based mainly on the quality of the honors paper. In addition, honors candidates must have, at graduation, a B+ average (A– for high honors) in the nine economics courses taken for major credit, and must receive a satisfactory grade in ECON 490.

Mathematical Economics

Special rules apply to honors in mathematical economics.

Since the major also includes the requirements for an economics program, special rules apply for honors. A mathematical economics major has two mutually exclusive options:

1. qualifying for honors or high honors in economics by satisfying the honors criteria for the economics major. Under the first option the student will receive the honors certification in economics as a mathematical economics major, or
2. qualifying for these honors in mathematical economics by satisfying the same criteria except that the departmental GPA is calculated for all 13 of the required courses.

Related Major

- **Environmental Economics Major**

The London Economics Study Group

Based in London, the group studies selected economic problems and institutions of the United Kingdom and the European community. See Off-Campus Study.

Economics Major

Major Requirements

The major in economics consists of nine courses in economics and two mathematics prerequisites.

Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, statistics, and calculus by the end of sophomore year, especially if they plan to study abroad during their junior year, and they should aim to complete ECON 375 by the end of junior year.

The economics major meets the classification as a STEM discipline according to the United States Citizenship and Immigration Services (USCIS) so that international students are eligible for a 24-month Optional Practical Training (OPT) extension.

The major requirements consist of the following:

Required Courses

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
  Students are encouraged to take ECON 251 before ECON 252
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
  ECON 375 has two mathematics prerequisites, each of which can be satisfied in multiple ways:
    - MATH 161 - Calculus I, or MATH 162 - Calculus II, or MATH 163 - Calculus III; or the equivalent AP credit. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 161, per approval by the department chair.
    - MATH 105 - Introduction to Statistics, CORE S143 - Statistics in Real Life, MATH 240 - Computational Statistics with R, or MATH 316 - Probability. Students who have taken an equivalent course (such as BIOL 320 - Biostatistics or PSYC 309 - Quantitative Methods in Behavioral Research) may petition the department chair for an exemption. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 105, per approval by the department chair.
- Four economics electives. At least two of these electives must be numbered above 300.
- A senior-level seminar, at the 410 level or above, is required of all majors. ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

GPA Requirement

Satisfactory completion requires a minimum GPA of 2.00 in the economics courses counting towards the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Economics department page.

Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Economics Minor

Minor Requirements

Students who minor in economics must complete a minimum of five (5) economics courses. The requirements are as follows:

Required Courses

- ECON 151 - Introduction to Economics
- ECON 251 - Intermediate Microeconomics with grade of C or better
- ECON 252 - Intermediate Macroeconomics with grade of C or better

Electives

- Two additional ECON courses
    - At least one elective must be at the 300-level
    - ECON 105 may NOT be counted toward the minor

Additional Stipulations

- A minimum grade of C is required for ECON 251 and ECON 252.
- Satisfactory completion of the minor requires a minimum GPA of 2.00 in the five economics courses.

- To be eligible to declare, a student must have first earned a grade of C or better in either ECON 251 or ECON 252.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Mathematical Economics Major

The major is designed to encourage a student with strong interests in the two areas to develop a deeper understanding of economics by viewing it, in part, as an area of applied mathematics. This major should be considered seriously by all those intending to pursue graduate studies in economics, business, or quantitative social science, and also by those desiring a more flexible commitment to the major programs in these two departments. As its name suggests, the Mathematical Economics major is mathematically intense. Students declaring this major should possess a high level of aptitude in both mathematics and economics, and they should be prepared to apply advanced mathematical skills toward problems in economics.

Similar to the economics major, the mathematical economics major meets the classification as a STEM discipline according to the United States Citizenship and Immigration Services (USCIS) so that international students are eligible for a 24-month Optional Practical Training (OPT) extension.

Students who are considering graduate school in economics are strongly encouraged to take additional mathematics courses, including MATH 377 - Real Analysis I.

Major Requirements

The major consists of three mathematics courses and ten economics courses, consisting of the following:

All of the Following

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
  ECON 375 has two mathematics prerequisites, each of which can be satisfied in multiple ways:
- MATH 161 - Calculus I, MATH 162 - Calculus II, or MATH 163 - Calculus III; or the equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 161, per approval by the department chair. Students who have taken an equivalent course may petition the department chair for an exemption.
- MATH 105 - Introduction to Statistics or CORE S143 - Statistics in Real Life. Students who have taken an equivalent course (such as BIOL 320 - Biostatistics or PSYC 309 - Quantitative Methods in Behavioral Research) may petition the department chair for an exemption. Students with an equivalent international exam transfer credit (e.g., A-Levels, International Baccalaureate) or other transfer credit may be eligible for an exemption for MATH 105, per approval by the department chair.
- MATH 163 - Calculus III (must earn a grade of C or better)

- Two additional MATH courses (MATH 214 or higher) chosen in consultation with the student's adviser
- Two additional economics electives (excluding ECON 105), beyond the courses listed below. At least one of these electives must be numbered above 300.

Three of the Following

At least three of the following mathematically-oriented economics courses, in addition to those listed above:

- ECON 345 - Games and Strategies
- ECON 355 - Advanced Macroeconomics
- ECON 357 - Advanced Microeconomic Theory
- ECON 374 - Topics in Mathematical Economics
- ECON 385 - Advanced Econometrics
- ECON 475 - Seminar in Econometrics

  ECON 345, 355 and 357 are normally offered one semester each year. ECON 374, 385, and 475 are offered less frequently. ECON 475 can double-count as an Economics seminar and a mathematically-oriented economics course, however, students will still need three mathematics courses and ten economics courses to complete the major.

Senior Seminar in Economics

- A senior-level ECON seminar (at the 410 level or above).

NOTE: ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair. If students take ECON 475 for their seminar, they need to take an additional 300-level elective to satisfy the requirement of ten economics classes.

Stipulations

- Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, statistics, and MATH 163 by the end of sophomore year, especially if they plan to study abroad during their junior year.
- At least one of the ten economics courses must be a senior-level seminar (at the 410 level or above).
- ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

GPA Requirement

A minimum grade of C is required for ECON 251, ECON 252, ECON 375, and MATH 163 for the major. Satisfactory completion of the major requires a minimum GPA of 2.00 in the 13 courses in the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Economics department page.

Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations.

Economics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Economics department catalog page.

Educational Studies

Faculty
Professors Palmer, Stern Associate *Professors* Bonet, Ríos-Rojas, Sanya, Taylor *(Chair)*, Woolley *Visiting Assistant Professor* Bell *Assistant Professor and Director of Teacher Preparation Program* Gardner *Lecturer* Bryant

The Department of Educational Studies offers two distinct undergraduate programs: (1) a major or minor in educational studies and (2) a preparation program for students intending to teach at either the elementary or secondary level. The department also offers a Master of Arts in Teaching (MAT) program for students preparing to teach at both the elementary and secondary level. The teacher preparation program at both the undergraduate and graduate level lead to a New York State initial teaching certificate.

Given these programs, the department offers a comprehensive study of formal and informal educational institutions and practices, and the ways they are affected by social forces. Interdisciplinary by design, classes draw on diverse methods of inquiry to critically analyze the historical and contemporary ways that people educate and are educated in the United States and societies across the globe. Theory, research, and practice work together to help students become more reflective and engaged as cultural workers, citizens, and critical thinkers. Students learn to ask questions about the relationships between knowledge, power, and identity in educational contexts, and to reimagine education and its contribution to a democratic society.

Study Groups

The South Korea Study Group is a joint program between Educational Studies and Asian Studies. The program offers a dynamic experience for any Colgate University student due in part to its efforts to become a leader in the newly forming globalized world in which we live. South Korea is highly regarded for its rapid modernization, yet the people still hold to its traditional ways in mind and spirit. While the focus is on students' development of educational studies theory and practice from a global perspective, they also gain a fascinating sociocultural experience.

Students enroll in four courses. The Director provides two courses for the students, one of which provides an opportunity to design a research project with a fieldwork component. Students then take two courses from the host university, Yonsei University. Yonsei offers a variety of courses in English. One course must be on the topic of Korea or East Asia. Prerequisites normally include EDUC 101 and at least one course in Asian Studies.

The Philadelphia Study Group offers students who are interested in a wide range of questions in and around education, urban studies, public policy, and social justice a full semester of coursework and experience in one of the most historically iconic and dynamic cities in the world. Lauded as "the birthplace of American democracy," Philadelphia offers students a place to explore some of the most pressing questions around contemporary education policy and its relationship to material questions about the changing spatial and demographic topographies of American cities. In close conversations with students, teachers, families, and community members, this program provides an experimental platform to gain a more critical understanding about the issues surrounding contemporary education and urban policy and the community-based struggles that have emerged in response.

Awards

The Award for Excellence in Childhood Education — awarded by the department for excellence in elementary student teaching.

The Award for Excellence in Adolescence Education — awarded by the department for excellence in secondary student teaching.

The Charles H. Thurber Award — named after the first professor of pedagogy at Colgate (1893) and awarded by the department to an outstanding senior major.

Honors and High Honors

Students may opt to write a Senior Thesis in Educational Studies in the Senior Thesis Seminar EDUC 450. Students are required to defend their thesis. The defense will normally take place during the last week of classes in the spring semester. This involves a formal presentation of the thesis. The entire Department of Educational Studies faculty will attend the defense and provide input to the Thesis Seminar professor and the faculty adviser.

The designation of 'honors," "high honors," or neither will be determined by the Thesis Seminar professor, the faculty adviser, and any assigned reader. Students with an overall GPA of 3.30 and a departmental GPA of 3.50 will be considered for graduation with honors in Educational Studies.

An award of "high honors" is only awarded to work that shows exceptional scholarly insight and innovation. An honors project must bring something new into the world—it must teach us something or consider a particular question in a new light. In order to do this well, students will need to clearly articulate what the field of Educational Studies is and how their project is situated within our modes of inquiry/knowledge production.

The Teacher Preparation Program (TPP)

Director Gardner

The preparation of teachers is an all-university responsibility, generally directed by the Department of Educational Studies. The program encompasses liberal studies in education as well as studies and experiences designed to develop teaching effectiveness and professional leadership. The emphasis is on developing the student's ability to relate knowledge and theory to skillful teaching in the interest of promoting greater social justice and environmental sustainability. Colgate's undergraduate adolescence and childhood certification programs and the Master of Arts in Teaching (MAT) childhood and adolescence programs are currently accredited through the Association for Advancing Quality in Educator Preparation (AAQEP). Colgate University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP) with a successful Quality Assurance Review in Spring 2022.

There are three TPP options for Colgate Undergraduate students to complete their degree and certification required courses:

1. Complete all degree coursework plus certification coursework requirements as an undergraduate student, eight semesters. Student teaching is usually done the fall semester of junior year.
2. Ninth semester option: To be eligible for this special program, students must have received their Colgate Bachelors degree in the academic year prior to the professional semester and completed all other certification prerequisites prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students admitted into the ninth semester program will be charged a small administrative fee (currently waived), must meet the usual requirements for enrollment at Colgate (such as proof of health insurance), and are responsible for locating their own off-campus housing. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their senior year.
3. MAT option: If accepted into the program, students will complete all certification coursework required at the graduate level including Student Teaching. Students must apply to the MAT Program even if they are already in the Teacher Preparation Program. The Director of the Teacher Preparation Program will create a Program of Study to make sure all Content and Pedagogical Core courses for certification are completed.

For students who've been accepted into the MAT Program who received their Bachelors Degree at another institution, the Director of the Teacher Preparation Program will create a Program of Study to make sure all Content and Pedagogical Core courses for certification are completed as a Colgate graduate student. Students must successfully complete their undergraduate degree prior to the start of their graduate level programming.

Student Teaching: Student teaching is always during the fall semester. Final approval depends on successful completion of all prerequisite courses in their program by the end of the spring term, prior to student teaching. A decision is made by the department to approve a candidate for student teaching based on previous academic performance at Colgate as well as the apparent suitability of the candidate for the teaching profession.

Successful completion of all requirements in all certification programs leads to recommendation for New York State initial teacher certification.See below for certification pathways and requirements.

Application Instructions for Undergraduate level TPP

- Students should apply by November 1st of their sophomore year or sooner in order to plan coursework. Students interested in pursuing teacher certification in New York State are strongly encouraged to have taken EDUC 101 and any other Educational Studies courses that count toward certification prior to the end of their sophomore year.
- For content and pedagogical core courses required by the New York State Department of Education undergraduate students must receive a grade of C or above and graduate students must receive a grade of B- or above in order to meet expectations. Students must achieve at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree in order to be eligible for program completion and certification.
- Application Materials:
    - Application form
    - Transcript
    - Personal statement that includes a discussion of your past experience and your reasons for pursuing a teacher certification at Colgate
    - A sample of written academic work. Ideally, EDUC 101 autobiography assignment (graded preferred)

    - A letter of recommendation written by an individual who, ideally, has observed the student in some teaching/learning capacity in a school setting.
- Application materials are to be submitted to the Educational Studies Academic Department Coordinator.

Application Instructions for MAT level TPP

- Apply by:
    - February 1st (for fall semester start date). Colgate students graduating in May will need to turn in all materials by February 1st their senior year.
    - October 1st (for spring semester date). Colgate students graduating in December of their senior year (in coordination with the Registrar's Office), will need to turn in all application materials by October 1st of their junior year.
- Application Materials: application form, resume, personal statement, sample of written academic work, $50 application fee (waived for Colgate graduates), transcripts, two letters of recommendation from professors with whom you have studied and one letter of recommendation from a professional who has observed you working with children or adolescents in a learning environment.
- Application materials are to be submitted to the Educational Studies Academic Department Coordinator.

Childhood Education Teacher Certification Coursework Requirements

The elementary certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State initial teacher certification in grades 1–6. It combines a program of study with both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Educational Studies Courses:

- EDUC 101 - The American School *(for Foundations of Education requirement)*
- EDUC 202 - The Teaching of Reading *(for Literacy Skills requirements)*
- EDUC 204 - Child and Adolescent Development *(for Development and Learning requirements)*
- EDUC 207 - Inclusive and Anti-Ableist Education *(for Teaching Students with Disabilities & Special Health-Care Needs)*
- One of the following courses *(for Curriculum, Instruction, & Assessment requirement)*:
    - EDUC 231 - Inquiry Based Teaching in the Schools
    - EDUC 214 - Theories of Teaching and Learning
    - EDUC 321 - Psychological Perspectives in Education
- One of the following lab courses *(for the fieldwork requirement)*:
    - EDUC 214 Lab-TPP Observation Hours
    - EDUC 231 Lab-TPP Observation Hours
- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching *(for 70 day student teaching requirement)*
- EDUC 456 - Dignity in Schools (0.25 credits), *(for DASA requirement)*
- One EDUC elective *(for Social and Cultural Diversity in Schooling, Teaching, and Learning requirement)*

Other NY State certification requirements required before taking EDUC 456 - Dignity in Schools:

- Fieldwork — A minimum for a single certificate is100 hours.

- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting

Certification Content Coursework- Childhood Education (grades 1-6):

- Two of any of the course subjects below *(for Concepts in Historical and Social Sciences requirement):*
    - History (HIST)
    - Geography (GEOG)
    - Anthropology (ANTH)
    - Economics (ECON)
    - Sociology (SOCI)
    - Political science (POSC)
- Two of any of the course subjects below (for Scientific Processes requirement):
    - Biology (BIOL). This includes courses in cell biology and biochemistry, anatomy and physiology, genetics and evolution, biological diversity, human biology, zoology, and environmental biology.
    - Chemistry (CHEM). This includes courses in matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions, and quantitative relationships.
    - Earth and Environmental Geosciences (GEOL). This includes courses in space systems, atmospheric systems, geological systems, and water systems.
    - Physics (PHYS). This includes courses in mechanics and heat, electricity and magnetism, waves, sound and light, and quantum theory and the atom.
- Two MATH classes such as courses in mathematical reasoning,quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. *(for Mathematical Processes requirement).* The following Colgate courses also meet this requirement: COSC 100 Computers in the Arts and Sciences, MATH 105 or CORE S143 - Introduction to Statistics, PSYC 309 - Quantitative Methods in Behavioral Research.

MAT Graduate Students are also required to take the following:

EDUC 593 - Special Project and Thesis

Secondary Education Teacher Certification Coursework Requirements

The secondary education certification program is offered at the undergraduate and MAT levels. In both the MAT and undergraduate programs, certification is available in English, history, mathematics, chemistry, biology, earth science, and physics. The program combines a major in one of these chosen academic fields with courses in educational theory and practice. Students who complete the program will have a strong background in teacher education and a New York State approved major from a department on campus.

Educational Studies Courses for Certification

- EDUC 101 - The American School *(for Foundations of Education requirement)*
- EDUC 202 - The Teaching of Reading *(for Literacy Skills requirements)*
- EDUC 204 - Child and Adolescent Development *(for Development and Learning requirements)*
- EDUC 207 - Inclusive and Anti-Ableist Education *(for Teaching Students with Disabilities & Special Health-Care Needs)*
- One of the following courses *(for Curriculum, Instruction, & Assessment requirement):*
    - EDUC 231 - Inquiry Based Teaching in the Schools
    - EDUC 214 - Theories of Teaching and Learning
    - EDUC 321 - Psychological Perspectives in Education

- One of the following lab courses *(for the fieldwork requirement):*
    - EDUC 214 Lab- TPP Observation Hours
    - EDUC 231 Lab-TPP Observation Hours
- One of the following courses based on certification field:
    - EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies *(for Curriculum, Instruction, & Assessment requirement)*
    - EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics *(for Curriculum, Instruction, & Assessment requirement)*
- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching *(for 70 day student teaching requirement)*
- EDUC 456 - Dignity in Schools (0.25 credits), *(for DASA requirement)*
- One EDUC elective *(for Social and Cultural Diversity in Schooling, Teaching, and Learning requirement)*

Other NY State certification requirements required before taking EDUC 456- Dignity in Schools:

- Fieldwork — 100 hours
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting

MAT Graduate Students are also required to take the following:

- EDUC 593 - Special Project and Thesis

Certification Content Coursework- Secondary Pathway (grades 7-12):

- **English:** major in English with coursework in composition, English literature, poetry, playwriting, grammar, and English linguistics. 2 classes of study in related areas such as speech, drama, theater, and journalism. See the Teacher Preparation Director for more information.
- **Social Studies:** major in History with coursework in areas such as: economics, government, United States history, world history, geography, sociology, anthropology, and political science. 1 class in economics and 1 class in geography are required. See the Teacher Preparation Director for more information.
- **Mathematics:** major in math with coursework in areas such as: mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, and discrete mathematics. A maximum 2 classes of S.H. of statistics coursework (offered by a Mathematics or Statistics department) can be accepted. See the Teacher Preparation Director for more information.
- **Chemistry:** major in Chemistry with coursework in areas such as: scientific methods, matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions and quantitative relationships. See the Teacher Preparation Director for more information.
- **Biology:** major in Biology with coursework in areas such as: scientific methods, cell biology, biochemistry, anatomy and physiology, comparative anatomy, genetics and evolution, biological diversity, human biology, and ecology. Introductory chemistry sequence is also required. See the Teacher Preparation Director for more information.
- **Earth Science:** major in Earth and Environmental Geosciences with coursework in scientific methods, space systems, atmospheric systems, geological systems, and water systems. 2 classes in astronomy are required. See the Teacher Preparation Director for more information.
- **Physics:** major in Physics with coursework in scientific methods, mechanics, thermodynamics, electricity, magnetism, waves, sound, light, and quantum theory and the atom. See the Teacher Preparation Director for more information.

Educational Studies Major

Courses are designed for liberal arts students interested in studying the problems and prospects of education, the nature and function of educational inquiry, the processes and outcomes of educational practices, the role of educational theory in school practice, and the relation of educational institutions to other social institutions. In these courses students are exposed to a variety of methodologies and perspectives.

Major Requirements

Students are encouraged to take one 200-level course before the end of their sophomore year. Students may count up to one independent study course for major credit.

Students take nine courses in the department, which include the following requirements:

Required Courses

- EDUC 101 - The American School (completed by the end of the sophomore year)
- EDUC 226 - Uses and Abuses of Educational Research (recommended to be completed by the end of the sophomore year)

Pedagogy and Praxis Designation

Courses fulfilling this requirement have an attribute of EDPP in the course offerings.

One of the following:

- EDUC 202 - The Teaching of Reading
- EDUC 204 - Child and Adolescent Development
- EDUC 207 - Inclusive and Anti-Ableist Education
- EDUC 214 - Theories of Teaching and Learning
- EDUC 231 - Inquiry Based Teaching in the Schools
- EDUC 315 - Pedagogies and Publics
- EDUC 321 - Psychological Perspectives in Inclusive Education

Electives

- Five additional courses, selected by the student in close conversation with their adviser, choose the courses that facilitate both breadth and depth within the field of educational studies

Senior Seminar Capstone

- One 400-level seminar

GPA Requirement

A minimum GPA of 2.00 is required for the nine courses that are counted for major credit. All courses taken for the major are counted in the GPA.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Educational Studies department page.

Educational Studies Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Educational Studies department catalog page.

Educational Studies Minor

The Educational Studies Minor is divided into three unique tracks:

General
Elementary Education
Secondary Education

Students exploring educational studies as a liberal art (social and cultural foundations of education) will follow the General Track. Students who have applied and been accepted into the Teacher Preparation Program will follow either the Elementary Education or Secondary Education Track (please consult with the Director of Teacher Preparation Programs). Students seeking teacher certification at the Elementary Education level (grades 1-6) will follow the Elementary Education Track. And students seeking teacher certification at the Secondary Education level (grades 7-12) will follow the Secondary Education Track.

General Track Requirements

A minor in Educational Studies - General Track provides a mix between different areas of inquiry open to students interested in pursuing careers in the field of education, such as teaching, policy, and research.

For the minor in Educational Studies - General Track, students are required to take a total of five courses as follows:

- EDUC 101 The American School
- Four additional courses, which will depend upon the student's area of interest.

Elementary Education Track Requirements

For the minor in Educational Studies - Elementary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
    - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
    - Four courses in pedagogy, including The Nature of Childhood Education and Development

Secondary Education Track Requirements

For the minor in Educational Studies - Secondary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
    - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
    - Four courses in pedagogy, including The Nature of Childhood Education and Development

Teacher Certification: Childhood Education

The elementary certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State teacher certification in grades 1–6. It combines a program of study with both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Students should begin the certification program as early as possible in their academic career at Colgate. Students are required to apply to the teacher preparation program with a suggested deadline of November 1 of their sophomore year. Students will complete student teaching during the fall term of their senior year or in an extended ninth-semester. This professional semester includes two teaching methodology seminars, and an advanced course on the diagnosis and remediation of reading problems.

For more information visit the educational studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

Professional Student Teaching Semester

- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools (0.25 credits), also satisfies DASA training

Professional Seminars

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 454 - Diagnosis and Remediation of Reading Problems

Course requirements outside of Educational Studies

- Two science courses in biology, chemistry, physics, geology, or astronomy
- Two courses in social sciences
- Two mathematics courses

Other Requirements

- Fieldwork — a minimum of 100 hours for a single certificate
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

Teacher Certification: Inclusive Childhood and Special Education

The inclusive childhood and special education certification program is currently offered at both the undergraduate and graduate level. The program leads to New York State teacher certification in childhood education grades 1–6 and special education grades pre-K-12. It combines a program of study with both liberal arts and educational coursework. Students are required to obtain 24 liberal arts credits out of a total of 32 in order to be eligible for state certification as an undergraduate.

Students should begin the certification program as early as possible in their academic career at Colgate. Students are required to apply to the teacher preparation program with a suggested deadline of November 1 of their sophomore year. Students will complete student teaching during the fall term of their senior year, an extended ninth semester, or as a graduate student. This professional semester includes dedicated coursework in planning, instruction, and assessment.

For more information, visit the Educational Studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from

Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

- EDUC 204 - Child and Adolescent Development
- EDUC 231 - Inquiry Based Teaching in the Schools

Special Education Focused Coursework

- EDUC 207 - Inclusive and Anti-Ableist Education
- EDUC 321 - Psychological Perspectives in Inclusive Education
- EDUC 339 - Feminist Disability Studies (Recommended)

Professional Student Teaching Semester

All of the following:

- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools (.25 credits), also satisfies DASA training
- EDUC 465 - Student Teaching II

Professional Seminars

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 454 - Diagnosis and Remediation of Reading Problems

Course Requirements Outside of Educational Studies

- Two science courses in biology, chemistry, physics, geology, or astronomy
- Two history courses/social sciences courses
- Two mathematics courses

Other Requirements

- Fieldwork — a minimum of 100 hours in a general education classroom and 50 hours in a special education setting
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

Teacher Certification: Secondary Education

The secondary education certification program is offered at the undergraduate and MAT levels. In both the MAT and undergraduate programs, certification is available in English, history, mathematics, chemistry, biology, earth science, and physics. The program combines a major in one of these chosen academic fields

with courses in educational theory and practice. Students who complete the program will have a strong background in teacher education and a New York State approved major from a department on campus.

Students should begin the certification program as early as possible. Students should formally apply to the program by November 1 of their sophomore year, and it is strongly recommended that they apply during their first year at Colgate. Students must reserve the fall term of their senior year for student teaching, teaching seminars, and an advanced course on the diagnosis and remediation of reading problems. Students are required to formally apply to the graduate level program by February 1 of their senior year.

For more information visit the educational studies department page.

Certificate Requirements

Education as a Social Institution

- EDUC 101 - The American School

Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

Professional Student Teaching Semester

All of the following:

- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools

And One of the Following Depending on Topic Area of Certification:

- EDUC 451 - Seminar on Inclusive Curriculum and Instruction in English/Social Studies
- EDUC 453 - Seminar on Inclusive Curriculum and Instruction in Science/Mathematics

Other Requirements

- Fieldwork — 100 hours prior to student teaching
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Adverse Childhood Experiences and Trauma, Implicit Bias, and Identification of Child Abuse
- Fingerprinting

English and Creative Writing

Faculty
Professors Balakian, Brice (*Chair*), Cerasano, Coyle, Davies, Harsh, L. Johnson, Maurer, Page, Staley *Associate Professors* Ames, Child, Hauser, Padilla Rios, Rajasingham *Assistant Professors* Clayton, Cypress, Martino *Creative Writing Fellows* Ologunro, Tang

The Department of English and Creative Writing offers courses in two programs of study: 1) literature in English and 2) literature in English with an emphasis in Creative Writing. Students may pursue majors and minors in both these areas. We welcome non-concentrators in all of our courses. Students who major in English develop abilities to read carefully, to use language effectively, and to enhance their critical and analytical skills as speakers and writers. They gain insight into the cultural, historical, political, and social contexts in which literature is produced. Our English concentration is organized broadly along the sub-fields of British, American and Postcolonial Studies. Its courses offer ways of thinking about the many different perspectives on class, community, gender, identity, power, race, and sexuality. Majors will encounter a number of literary forms and achieve both depth and breadth in their studies. Students work closely with their advisors to create a path that introduces them to the beauty, diversity, and complexity of literature in English.

All English and Creative Writing Department courses emphasize student participation, intellectual initiative, and writing.

Our courses are connected to and overlap with courses in Africana and Latin American Studies, Environmental Studies, LGBTQ Studies, Medieval and Renaissance Studies, and Women's Studies.

Our English majors go on to many types of careers: in arts and entertainment, business, communications, computer science, consulting, education, film, finance, journalism, law, library science, marketing, medicine, museum studies, philanthropy, politics, publicity, and publishing. Many students major or minor in English while also pursuing studies in other departments such as Computer Science, Economics, a foreign language, History, Neuroscience, Psychology, or Political Science.

Courses

The English Department offers four types of courses.

100-level courses 100-level courses are designed to introduce first- and second-year students to close reading and writing. They are English courses that offer new perspectives upon cultural, political, scientific, environmental, or social concerns. These courses are roundtables, discussion-based, and with close attention to critical writing. They count towards the English major and are open to all students, whether they intend to major in English or not.

200-level courses 200-level courses are open to all first- and second-year students and offer an introduction to the development of fields of study, critical engagement with tradition, canon formation, and critical methodologies and theories important for reading and writing. They are discussion-based with close attention to writing.

300-level courses 300-level courses in English are open to all second-, third-, and fourth-year students, majors and non-majors alike. There are no prerequisites. These courses focus upon special topics, authors, periods, or genres. They help students further develop theoretical awareness and critical speaking and writing skills.

400-level courses 400-level courses are open to all third- and fourth-year students and are seminars on special topics or writers. There are no prerequisites. They offer opportunities for independent intellectual exploration and critical writing. For majors, they can serve as gateways to an Honors thesis.

Awards

The Allen Prizes in English Composition — established in memory of Hattie Boyd Allen — two prizes in English composition.

The Jonathan H. Kistler Memorial Curricular Innovation Fund in English — established to support and nurture new curricular and pedagogical ideas within the English department.

The Lasher Prize — established as an award to a member of the junior class in recognition of outstanding talent.

The Lasher Prize for Distinction in English Composition —awarded for distinction in the various types of writing.

The Scott Saunders Prize for Excellence in Literature — established in memory of Scott Saunders '89, and awarded annually to a senior major in English who participated in the Colgate London English Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Advanced Placement

The department does not award Advanced Placement credit.

Transfer Credit

Students intending to take a course in English literature at another institution must consult with the department's transfer-credit adviser before enrolling. Transfer credit for an English course will be granted only after the course, which must resemble a 300-level course, is approved. Upon return to campus, the student sends the transfer-credit adviser the course syllabus and all written work. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may not use a transferred course to fulfill the 400-level seminar requirement of the major.

Honors and High Honors in English

The privilege to work toward honors is granted at the discretion of the faculty. Seniors with an average of 3.5 in ENGL courses are eligible to apply to pursue an honors project. Interested students should begin discussing their projects with potential directors in their junior year.

Candidates in **literary criticism** must enroll in ENGL 489, a 0.25-credit course offered in the fall semester. In consultation with a member of the faculty, the student selects a topic and submits a formal prospectus, which must be approved by two faculty supervisors, the director of the honors program, and the department as a whole. The deadline for submission of the prospectus normally falls in October, while the deadline for an annotated bibliography normally falls in December.

The process for pursuing honors in **creative writing** is competitive. A minimum 3.5 GPA in departmental courses is required. Interested English/CW majors should speak with a member of the creative writing

faculty in their junior spring. They must take ENGL 477 - Advanced Workshop, and they are strongly encouraged to take ENGL 360 - Living Writers, a master class in the craft of writing. Every fall, the faculty member teaching ENGL 477 will collect proposals from interested students and present them to the entire English and Creative Writing faculty, which will decide which projects are worthy of advancing. The department's decisions will be announced at semester's end. The following spring, successful applicants will enroll in ENGL 490 - Special Studies for Honors, their 12th course in the major. They will work independently, in close collaboration with two members of the department, to produce an ambitious creative work: a novella or novel, a collection of short stories, a collection of essays or a memoir, or a collection of poems. In May, the honors candidates will present their work to the entire faculty of the department, who will decide whether the work is worthy of honors and, if so, whether it merits high honors.

Students pursuing an honors project are enrolled in ENGL 490 - Special Studies for Honors during the spring term of their senior year. ENGL 490 must be taken in addition to the required 400-level seminar and in addition to the minimum number of courses required for the major. Students must successfully complete the honors seminar and submit a final version of the thesis on a date specified by the department. If the thesis is provisionally approved by the faculty supervisors and the director of the honors program, the student then discusses the project at an oral presentation scheduled during finals week.

A student who completes a project judged worthy of honors by the department and maintains at least a 3.5 average in all ENGL courses, including ENGL 490, is awarded a degree in English with honors. Students with an outstanding overall record in the major who complete a superior thesis and oral presentation may be awarded high honors. If a student withdraws from the program, or if the thesis is not approved for honors, ENGL 490 is converted to ENGL 491 - Independent Study, and a grade is assigned by the faculty member who supervises the completion of the work.

Students with further questions should contact the director of honors in the Department of English and Creative Writing.

Preparation for Graduate Study

Students interested in graduate study should consult with their advisers and the department chair early in their programs to be advised about preparation for advanced work. The department also designates special advisers to meet with students interested in graduate work, and informational meetings are held to help juniors and seniors plan their applications for fellowships and graduate admission.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in English who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

MAT Degree in English

The Master of Arts in Teaching with a major in English is awarded by Colgate in the program. See Graduate Program.

Study Groups

London

Each year, and often twice a year, a group of juniors and seniors spends a term in London studying British literature and theater under the direction of a member of the English department. Preference normally is given to majors or prospective majors who have completed at least three courses toward the requirements for the major. ENGL 290 - London Engl Study Grp Prep is a 0.25-credit course limited to participants in the London English Study Group in a subsequent term. The course prepares students for the English coursework to be undertaken in London. For further information, see Off-Campus Study.

Santa Fe

Students interested in American literature are encouraged to consider participation in the Santa Fe Study Group. When directed by a member of the English department, the program features courses in contemporary Native American literature and contemporary methods of criticism across the arts as well as providing opportunities for students to continue work in creative writing. The study group also involves service learning work at one of the pueblos near Santa Fe.

Jamaica

Students interested in Caribbean literature and Black Atlantic literature are encouraged to consider participation in the Jamaica study group. When directed by a member of the English department, the program features courses in contemporary Caribbean literature and criticism as well as Jamaican culture.

Creative Writing Minor

Minor Requirements

Creative writing minors take 6 total courses.

- 3 creative writing workshops (ENGL 217 can only be taken once)
- 3 literature classes (two of which must be at the upper level)

Workshop Courses

Courses fulfilling this requirement have an attribute of ENCW in the course offerings.

ENGL 217 may be taken only once. Instructor permission is necessary for admission to creative writing courses at the 300 and 400 levels.

Three workshop courses chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 477 - Advanced Workshop

GPA Requirement

Passing grades are required in a minimum of five courses, with a minimum GPA of 2.00 averaged over all courses taken in the department.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Major

Major Requirements

Students majoring in English complete at least nine courses, including:

Survey Courses

Courses fulfilling this requirement have an attribute of ENSU in the course offerings.

- at least two survey courses. Survey courses encompass a broad range of material, allowing students to appreciate how writers influence one another and observe (and perhaps reconsider) canonicity, that is, how some writers have come to be considered more significant than others. Survey courses are normally completed at the 200 level. Survey courses include: ENGL 200 ENGL 201 ENGL 202

Literature Electives From Three Historical Periods

Courses fulfilling this requirement have an attribute of ENMR, EN89, or EN90 in the course offerings.

- at least one literature course at the intermediate (300) level from each of three historical periods:
    - medieval/early modern (to 1700)
    - the eighteenth and nineteenth centuries (1701-1900)
    - the twentieth and twenty-first centuries (1901 to now)

Three Electives

Courses fulfilling this requirement have an attribute of ENEL in the course offerings.

- three electives at any level, only one of which may be at the 100 level

English Seminar

Courses fulfilling this requirement have an attribute of ENSE in the course offerings.

- at least one seminar in literature, that is, a course at the 400-level in which students engage in advanced reading, discussion, and writing about a specific literary topic

GPA Requirement

Passing grades are required in a minimum of nine departmental courses, with a major GPA of 2.00 averaged over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the English and Creative Writing department page.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Major, Creative Writing Emphasis

Major Requirements

Writing workshops engage students in the dynamic process of creating their own poems, stories, novellas, essays, or memoirs. Creative writing students are also invited into a wider literary community beyond the classroom -- on campus -- that includes working on Colgate's student edited journal, The Portfolio, meeting writers at guest readings on campus and the possibility of giving their own readings in various venues on and off campus. Because the creation of literature is inseparable from the study of literature, students majoring in English/CW fulfill all the requirements for the English major while also taking at least three creative writing workshops.

Eleven total courses are required, with six courses following the English major requirements.

Survey Courses

Courses fulfilling this requirement have an attribute of ENSU in the course offerings.

- at least two survey courses. Survey courses encompass a broad range of material, allowing students to appreciate how writers influence one another and observe (and perhaps reconsider) canonicity, that is, how some writers have come to be considered more significant than others. Survey courses are normally completed at the 200 level. Survey courses include: ENGL 200, ENGL 201, and ENGL 202

Literature Electives From Three Historical Periods

Courses fulfilling this requirement have an attribute of ENMR, EN89, or EN90 in the course offerings.

- at least one literature course at the intermediate (300) level from each of three historical periods:
    - medieval/early modern (to 1700)

    - the eighteenth and nineteenth centuries (1701-1900)
    - the twentieth and twenty-first centuries (1901 to now)

Electives

Courses fulfilling this requirement have an attribute of ENEL in the course offerings.

- two literature electives at any level
    - only one may be at the 100-level

Workshops

ENGL 217 may be taken only once. Instructor permission is necessary for admission to creative writing courses at the 300 and 400 levels.

Three workshop courses chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing (may be taken only once)
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 376 - Playwriting II
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 477 - Advanced Workshop

English Seminar

Courses fulfilling this requirement have an attribute of ENSE in the course offerings.

- at least one seminar in literature, that is, a course at the 400-level in which students engage in advanced reading, discussion, and writing about a specific literary topic

GPA Requirement

Passing grades must be earned in all courses counted for this major, with a GPA of 2.00 averaged over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the English and Creative Writing department page.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

English Minor

Minor Requirements

Students minoring in English must take at least 6 courses:

- at least one survey course
- at least two courses at the 300 level in two of the historical periods
- at least one 400-level seminar in literature
- two electives at any level, only one of which may be a 100-level course

Students who declare an English minor in their 3rd and 4th years:

- at least one literature course at the intermediate (300) level from each of three historical periods: medieval/early modern (to 1700), the eighteenth and nineteenth centuries (1701-1900), the twentieth and twenty-first centuries (1901 to now)
- at least one 400-level seminar in literature
- two electives at any level, only one of which may be a 100-level course

GPA Requirement

Passing grades are required in six departmental courses, with a GPA of 2.00 averaged over all courses taken in the department.

English and Creative Writing Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the English and Creative Writing Department catalog page.

Environmental Studies

Faculty
Professors Baptiste, Cardelús, Frey, Helfant, Henke, Kawall, Loranty *(Director)*, McCay, Roller *Associate Professors* Globus-Harris, Pattison *Assistant Professor* Ury *Visiting Assistant Professor* Binoy *Steering Committee* Baptiste, Binoy, Cardelús, Frey, Globus-Harris, Helfant, Henke, Kawall, Levy, Loranty (*Director*), McCay, Pattison, Perring, Roller, Scull, Ury

Colgate University's Environmental Studies Program provides Colgate students with the concepts, methods, and skills to understand the opportunities, challenges, and consequences of human engagement with environmental systems and processes. Environmental studies is a fundamentally interdisciplinary field and brings together the full range of liberal arts disciplines and perspectives. The Environmental Studies Program is located within the Division of University Studies and staffed by faculty appointed in the program and from a number of departments who apply their knowledge and expertise to teaching and research endeavors that cross disciplinary boundaries. The program administers five majors: environmental studies plus four departmentally affiliated majors including environmental biology, environmental economics, environmental geography, and environmental geology.

All five majors include a common set of courses that ensures a shared interdisciplinary experience and provide students with the skills to learn, research, write, and speak about environmental studies through the

lenses and tools of environmental humanities, the natural and social sciences, geospatial and policy analysis, and the concept and practices of sustainability. Community-based research methods and service to our campus and regional communities are built into all student experiences through our capstone course, ENST 450.

To fulfill environmental studies graduation requirements, students must possess a minimum overall GPA of at least 2.00 in all courses counted toward the major, both ENST courses and those taken in other departments and programs.

Note: For students graduating in the Class of 2025 and earlier, please refer to details of the Environmental Studies curriculum available at this link.

Honors and High Honors

Environmental studies majors wishing to pursue honors should consult with the environmental studies program director and a research sponsor no later than the spring of their junior year. Honors may be awarded to students majoring in environmental studies who accumulate a GPA of 3.30 in courses counted toward the major, and complete a semester-long independent research project under faculty guidance through enrollment in ENST 491 - Independent Study. Students pursuing honors will submit a proposal developed in consultation with an ENST-affiliated faculty member who will serve as research sponsor. The proposal describing the project will be submitted to the environmental studies steering committee in the fall semester of their senior year for approval. The research project should reflect the student's area of focus but must also demonstrate the understanding gained using an interdisciplinary perspective and approach. The Director of the program will normally serve as second reader to the honors project. Alternatively, the director and research sponsor may designate up to three faculty members to evaluate the merit of the work and report to the environmental studies steering committee. Students standing for honors will deliver an oral presentation to faculty and students of the program, and produce a report in a format most appropriate to the project. The environmental studies steering committee and the research sponsor must determine whether the oral presentation and report are of high quality and worthy of honors in the program. Students demonstrating exceptional commitment to research and meeting all the requirements for honors may be awarded high honors if the overall quality of their work is deemed to be outstanding by the environmental studies steering committee and research sponsor.

To qualify for graduation with honors or high honors in environmental biology, environmental economics, or environmental geography, students must also meet the requirements for honors or high honors in the biology, economics, or geography major (depending on the area of specialization). The major GPA is calculated from all courses counted toward the major, both ENST courses and those taken in other departments and programs.

Honors and High Honors for Environmental Geology

To be eligible for honors in environmental geology, students must complete the following requirements in addition to the environmental geology major: (1) Complete GEOL 441 - Senior Research Seminar (2) take four full-credit courses in mathematics, chemistry, physics, or biology, (3) complete a year-long senior thesis as described in the honors section of the geology major, and (4) achieve a minimum average GPA of 3.0 in the three 200-level core courses and 400-level capstone course. If additional courses are taken in these categories, the highest grades will be used to compute this GPA.

Transfer Credit

A maximum of two course credits transferred from other institutions may be applied toward the environmental studies major. One course credit transferred from another institution may be applied toward

the environmental studies minor. Approved courses taken as part of Colgate sponsored study groups, such as the Australia study group affiliated with the Environmental Studies Program, are not considered transfer credits and do not count toward the maximum. In many cases, courses that might be applied toward the environmental studies major or minor will be approved for university credit by another department on campus. For example, an environmental economics course would be reviewed for credit by the economics department. Once approved for university credit, the course must be approved by the director of environmental studies for credit toward the major or minor. In some cases, a course might be approved for university credit as an environmental studies (ENST) course. Students must supply the director with a course description and syllabus to apply for transfer credit in these cases. Limits on the transfer of courses toward environmental biology, environmental economics, environmental geography, and environmental geology majors are determined by the biology, economics, geography, and geology departments, respectively, and are available in the affiliated department section in this chapter.

Australia Study Group

This program at the University of Wollongong provides a unique opportunity for junior majors and minors to expand their studies of the environment. For more information, see Off-Campus Study.

Awards

The Award for Excellence in Environmental Studies — awarded annually to the environmental studies student who has demonstrated excellence in academics and in service to the environmental studies community.

Courses

The courses listed below are offered by the ENST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the ENST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Environmental Biology Major

Advisers Cardelús, Frauendorf, Frey, Ingram, McCay, McHugh, Watkins

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment.

Environmental biology provides the student with a focus on biological systems and how organisms interact with the abiotic and biotic components of the environment. It also provides a breadth of exposure to environmental studies beyond the field of biology. The courses below are required for the major.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

Environmental Studies Courses (Six)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Both of the following methods courses:

Courses fulfilling this requirement have an attribute of ESME in the course offerings.

- BIOL 320 - Biostatistics and BIOL 320L
- GEOG 245 - Geographic Information Systems

One of the following courses on environmental justice:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

One of the following courses on environmental economics or policy:

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Biology Courses (Six)

Required Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
  This course and its credit bearing laboratory component must be completed with a grade of C- or better.
- BIOL 330 - Conservation Biology

Additional Biology Courses

Three additional biology courses, numbered below BIOL 470, with at least one from each of the areas noted below. Only one of these courses may be BIOL 101 or BIOL 102.

Courses in Ecology

Courses fulfilling this requirement have an attribute of ESEC in the course offerings.

- BIOL 203 - Ecology and BIOL 203L
- BIOL 329 - Tropical Ecology and BIOL 329E
- BIOL 335 - Freshwater Ecology and BIOL 335L
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- BIOL 328 - Field Ecology

Courses in Organismal Biology

Courses fulfilling this requirement have an attribute of ESOB in the course offerings.

- BIOL 101 - Topics in Organismal Biology
- BIOL 102 - Topics in Human Health
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
- BIOL 206 - Organismal Biology and BIOL 206L
- BIOL 301 - Parasitology and BIOL 301L
- BIOL 304 - Invertebrate Zoology and BIOL 304L
- BIOL 305 - Vertebrate Zoology and BIOL 305L
- BIOL 311 - Comparative Physiology and BIOL 311L
- BIOL 313 - Microbiology and BIOL 313L
- BIOL 315 - Biology of Plants and BIOL 315L
- BIOL 318 - Human Physiology and BIOL 318L
- BIOL 341 - Animal Behavior and BIOL 341L
- BIOL 355 - Advanced Topics in Organismal Biology

Research Course

One of the following courses in research:

- Biology course numbered BIOL 470 or higher
- ENST 491 - Independent Study (with permission of the program director)

Introductory Chemistry Requirement

Students should choose one of the following three options:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
  or
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 111 - Chemical Principles and CHEM 111L

Honors and High Honors

Environmental Biology students interested in pursuing honors follow the same process outlined for honors in Biology; see the catalog listing for the Biology major and consult your academic advisor for more details.

Graduate Study or a Career in the General Area of Environmental Biology

Students who wish to pursue graduate study or a career in the general area of environmental biology should consider taking CHEM 263/CHEM 263L, CHEM 264/CHEM 264L and PHYS 111/PHYS 111L, PHYS 112/PHYS 112L.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Economics Major

Advisers Globus-Harris, Klotz

The environmental economics major program focuses on the relationships between the economic system and the natural environment, including the use of the natural environment as an economic asset and the impact on the natural environment of the economic system. In addition to courses stressing economic analysis, the major program includes a study of the relevant sciences, humanities and other social sciences.

This major is part of the Environmental Studies (ENST) Program and is designed for students who are interested in analyzing environmental issues using the framework of economics. Students take a set of courses in the ENST program as well as economics courses that have an environmental emphasis but also provide breadth in economics. The ENST courses focus on interdisciplinary approaches to ethical, natural scientific, and social scientific aspects of environmental issues.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

The major program consists of the following requirements:

Environmental Studies Courses (seven)

Environmental Science: Challenges and Solutions

- ENST 200 - Environmental Science: Challenges and Solutions

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics

- ENST 324 - Hunting, Eating, Vegetarianism

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

One of the following introductory environmental science courses:

Courses fulfilling this requirement have an attribute of EEES in the course offerings.

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

One of the following environmental justice courses:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Other required courses (two):

Courses fulfilling this requirement have an attribute of ESAH in the course offerings.

- One course from the Arts and Humanities Courses Related to the Environment list.

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

- One course from the Environmental Studies Depth Electives list.

Economics Courses (seven)

All of the Following

- ECON 151 - Introduction to Economics
- ECON 251 - Intermediate Microeconomics (with a minimum grade of C)
- ECON 252 - Intermediate Macroeconomics (with a minimum grade of C)
- ECON 375 - Applied Econometrics (with a minimum grade of C)
- ECON 483 - Seminar in Resource and Environmental Economics (or, with permission of the major adviser and program director, another economics seminar with a research project focused on an environmental or resource issue)
- MATH 105 - Introduction to Statistics

One of the Following

- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics

Major Declaration

In order to declare an environmental economics major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations. Students with a grade lower than C in ECON 251, ECON 252, or ECON 375 may not declare an environmental economics until a grade of C or higher is earned.

Honors and High Honors

Environmental Economics students interested in pursuing honors follow the same process outlined for honors in Economics; see the catalog listing for the Economics major and consult your academic advisor for more details.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Geography Major

Advisers Ballvé, Burnett, Klepeis, Meyer, Loranty, Scull

Environmental geography engages students in the interrelations between human systems and the natural environment. The major combines courses in the Department of Geography with a common set of environmental studies courses and courses offered in other relevant disciplines. In collaboration with the major adviser, environmental geography majors select a specific theme within environmental studies on which to focus. Examples that correspond to geography faculty expertise include climatology, population studies, environmental health, environmental systems analysis, gender and the environment, geographic information systems (GIS), political economy of the global environment, sustainable agriculture, and sustainable development.

This major in affiliation with the Environmental Studies Program (ENST) provides students with an opportunity to consider explicitly environmental issues from a geographic perspective. Courses in geography and a common set of courses in the ENST program are combined in an interdisciplinary course of study that focuses on climatology, population studies, environmental health, urban ecology, environmental systems analysis, geographic information systems analysis, sustainable agriculture, sustainable development, and gender and environment.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Major Requirements

The major program consists of the following requirements:

Environmental Studies Courses (five)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

One of the following environmental justice courses:

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

One of the following introductory environmental science courses:

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOG 321 - Transnational Feminist Geography
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

One of the following courses on environmental economics or policy:

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Geography Courses (seven)

All of the Following

- GEOG 211 - Geographies of Nature, Economy, Society

- GEOG 231 - Geography of the Physical Environment
- GEOG 245 - Geographic Information Systems and GEOG 245L
- GEOG 401 - Senior Seminar

Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

- Two elective courses in ENST or GEOG
    - Only one may be a 100-level course.

Honors and High Honors

Environmental Geography students interested in pursuing honors follow the same process outlined for honors in Geography; see the catalog listing for the Geography major and consult your academic advisor for more details.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Geology Major

Advisers Adams, Harnik, Harpp, Leventer, Levy

The Environmental Geology concentration focuses on the intersection between the Earth's environment and human activity. The program combines scientific study of Earth's environmental systems with consideration of the human relationship with the planet in terms of both humanistic values and social issues. Environmental Geology majors explore terrestrial and aquatic systems, Earth surface processes, and the fundamental geological mechanisms that drive the long-term evolution of Earth's interior and climate system.

Major Requirements

The following courses are required for the major:

Environmental Studies Courses (four)

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST 335/POSC 335 - US Environmental Politics

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L

Geology Courses (seven)

All of the following:

- GEOL 190 - Evolution of Planet Earth
- Two full-credit courses numbered 200 or higher and not counted towards other major requirements, excluding independent study courses

Geology Core Courses

Any three of the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Capstone Seminar

- Any full-credit 400-level geology course, excluding GEOL 491.

Cognate Science Courses (two)

Courses fulfilling this requirement have an attribute of ESCS in the course offerings.

- Any two full-credit courses in biology, chemistry, mathematics or physics. GEOG 245 may be taken in place of one of these courses.

GPA Requirement

A GPA of 2.00 in the environmental geology major is necessary for graduation. A passing grade must be received in all courses counted toward the major.

Honors and High Honors

To be eligible for honors in environmental geology, students must complete the following requirements in addition to the environmental geology major: (1) Complete GEOL 441 - Senior Research Seminar, (2) take four full-credit courses in mathematics, chemistry, physics, or biology, (3) complete a year-long senior thesis as described in the honors section of the geology major, and (4) achieve a minimum average GPA of 3.0 in the three 200-level core courses and 400-level capstone course. If additional courses are taken in these categories, the highest grades will be used to compute this GPA.

Additional Information

Students majoring in environmental geology are strongly encouraged to take the summer field course GEOL 320 - Techniques of Field Geology. Students who wish to pursue graduate study or a career in environmental geology are strongly encouraged to supplement the major requirements with at least one year of chemistry, mathematics, and physics or biology.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Studies Major

Advisers Baptiste, Cardelús, Frey, Globus-Harris, Helfant, Henke, Kawall, Levy, Loranty, McCay, Pattison, Perring, Roller, Ury

The environmental studies major provides students with interdisciplinary training in the topics, methods, and perspectives to research and critically analyze environmental studies questions and challenges. The courses below are required for the major.

Major Requirements

All of the Following

Environmental Science: Challenges and Solutions

- ENST 200 - Environmental Science: Challenges and Solutions

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Geographic Information Systems

- GEOG 245 - Geographic Information Systems and GEOG 245L

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics
- ENST 250 - Environmental Policy Analysis
- ENST 335/POSC 335 - US Environmental Politics

Environmental Science

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

One of the following:

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101/101L - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

Environmental Arts and Humanities

Courses fulfilling this requirement have an attribute of ESAH in the course offerings.

One of the following:

- ALST 250 - Representations of Africa
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment

- ENGL 152 - Plant, Animal, Mineral: American Literature and Extractive Industry
- ENGL 204 - Native American Writers
- ENGL/ENST 219 - American Literature and the Environment
- ENGL 420 - Emerson and Thoreau
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism
- ENST 334 - Carnivores Across Cultures
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment

Environmental Studies Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

Two courses with the following stipulations:

- one of these courses must be an ENST offering (or cross-listed with ENST)
- one of the courses must be taken at the 300-level or above
    - A single course may satisfy both of these requirements, but two electives in total are required.
- Courses may not double count for both an elective and the other major requirements listed above.
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- BIOL 181/BIOL 181L - Evolution, Ecology, and Diversity
- BIOL 330 - Conservation Biology
- BIOL 329 - Tropical Ecology
- BIOL 335/BIOL 335L - Limnology
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- CHEM 100 - The Chemistry of Altered and Natural Environments
- CORE C175 - Wilderness
- CORE S178 - Water
- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics
- ENGL 204 - Native American Writers
- ENGL 219/ENST 219 - American Literature and the Environment
- ENGL 420 - Emerson and Thoreau
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 232 - Environmental Justice
- ENST 234 - Case Studies in Global Environmental Health
- ENST 240 - Sustainability: Science and Analysis
- ENST 241 - Sustainability and Climate Action Planning
- ENST 250 - Environmental Policy Analysis

- ENST 291 - Independent Study
- ENST/GEOL 308
- ENST 309 - Australian Environmental Issues (Study Group)
- ENST 321 - Global Environmental Justice
- ENST 324 - Hunting, Eating, Vegetarianism
- ENST 334 - Carnivores Across Cultures
- ENST/POSC 335 - US Environmental Politics
- ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)
- ENST 389 - Conservation Biology & Policy
- ENST 391 - Independent Study
- GEOG 105 - Climate and Society
- GEOG 107 - Is the Planet Doomed?
- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 307 - What's in Your Cup? The Geography of What We Drink
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG/REST 323 - Arctic Transformations
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329 - Environmental Security
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth
- GEOL/GEOL 215L - Paleontology of Marine Life
- GEOL 310 - Environmental Economic Geology
- GEOL 315 - Conservation Paleobiology
- GEOL/GEOL 335L - Hydrology and Geomorphology
- GEOL 303 - Geochemistry
- GEOL 450 - Paleoclimatology
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment

Community-based Study of Environmental Issues

- ENST 450 - Community-Based Study of Environmental Issues and ENST 450L
  Note: By permission of the director, ENST 389 may be taken in place of ENST 450

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Environmental Studies program page.

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Environmental Studies Minor

Students are urged to enroll in the program as early as possible, with entry normally occurring no later than the end of the junior year.

For students graduating in the Class of 2025 and earlier, please refer to prior University Catalog requirements.

Minor Requirements

The minor consists of six courses:

Environmental Ethics

Courses fulfilling this requirement have an attribute of ESEE in the course offerings.

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 324 - Hunting, Eating, Vegetarianism

Environmental Justice

Courses fulfilling this requirement have an attribute of ESEJ in the course offerings.

One of the following:

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

Environmental Economics and Policy

Courses fulfilling this requirement have an attribute of ESEP in the course offerings.

One of the following:

- ECON 228 - Environmental Economics

- ENST 250 - Environmental Policy Analysis
- ENST/POSC 335 - US Environmental Politics

Environmental Science

Courses fulfilling this requirement have an attribute of ESEN in the course offerings.

One of the following:

- CHEM 100 - The Chemistry of Altered and Natural Environments
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 240 - Sustainability: Science and Analysis
- GEOG 231 - Geography of the Physical Environment
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth

Environmental Studies Electives

Courses fulfilling this requirement have an attribute of ESEL in the course offerings.

Two courses from the following list, with these stipulations:

- One of these courses must be an ENST offering (or cross-listed with ENST)
- One of the courses must be taken at the 300-level or above
- A single course may satisfy both of the above requirements, but two electives in total are required.
- Courses may not double count for both an elective and the other major requirements listed above.
- ENST 450 and ENST 450L provide an important community-based research experience for ENST minors, and therefore the course is recommended as an elective but not required.
- ARTS 271 - Architectural Design I
- ENST 274 - Sustainability and the Built Environment
- BIOL 181/BIOL 181L - Evolution, Ecology, and Diversity
- BIOL 203/BIOL 203L - Ecology
- BIOL 330 - Conservation Biology
- BIOL 329 - Tropical Ecology
- BIOL 335/BIOL 335L - Limnology
- BIOL 336 - Advanced Ecology
- BIOL 340 - Marine Biology
- CHEM 100 - The Chemistry of Altered and Natural Environments
- CORE C175 - Wilderness
- CORE S178 - Water
- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics
- ENGL 204 - Native American Writers
- ENGL 420 - Emerson and Thoreau
- ENST 200 - Environmental Science: Challenges and Solutions
- ENST 202/PHIL 202 - Environmental Ethics
- ENST 232 - Environmental Justice

- ENST 234 - Case Studies in Global Environmental Health
- ENST 240 - Sustainability: Science and Analysis
- ENST 241 - Sustainability and Climate Action Planning
- ENST 250 - Environmental Policy Analysis
- ENST 291 - Independent Study
- ENST 309 - Australian Environmental Issues (Study Group)
- ENST/SOCI 319 - Food
- ENST 321 - Global Environmental Justice
- ENST 324 - Hunting, Eating, Vegetarianism
- ENST 334 - Carnivores Across Cultures
- ENST/POSC 335 - US Environmental Politics
- ENST 358 - Ecosystems, Environmental Threats, and response in Trinidad and Tobago (Study Group)
- ENST 389 - Conservation Biology & Policy
- ENST 391 - Independent Study
- ENST 450 - Community-Based Study of Environmental Issues
- GEOG 105 - Climate and Society
- GEOG 107 - Is the Planet Doomed?
- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 245/GEOG 245L - Geographic Information Systems
- GEOG 307 - What's in Your Cup? The Geography of What We Drink
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329 - Environmental Security
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology
- GEOL 101 - Environmental Geology
- GEOL 102 - Sustainable Earth
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth
- GEOL 215/GEOL 215L - Paleontology of Marine Life
- GEOL 310 - Environmental Economic Geology
- GEOL 315 - Conservation Paleobiology
- GEOL 335/GEOL 335L - Hydrology and Geomorphology
- GEOL 303 - Geochemistry
- GEOL 450 - Paleoclimatology
- HIST 224 - Introduction to Environmental History
- HIST 302 - Global Toxic History
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 340 - Rural Sexualities and Genders
- PHIL 313 - International Ethics

- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment
- REST 323 - Arctic Transformations

Environmental Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Environmental Studies program catalog page.

Film and Media Studies

Faculty
Professors Schwarzer, Simonson *Associate Professors* Facchini, Luthra, Maitra *(Director)*, Worley *Assistant Professors* Cassemere-Stanfield, Cui, Dial, Shenker *Visiting Assistant Professors* Atkinson, Duval *Program Faculty* Cassemere-Stanfield, Cui, Dial, Facchini, Haughwout, Lopes, Luthra, Maitra *(Director)*, Schwarzer, Shenker, Simonson, Worley *Lecturer* Lee

The film and media studies program engages students in a critical study of film and other media. Through the study of history and theory, formal analysis, and production experiences, the program examines how film and media serve as powerful determinants of ideology, identity, and historical consciousness. Courses offered in a range of departments and programs constitute the major and minor, reflecting the fact that cinema and media-based research cuts across disciplines.

It has been said that the mass media collectively represent the most important and widely shared context for the receipt of information and ideas in our contemporary experience. Courses in Film and Media Studies question the consequences of our passive consumption of mass media as both entertainment and information. Students learn the history and theory of film and media, analytical approaches and strategies; they also come to understand the various ways in which film and media are produced, circulated, and consumed locally, nationally, and globally.

The film and media studies curriculum encompasses history, theory, and practice, with the goal of developing in students the critical skills necessary to analyze representation and experience as they are constructed by new and emerging visual technologies, and to put theoretical and historical knowledge into practice through media production courses and exercises.

Awards

The Film and Media Studies Award — awarded for outstanding achievement in film and media studies.

Honors and High Honors

The award of honors in film and media studies is dependent on faculty evaluation of work done on an independent research project in FMST 410 and the student's GPA.

- Independent Research Project: Every major undertakes a senior project (in FMST 410) in their senior year. Upon completion, the project may be nominated for honors. If nominated, the project is prepared by the senior for a public presentation. Following that presentation, faculty decide whether the project is worthy of honors. Honors will be conferred only on work of outstanding quality, while high honors will be awarded only to exceptional work of highest distinction.
- GPA Requirements: Film and media studies majors who have a GPA of 3.30 or better in the major and 3.00 overall will be considered for Honors. Film and media studies majors who have a GPA of 3.70 or better in the major and 3.00 overall will be considered for High Honors.

Courses

The courses listed below are offered by the FMST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the FMST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Film and Media Studies Major

Major Requirements

The major consists of nine courses, as follows:

Foundational Course

- FMST 200 - Introduction to Film and Media Studies and FMST 200L

Media Practice Course

Courses fulfilling this requirement have an attribute of FMMP in the course offerings.

One course from the following:

- ARTS 201 - Digital Studio: Code, Recipes, Spells (SA)
- ARTS 202 - Digital Studio: Distribution and Intervention (SA)
- ARTS 221 - Video Arts (SA) and ARTS 221L
- ARTS 223 - Analogue Filmmaking
- ARTS 241 - Analog Photography (SA)
- ARTS 242 - Digital Photography
- ARTS 251 - Printmaking (SA)
- ARTS 302 - Advanced Digital Studio (SA)
- ARTS 322 - Advanced Filmmaking and ARTS 322L
- ARTS 342 - Advanced Photography (SA)
- ARTS 354 - Printmaking II
- FMST 235 - Independent Film Production (Study Group)
- MUSI 220 - Digital Music Studio
- THEA 358 - Narrative Screenwriting

Additional Courses (Six)

Six additional courses, at least three of which are at the 300-level or above, and at least two of which are FMST-prefix courses.

No more than three courses from a single department or program outside of FMST may be counted toward the major.

Students are welcome to choose the six courses from any (and as many) of the below categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

FMST 390 - Special Topics in Film and Media Studies (variable focus)

Additionally, students may work with their major adviser to select up to two elective courses not listed here that constitute a focus area within film and media studies. In order to count towards the major, focus area courses must be approved by the major adviser and the program director. Examples of possible focus areas are: mass/popular culture, gender/sexuality, language, representation/subjectivity, narrative/narratology, digital and new media, etc. Please note that this is not an exhaustive list of possible focus areas.

Senior Seminar Course

- FMST 410 - Senior Seminar in Film and Media Studies

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Film and Media Studies program page.

Additional Information

Courses comprising the major may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the major in film and media studies.

No more than one course counted toward this major may also count toward another major or minor.

Major Declaration

Students may declare the major after successfully completing FMST 200 with a grade of C or better.

Film and Media Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Film and Media Studies program catalog page.

Film and Media Studies Minor

Minor Requirements

The film and media studies minor will consist of five courses as follows:

Required Course

- FMST 200 - Introduction to Film and Media Studies and FMST 200L

Additional Courses (Four)

Four additional courses, at least one of which are at the 300-level or above. No more than two courses from a single department or program outside of FMST may be counted toward the minor.

Students are welcome to choose the four courses from any (and as many) of the following categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category, and at least one course from the *Media Practice* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

Additional Information

Courses comprising the minor may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the minor in film and media studies.

Film and Media Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Film and Media Studies program catalog page.

Geography

Faculty
Professors Burnett, Klepeis, Loranty, Meyer *(Chair),* Monk, Scull, Yamamoto *Associate Professor* Ballvé *Assistant Professors* Hamlin, Mitchell-Eaton *Visiting Assistant Professors* Hartnett, Sun *Teaching and Research Support Technician and Laboratory Instructor* Kong

Geography bridges perspectives in the social and natural sciences to study people and the environment. In addition to deepening knowledge of biophysical and social change processes in their own right, diverse methodological approaches uncover the relationships between humans and natural and social environments.

Students use integrative explanatory frameworks and geospatial analytical tools to grapple with critical areas of inquiry: the geopolitics of conflict, climate science, biogeographies of endangered species, urban planning, housing and homelessness, disaster mitigation, international migration, environmental and social justice, and natural resource management, among them.

Four 100-level courses – GEOG 105 - Climate and Society, GEOG 107 - Is the Planet Doomed?, GEOG 108 - Digital Earth, and GEOG 122 - The City – introduce prospective majors and other interested students to the perspectives of the discipline. Two courses required for majors – GEOG 231 - Geography of the Physical Environment and GEOG 245 - Geographic Information Systems – provide a grounding in the biophysical environment of human activity and key tools for geographical analysis.

Exposing students to the full spectrum of disciplinary subfields – physical, human, and nature-society geography as well as geospatial techniques – the major provides a good foundation for graduate work or future employment in both the private and public sectors.

Physical Geography:

- GEOG 231 - Geography of the Physical Environment
- GEOG 331 - Environmental Data Science
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology

Human and Nature-Society Geography:

- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 270/ASIA 270 - Deep Asia
- GEOG 303 - The Camp: A Global History of Civilian Internment
- GEOG 304/PCON 304 - Criminal Underworld
- GEOG 306 - The Geography of Happiness
- GEOG 307 - What's in Your Cup? The Geography of What We Drink

- GEOG 310/PCON 310 - Geopolitics
- GEOG 312 - The American City
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- GEOG 317 - Mobility Justice
- GEOG 318/SOCI 318 - Intl Migration, US Immigration
- GEOG 319 - Population and Environment
- GEOG 321 - Transnational Feminist Geography
- GEOG 322 - Ecologies of the City
- GEOG 323/REST 323 - Arctic Transformations
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability & Nat Resources
- GEOG 329/PCON 329 - Environmental Security
- GEOG 334 - The Prison and the City
- GEOG 340 GIS and Society
- GEOG 353 - Housing and Homelessness/SOCI 353 - Housing and Homelessness

Research Methods:

Full-credit courses:

- GEOG 245 - Geographic Information Systems
- GEOG 346 - Advanced Geographic Information Systems
- GEOG 347 - Satellite Image Analysis

Half-credit courses:

- GEOG 251 /SOCI 251 - Media Frame and Content Analysis
- GEOG 341 - Cartography

Awards

The Peter Gould Award in Geography — awarded by the department to a senior geography major who has enriched the geography community through exemplary leadership, service, and achievement.

The Shannon McCune Prize in Geography — awarded by the department to the senior geography major who has been judged by the department's faculty to demonstrate outstanding academic merit and promise.

The Kevin Williams '10 Endowed Memorial Fellowship Award — established in memory of Kevin Williams '10 to provide stipend support for one or more geography majors to travel while studying abroad.

Transfer Credit

Transfer credit should be arranged in consultation with the department chair. Typically, the department will accept for major credit a maximum of two geography courses taken from department-approved study abroad programs and/or Colgate study groups. Courses taken from non-approved programs may be eligible for one major credit with department approval. Regardless of the source, the number of non-Colgate courses used for major credit in geography cannot exceed two. To be accepted, courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer course credit must consult with the department chair prior to enrolling elsewhere. Transfer credits may not be used to satisfy the department's required courses.

Advanced Placement credit is awarded for the AP Human Geography exam with a score of 4 or 5, effective fall 2025.

Honors and High Honors

Students in geography wishing to pursue honors must have a major GPA of 3.50 or better. Students pursuing honors who have a major GPA of 3.70 or better may be eligible for high honors. In such cases, the geography faculty will determine whether the completed honors project is of sufficient quality to warrant such an award. Eligible seniors who wish to pursue honors must follow the guidelines for honors in geography. If approved for preliminary honors work, students will register for GEOG 490, a half-credit course in preparation for honors work, during the fall semester. If given final approval for honors work, students will register for GEOG 499 during the spring term. At the end of the spring term, candidates for honors will make oral presentations of their completed honors projects to the members of the department. The decision to award honors will be made by the department in consultation with the faculty advisers based on the quality of the honors project, oral defense, and other evidence of distinction.

Related Major

- Environmental Geography Major

Australia Study Group (fall term)

This study group is sponsored by the Department of Geography and Environmental Studies Program (ENST) and focuses on the social and environmental diversity of Australia. It is led by a member of the geography or ENST faculty and provides a valuable complement to the Colgate-based geography curriculum. See Off-Campus Study.

Geography Major

Major Requirements

The requirements for the major are as follows:

All of the Following

- Two 100-level courses chosen from among GEOG 105, 107, 108, and 122
- GEOG 231 - Geography of the Physical Environment
- GEOG 245 - Geographic Information Systems and GEOG 245L (completed by the end of the fall semester of the senior year)
- Four additional GEOG elective credits, only one of which can be at the 100-level
- GEOG 401 - Senior Seminar

Additional Stipulations

- Courses taken off-campus cannot be used to substitute for GEOG 231, 245, or 401.
- Students may substitute upper-level courses for either or both of the 100-level courses required for the major.

GPA Requirement

To qualify with a major in geography, students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Geography department page.

Geography Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Geography department catalog page.

Geography Minor

Minor Requirements

- The minor consists of a minimum of five one-credit courses, no more than two of which can be at the 100-level.

Students pursuing a minor in geography may elect to concentrate their coursework in the physical or human and nature-society subfields.

Geography Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Geography department catalog page.

German

Faculty
Professor Baldwin *Associate Professor* Miller *(Chair)* *Max Kade Fellow* Vi *Assistant Professor* Kogan

The study of German lays the groundwork for academic inquiry into the creative and intellectual cultures of central Europe. Serving as a gateway to rich literary and artistic traditions as well as the discourses of philosophy and critical theory, German also enables students to access Germanophone Europe's many contributions to the social and natural sciences. The department's academic program is structured to enable students to pursue their interests in German as well as related fields. The beginning and intermediate

language courses provide a strong foundation in the skills of speaking, comprehending, reading, and writing German and emphasize cultural knowledge about contemporary German-speaking societies. German 351 and 353 foster students' capacities for advanced study of German language, literature, and cultural history, while enabling them to conduct related academic work in German. Additional courses at the 300 level feature diverse topics in German literary and cultural studies, while seminars at the 400 level undertake focused investigations of seminal periods, genres, and sites of the German literary and cultural imagination.

The study of German can be integral to students' academic pursuits as a whole. The department encourages students to enroll in related courses in other disciplines such as philosophy, history, music, international relations, linguistics, and art history. A major in German is an excellent preparation for graduate studies in these fields as well as in literature and German Studies, and can also give students a competitive edge in economics, politics, law, business, journalism, consulting, and publishing, as well as the natural sciences. German not only provides students with the necessary basis for a rigorous and sophisticated understanding of central European culture. It also fosters a more profound understanding of their native language and of the relationship between language and knowledge: to speak with Goethe, "Wer fremde Sprachen nicht kennt, weiß nichts von seiner eignen" (those who don't know foreign languages know nothing of their own).

Awards

The Valentine Piotrow German Prizes — two awards for excellence in German.

Advanced Placement and Transfer Credit

Both university and major credits are normally granted to students who achieve a score of 4 or 5 on the Advanced Placement examinations in German language and literature or a score of 6 or 7 on the International Baccalaureate German exam. Transfer credit for courses taken at other institutions may be granted with the approval of the department chair.

Honors and High Honors

An honors project allows students to build on their knowledge to pursue independent research on a topic of their interest in close consultation with one or several faculty members. Students with a GPA of 3.30 in courses included in the major and with a cumulative GPA of 3.00 are eligible for honors in German. Students who have attained that average may apply to pursue honors by the early fall of the senior year. Each candidate must complete a thesis or its equivalent under the guidance of a faculty adviser and must discuss the thesis at an oral presentation normally scheduled in April. Research on this project begins in the fall semester of the senior year. In the spring semester candidates register for GERM 490. This course must be taken in addition to the minimum of eight courses required for the major. The quality of the project resulting from this course, as judged by the adviser and one other faculty member, determines whether the student receives honors or a grade in GERM 491 - Independent Study.

Successful honors students whose departmental average is 3.50 or higher are eligible to stand for high honors at the discretion of the faculty. For this distinction the student must fulfill all regular honors requirements and must also pass an additional oral examination based on his or her cumulative work in German courses.

Acceptance in Delta Phi Alpha (the national German honor society) is possible for all students who have at least two years of college German, a minimum GPA of 3.30 in all German courses, and an overall GPA of 3.00, and who show a continued interest in the study of German language and literature.

Study Group

Every spring the department conducts a study group at the Albert-Ludwigs-Universität in Freiburg, Germany. Majors and minors in German are normally expected to avail themselves of this opportunity. The study group also welcomes non-majors who have sufficient German language skills. For more information, see Off-Campus Study.

Facilities

The Max Kade German Center in Lawrence Hall serves the department both as a seminar room and as a common room. It offers audiovisual facilities, access to German media in a variety of formats, a German reference library, and current German periodicals. The center is also the site of lectures, film screenings, and a weekly coffee hour.

In addition, the German department shares the Keck Humanities Resource Center with other arts and humanities departments. Here German audio, video, and computer resources are available for laboratory work in connection with language classes as well as for independent studies.

University of Freiburg Visiting Instructors

Each year, two German visitors from the University of Freiburg join the department to support our curriculum and our students. The department Intern serves as tutor and advises the student-run German Club as well as the student-taught Foreign Language Program for second graders at Hamilton Central School. The Max Kade Teaching Fellow offers first- and second-year German language courses in the department.

German Major

Major Requirements

A major in German literature and culture consists of a minimum of eight courses.

German language and culture

- Three GERM electives at the 200-level or above
- With approval from the department chair, up to two courses on German Studies topics taught in English outside the department may be counted.

300-level Courses

- At least two 300-level GERM courses

400-level Seminars

- At least three 400-level GERM seminars

Note

Exceptions to any major requirements require the approval of the department chair.

GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the major program.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the German department page.

German Department

For more information about the department, including Faculty, the Freiburg study group, transfer credit, awards, etc., please visit the German department catalog page.

German Minor

Minor Requirements

The minor in German literature and culture consists of a minimum of five courses.

German language and culture

- Three GERM courses at the 200-level or above
    - With chair approval, one German Studies topic course taught in English outside the department may be approved to count toward this requirement

300-level Course

- At least one 300-level GERM course

400-level Course

- At least one 400-level GERM course

Note

Exceptions to any minor requirements require the approval of the department chair.

GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the minor program.

German Department

For more information about the department, including Faculty, the Freiburg study group, transfer credit, awards, etc., please visit the German department catalog page.

Global Public and Environmental Health

Faculty
Professors Cardelús, Frey, Holm, Ingram, Schwarzer, Shiner, Upton (*Director)* *Associate Professors* Abdul-Malak, Taye *Visiting Assistant Professor* Kolarevic *Senior Lecturer* Newman *Steering Committee* Abdul-Malak, Cardelús, Chanatry, Holm, Frey, Ingram, Schwarzer, Shiner, Taye, Upton

Colgate's Global Public and Environmental Health Program helps students to understand interdisciplinary perspectives on critical health issues and the skills needed to address them, both locally and on a global scale. Students in public health learn to think critically, speak, and write clearly and articulately about health issues from a variety of perspectives. The global public health curriculum combines interdisciplinary breadth with depth in a chosen field of study.

The Global Public and Environmental Health Program is an interdisciplinary program located within the Division of University Studies and staffed by faculty from the four academic divisions who apply their knowledge and expertise to teaching and research endeavors that cross disciplinary boundaries. The program administers a minor that includes a common introductory course to ensure a common interdisciplinary experience. Students achieve depth in analytical ability by taking a set of courses chosen in consultation with their adviser. To fulfill the global public and environmental health minor graduation requirements, students must possess a minimum overall GPA of at least 2.00 in all courses counted toward the minor, both the introductory course and those taken in other departments and programs.

Courses

Use the minor link below to find courses that count toward the GPEH requirements.

Global Public and Environmental Health Minor

Minor Requirements

The minor consists of six courses. Courses cannot be double counted within the minor. Only one of the five elective courses for the minor can be at the 100-level.

Required Course

- GPEH 100 - Introduction to Global Public and Environmental Health

One course on Methodological Perspectives

Courses fulfilling this requirement have an attribute of GPMP in the course offerings.

- ANTH 211 - Ethnographic Methods
- BIOL 302 - Systems Biology
- CORE S143 - Statistics in Real Life
- BIOL 310 - Epidemiology
- BIOL 316 - Bioinformatics
- BIOL 320 - Biostatistics
- ENST 250 - Environmental Policy Analysis
- GEOG 245 - Geographic Information Systems
- PSYC 309 - Quantitative Methods in Behavioral Research
- SOCI 250 - Sociological Research Design and Methods
- MATH 105 - Introduction to Statistics

One course from at least three of the four disciplinary groups

Scientific Perspectives

Courses fulfilling this requirement have an attribute of GPSP in the course offerings.

- BIOL 301 - Parasitology and BIOL 301L
- BIOL 313 - Microbiology and BIOL 313L
- BIOL 318 - Human Physiology and BIOL 318L
- BIOL 330 - Conservation Biology
- BIOL 336 - Advanced Ecology
- BIOL 337 - Cancer Biology
- BIOL 373 - Virology
- BIOL 374 - Immunology
- CORE S172 - The Biology of Women: Sex, Gender, Reproduction, and Disease
- CORE S177 - Critical Analysis of Health Issues
- PSYC 275 - Biological Psychology

Environmental Perspectives

Courses fulfilling this requirement have an attribute of GPEP in the course offerings.

- BIOL 330 - Conservation Biology
- BIOL 336 - Advanced Ecology
- CORE S128 - Global Change and You
- ENST 234 - Case Studies in Global Environmental Health
- ENST 450 - Community-Based Study of Environmental Issues
- GEOG 105 - Climate and Society
- GEOG 319 - Population and Environment
- GEOG 321 - Transnational Feminist Geography

- GEOG 326 - Environmental Hazards
- GEOL 101 - Environmental Geology

Social Perspectives

Courses fulfilling this requirement have an attribute of GPSO in the course offerings.

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ALST 334/GPEH 334 - Public Health in Africa
- ALST 371 - Medicine, Health and Healing in Africa
- ANTH 102 - Culture, Diversity, and Inequality
- ANTH 226 - Critical Global Health
- ANTH 244 - Who Owns Culture?
- ANTH 245 - Nature, Culture & Politics
- ANTH 222 - Medical Anthropology: Culture, Health, and Social Justice
- ECON 348 - Health Economics
- LGBT 321 - Gay's Anatomy
- POSC 361 - Humanitarian Interventions
- PSYC 363 - Developmental Psychopathology
- PSYC 365 - Cross-Cultural Human Development
- SOCI 212 - Power, Racism, and Privilege
- SOCI 310 - Sociology of the Body
- SOCI 312 - Social Inequality
- SOCI 324 - Medical Sociology
- SOCI 335 - Sociology of Death, Dying and Grieving

Humanities Perspectives

Courses fulfilling this requirement have an attribute of GPHP in the course offerings.

- HIST 210 - The History of Health, Disease and Empire
- HIST 302 - Global Toxic History
- HIST 304 - Sex and Sexualities in U.S. History
- HIST 387 - Epidemic Histories
- LGBT 340 - Rural Sexualities and Genders
- PHIL 202 - Environmental Ethics
- PHIL 214 - Medical Ethics
- RELG 252 - Religion, Plagues, Pandemics
- RELG 265 - Global Public Health Ethics, Bioethics and Religion

Global Public and Environmental Health Program

For more information about the program, including Faculty, transfer credit, awards, etc., please visit the Global Public and Environmental Health catalog program page.

History

Faculty
Professors Bouk, Douglas, Etefa, Harsin, Hodges, Nemes, Robinson, Roller *(Chair)* *Associate Professors* Barrera, Cooper, Hall, Karn, Khan, Mercado *Assistant Professors* Bailey, Golaszewski, Newman *Senior Lecturer* T. Tomlinson

Today the study of human history is critical to global survival; the experiences of others serve as guides to present and future conduct. At the same time, exposure to rigorous historical method and clear narrative style develops conceptual skills, research competence, writing fluency, and sensitivity to the uses and abuses of language and historical knowledge. The history department curriculum includes courses on African, Asian, Caribbean, European, Latin American, Middle Eastern, and North American subjects, and on contact and interaction among these societies. Majors are encouraged to take courses in related departments and programs. Competence in at least one foreign language is also desirable.

Awards

The Award for Excellence in History — awarded to the student judged by the faculty to demonstrate outstanding merit, perseverance, and promise on the basis of work done in the department.

The Alexander V. Wasson Prize for Excellence in History — awarded annually to a senior major in recognition of a distinguished thesis in history.

The Douglas K. Reading Prize — awarded in memory of Douglas K. Reading, professor of history from 1938 to 1980. The Reading Prize is given annually to an outstanding junior or senior major, with preference to a student of modern European history, Russian history, or ancient or medieval history.

The Scott Saunders Prize for Excellence in History — established in memory of Scott Saunders '89 and awarded annually to a senior major in history who participated in the Colgate London History Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

Advanced Placement and Transfer Credit

Students with scores of 4 or 5 on the Advanced Placement (AP) exam in European or American history will receive credit toward graduation but *not* toward the major or minor. Those granted AP credit in European history may not repeat HIST 101 and/or HIST 102 without permission of the department chair; those granted AP credit in American history may not repeat HIST 103 and/or HIST 104 without permission of the department chair. No department credit or exemption is given for an AP score of 3 or for AP courses taken without the AP examination. Majors may not count course credit given for AP in history toward the nine total courses required. Minors may not count course credit given for AP in history toward the five total courses required.

Colgate students may direct questions to the department chair as they consider enrolling in courses at other institutions or in approved off-campus study programs. Any course taken for major/minor credit on a study-abroad program selected from the Office of Off-Campus Study's complete list of approved programs will be assessed to confirm it is a history course and only one such course may be approved. There is an exception: Two courses may be approved for major credit for transfer from an approved program if both courses will be taken in a language other than English. In no case will more than one course be approved for minor credit.

All other requests for transfer of external credits toward the major or minor should be directed to the department chair. Such courses must be of comparable rigor to ones offered at Colgate to be approved for transfer.

Honors and High Honors

Candidates for honors in history must:

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the HIST 490 instructor and one other department faculty member to be of A or A– quality. The honors thesis is normally expected to be completed in two terms. It may be started in any 300 or 400-level history course, on campus or on the London History Study Group. A candidate must enroll in HIST 490 to complete the thesis.

Candidates for high honors in history must:

1. Have or exceed by the time of graduation, a major GPA of 3.75 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the HIST 490 instructor and by one other department faculty member to be of A quality;
3. Defend the paper in an oral examination before the two faculty readers. The examination must also be judged to be of excellent quality.

Teacher Certification

The Department of Educational Studies offers a teacher certification program for majors in history who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies for more information.

Only Master of Arts in Teaching (MAT) Graduate students may take graduate-level versions of history department classes, which are given 500-level course numbers. For further details, see the MAT entry under Educational Studies.

London Study Group

Every year the history department conducts a study group in London. Admission is selective and limited to students of suitable interest and academic background. Interested students should inquire the preceding year. Prospective students must take HIST 199 - History Workshop and HIST 300 - The London Colloquium before going to London, and should be on campus the semester before departure. For more information, see Off-Campus Study.

History Major

Major Requirements

There are two pathways through the history major: the Field of Focus (FoF) Pathway and the Global Pathway. Both require nine courses.

The pathways are described below:

Field of Focus

The Field of Focus Pathway allows students to devise individualized, intellectually coherent specializations. Possible fields of focus include:

- Black History
- Capitalism, Commodities, and Class
- Cultural and Intellectual History
- Empires and Colonialism
- Environmental History
- Gender and Sexuality
- Indigenous History
- Migration and Diaspora
- Political History
- Public History and Memory
- Race and Racism
- Religion and Society
- Science, Technology, and Medicine
- Social Movements and Human Rights
- Urban History
- War and Violence

Students in the Field of Focus Pathway develop their specialization (i.e., field of focus) in consultation with their academic adviser. Students who choose this program are required to submit a field of focus statement within one semester of their major declaration, and it can be revised in later semesters. Students may choose one of the department's suggested fields (see above), or they may design their own field of focus in consultation with their adviser.

History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

Seven Electives

Courses fulfilling this requirement have the HIST subject code or the XHIS attribute in the course offerings.

- Students select seven HIST courses of their choosing
    - at least four of which should relate directly to their field of focus
    - one 300-level language course may be counted toward one of the seven electives

Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year. This seminar must be taken with a member of the Colgate History Department faculty either at Colgate or with the London History Study Group.

Additional Stipulations

- At least two of the nine courses must be designated other than (EU) or (US)
- One of the nine courses may be taken outside the History department, subject to the approval of the student's academic adviser and the History Curriculum Committee. Students who count a 300-level language course may not count another course from outside the department.

There is an exception to the above stipulation: If a student on an approved off-campus study program takes history courses taught in a language other than English, two such courses may be eligible for major credit, subject to the approval of the department chair.

The Global Pathway

The Global Pathway emphasizes broad geographic exposure and ensures that students' coursework, at all levels, covers different parts of the world.

- Africa
- Asia
- Europe
- Latin America and the Caribbean
- Middle East
- Transregional
- United States

The Global Pathway in history consists of nine courses, structured as follows:

History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

100- and 200-Level Courses

Courses fulfilling this requirement have an attribute of HIAF, HIAS, HIEU, HILC, HIME, HITR, or HIUS in the course offerings.

- Three courses at the 100- or 200-level
    - To encourage breadth of study, each of these three must carry a different geographic designation (see list above).

300-Level Courses

Courses fulfilling this requirement have an attribute of HIGE in the course offerings (and must be at the 300-level).

- Three courses at the 300 level
    - At least one of these courses must be designated other than (EU) or (US)

Additional Elective

Courses fulfilling this requirement have an attribute of HIAF, HIAS, HIEU, HILC, HIME, HITR, HIUS, HIGE, or XHIS in the course offerings.

- One additional history course at the 200 level or above, or any 300-level foreign language course. (Foreign language courses taught in translation do not meet this requirement.)

Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year. This seminar must be taken with a member of the Colgate History Department faculty either at Colgate or with the London History Study Group.

Additional Stipulations

- Only one of the nine courses for the major may be taught by a non-departmental historian. This includes history courses offered in off-campus study groups, at other institutions, and at Colgate; all such courses are subject to the approval of the student's academic adviser and the department chair or an individual or committee assigned by the chair.
- There is an exception to the above stipulation: If a student on an approved off-campus study program takes history courses taught in a language other than English, two such courses may be eligible for major credit, subject to the approval of the department chair.

GPA Requirement

Students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the History department page.

Major Declaration

To be admitted to the major, students must have earned a GPA of 2.00 in all history courses taken. Students not meeting this requirement may petition the department for permission to begin the major.

History Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the History department catalog page.

History Minor

Minor Requirements

The minor in history consists of five courses, including:

History Workshop

- HIST 199 - History Workshop

Electives

- Two courses at the 100- and 200-levels, only one of which can be a 100-level course.
- One course at the 300-level
- One seminar at the 400-level

The four electives must fall into at least two of the following areas:

- Africa (attribute = HIAF)
- Asia (attribute = HIAS)
- Europe (attribute = HIEU)
- Latin America and the Caribbean (attribute = HILC)
- Middle East (attribute = HIME)
- Transregional (attribute = HITR)
- United States (attribute = HIUS)

History Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the History department catalog page.

International Relations

Faculty
Director Lupton *Advisory Committee* Chernoff, Fogarty, Morkevičius, Murshid, Sparber, Wang

For those interested in world affairs, Colgate offers a major program in International Relations (IR). Students may also take IR as a minor. Study in the program begins with POSC 232, which is normally taken in the sophomore year.

Honors

A candidate for honors in IR must choose an adviser for an honors paper and fulfill the honors requirements for the department of the faculty adviser. In addition, the honors student must (1) achieve a minimum GPA of 3.60 in the nine IR courses, (2) attain a minimum overall GPA of 3.25, (3) submit a substantial research paper that is judged superior (A– or higher) by two program faculty members.

A student whose adviser is a member of the Department of Political Science must enroll in the year-long honors colloquium (POSC 498 and POSC 499) in which each student writes an honors thesis. POSC 498 will be taken in the fall semester, followed by POSC 499 in the spring semester. A grade will be given in both POSC 498 and POSC 499. Seniors who anticipate graduating with a GPA eligible for honors should speak with their advisers or the IR director in the semester prior to doing honors. POSC 498 and POSC 499 are to be taken in addition to the nine courses counted toward the IR major.

A candidate for high honors in IR must fulfill the following additional requirements: (1) achieve a minimum GPA of 3.60 in IR courses, (2) attain an overall GPA of at least 3.40, (3) gain approval of the paper as superior by a third reader, and (4) pass with distinction an oral examination by the three readers of the submitted paper. As above, the professor supervising the research must give prior approval of the paper.

Students may choose whether the grades received in both POSC 498 and 499, or neither, are to be counted toward their major GPA.

Study Groups

Students are encouraged but not required to participate in off-campus study. The IR program cosponsors a study group in Geneva that typically runs once per year. On the Geneva study group, students receive one core subfield credit for POSC 357, and two elective credits: one for an internship course and the other for a course taken at the Graduate Institute of International and Development Studies. IR majors who are pursuing French to complete their foreign language requirement can receive credit at the 100 or 200 level for an intensive course taken at the beginning of the Geneva study group. See Off-Campus Study for more information.

Transfer Credits

Students participating in off-campus approved programs can seek transfer credits to satisfy certain IR major and minor requirements—most commonly language courses, IR electives, or History electives. Students wishing to receive the upper-level Economics credit must seek additional approval from Colgate's economics department. In very rare circumstances students may receive credit for a core subfield class. POSC 232 - Fundamentals of International Relations (IR) and the IR seminar must be taken on campus.

Students should seek preapproval for any off-campus courses from the IR director, who will evaluate individual courses with respect to their rigor and substantive appropriateness. Courses whose subject matter is not international cannot receive IR credit; courses with reading and/or writing assignments below Colgate standards can only receive credit on a two-for-one basis—i.e., two off-campus courses count for one IR credit. This two-for-one formula applies to most courses taken on non-Colgate programs.

Awards

The Paul O. Stillman '55 Award — given annually to an outstanding senior(s) majoring in International Relations.

International Relations Major

Major Requirements

The major program consists of the following requirements:

Foundational Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

Core Political Science Subfield Courses

Courses fulfilling this requirement have an attribute of IRCP in the course offerings.

At least two of the following POSC courses:

- POSC 349 - The International Political Economy
- POSC 353 - National Security
- POSC 357 - International Institutions
- POSC 366 - Foreign Policy Analysis
- POSC 374 - International Law

Economics Courses

Courses fulfilling this requirement have an attribute of IREC in the course offerings.

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 or ECON 351 in place of ECON 249.)

  Students are strongly encouraged to take ECON 249 before their senior year

History Courses

Courses fulfilling this requirement have an attribute of IRHI in the course offerings.

One of the following:

- HIST 105 - Introduction to the Modern Middle East
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 210 - The History of Health, Disease and Empire
- HIST 219 - Oceanic Histories
- HIST 232 - The Crusades
- HIST 237 - Empires and Global History: 1400-1700
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 265 - War and Violence in East Asia
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730

- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 385 - Darfur in Historical Perspective
- HIST 489 - Seminar on Problems in Military History

Elective Courses

Courses fulfilling this requirement have an attribute of IREL in the course offerings.

Two electives from the list below or students may substitute an additional core subfield course or IR seminar.

- ECON 219 - Chinese Economy
- ECON 233 - Economics of Immigration
- ECON 238 - Economic Development
- ECON 251 - Intermediate Microeconomics
- ECON 252 - Intermediate Macroeconomics
- ECON 351 - International Finance and Open-Economy Macroeconomics
- ECON 356 - Economic Growth
- ECON 370 - European Economic Issues (London Study group)
- ECON 371 - The Economics of the European Union (London Study Group)
- ECON 438 - Seminar in Economic Development
- ECON 450 - Seminar in International Economics
- GEOG 310/PCON 310 - Geopolitics
- HIST 105 - Introduction to the Modern Middle East
- HIST 209 - The Atlantic World, 1492 - 1800
- HIST 210 - The History of Health, Disease and Empire
- HIST 219 - Oceanic Histories
- HIST 232 - The Crusades
- HIST 237 - Empires and Global History: 1400-1700
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 265 - War and Violence in East Asia
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 346 - Germany, Russia, Eastern Europe
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas

- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 381 - Pre-Colonial Africa
- HIST 382 - Modern Africa
- HIST 385 - Darfur in Historical Perspective
- HIST 489 - Seminar on Problems in Military History
- POSC 208 - Comparative Democracies (CO)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215/MIST 215 - Comparative Politics: Middle East
- POSC 216 - Comparative Politics: Latin America
- POSC 304/MIST 304 - Islam and Politics
- POSC 305 - From Coconuts to iPhones: the Politics of Economic Development in East and Southeast Asia
- POSC 307 - China's Foreign Relations
- POSC 317 - Identity Politics
- POSC 329/ JWST 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)
- POSC 330 - Post-Mao China and World Development
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 341/ PCON 341 - War and the Shaping of American Politics
- POSC 350 - Africa in World Politics
- POSC 351 - Foreign Relations of East Asia
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 358 - Transnational Politics
- POSC 359/REST 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 367 - The European Union
- POSC 368 - American Foreign Relations with China
- POSC 371 - West European Politics

IR Seminar

Courses fulfilling this requirement have an attribute of IRSE in the course offerings.

Unless the director grants specific permission, the seminar must be taken on campus. The seminar must be taken by the first term of the senior year, unless special permission of the IR director is granted in advance. Students pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 489 - Seminar on Problems in Military History
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 407 - Seminar: Media and International Relations
- POSC 416 - Seminar: Democracy, Capitalism, and the Changing World Order
- POSC 421 - Seminar: Information Warfare
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders

- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

Language Requirement

Courses fulfilling this requirement have an attribute of IRWL or IRNL in the course offerings.

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by reading proficiency equal to that attained by completion of two 200-level courses with a grade of at least C. Students entering with AP credit in a non-Western language must take at least one language course at Colgate.

Students seeking clarification regarding their current level of proficiency should contact the language department or program in question.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

Additional Stipulations

- POSC 152 - Global Peace and War (IR), does not ordinarily count toward the IR major. Students who take POSC 152 before deciding on an IR major must also take POSC 232, but may count POSC 152 as one of the two IR electives with written permission from the IR program director.
- Students who have AP credit for ECON 151 must take one additional elective course.
- Students are strongly encouraged to complete most required courses by the end of the junior year.
- For students seeking a major in International Relations and a minor in Political Science, no courses may be counted toward both.
- As a general rule, the only requirements students can complete off campus are the elective and History courses as well as appropriate language courses; in all such cases, students must seek prior approval from the IR director.

GPA Requirement

Satisfactory completion of the IR major requires (1) a minimum GPA of 2.00 in the nine IR-designated courses, and (2) a grade of C or better in POSC 232, ECON 151, and the seminar.

Honors

Students interested in pursuing honors can find the additional requirements on the International Relations program page.

International Relations Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the International Relations program catalog page.

International Relations Minor

Minor Requirements

The requirements for the minor are six economics and political sciences courses and completion of the language requirement as follows:

Introductory Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

Core Political Science Subfield Courses

Courses fulfilling this requirement have an attribute of IRCP in the course offerings.

At least two of the following POSC courses:

- POSC 349 - The International Political Economy
- POSC 353 - National Security
- POSC 357 - International Institutions
- POSC 366 - Foreign Policy Analysis
- POSC 374 - International Law

Economics Courses

Courses fulfilling this requirement have an attribute of IREC in the course offerings.

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 in place of ECON 249)

IR Seminar

Courses fulfilling this requirement have an attribute of IRSE in the course offerings.

Unless the director grants specific permission, the seminar must be taken on campus. IR concentrators pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 489 - Seminar on Problems in Military History
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 407 - Seminar: Media and International Relations
- POSC 416 - Seminar: Democracy, Capitalism, and the Changing World Order
- POSC 421 - Seminar: Information Warfare
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

Language Requirement

Courses fulfilling this requirement have an attribute of IRWL or IRNL in the course offerings.

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by reading proficiency equal to that attained by completion of two 200-level courses with a grade of at least C. Students entering with AP credit in a non-Western language must take at least one language course at Colgate.

Students seeking clarification regarding their current level of proficiency should contact the language department or program in question.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

GPA Requirement

Satisfactory completion of the IR minor requires (1) a minimum GPA of 2.00 in the six IR-designated courses, and (2) a grade of C or better in POSC 232, ECON 151, and the seminar. A student may not count toward an IR minor any courses being counted toward a major in political science.

International Relations Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the International Relations program catalog page.

Jewish Studies

Faculty

Professor Cushing
Associate Professor Shenker
Assistant Professor Doron
Senior Lecturers Guez, Stahlberg
Visiting Assistant Professor Blackshear
Advisory Committee Cushing, Dauber (*Director)*, Doron, Guez, Nemes, Shenker, Stahlberg

The Jewish Studies Program at Colgate encompasses a wide range of studies in Jewish religion, history, politics, and arts. In recognition of the complex interaction between religion and culture in Jewish life and the diversity of Jewish historical experience, the program in Jewish studies at Colgate is necessarily interdisciplinary. The Jewish studies minor makes use of faculty and course offerings in the arts and humanities, social sciences, and university studies, and encourages students to explore their particular interests, be they religious, literary, or political.

The Saperstein Jewish Center

The Saperstein Jewish Center was dedicated in 1993 as a campus home for Jewish studies, as well as for Jewish religious and secular life. The center houses a Jewish book, music, and film library, as well as computer facilities. All students and faculty are encouraged to make use of these resources.

Extended Study

The Program offers two extended study courses: JWST 181 - The Many Faces of Israel and JWST 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study).

Awards

The Jewish Studies Award — awarded by the program to an outstanding student of Jewish studies for continuing study in the field.

Courses

The courses listed below are offered by the JWST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the JWST minor requirements. Use the minor link below to find other courses that count toward these requirements.

Jewish Studies Minor

Minor Requirements

To complete the minor in Jewish studies the student must consult with a member of the advisory committee and/or the director to identify a course of study

Hebrew Language

- At least one HEBR course

Electives

Courses fulfilling this requirement have an attribute of XJWS in the course offerings.

Four electives from the list below:

- ENGL 368/PCON 368 - After Genocide: Memory and Representation
- FMST 319 - Holocaust in Film
- HEBR 121 - Elementary Hebrew I
- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II
- HEBR 291 - Independent Study
- HEBR 295 - Intermediate-Level Hebrew Language Abroad
- HEBR 391 - Independent Study
- HEBR 395 - Advanced-Level Hebrew Language Abroad
- HEBR 491 - Independent Study
- HIST 272 - War and Holocaust in Europe
- JWST 181 - The Many Faces of Israel
- JWST 204 - Jewish Fiction since Holocaust
- JWST 208/RELG 272 - Hebrew Bible in America
- JWST 213/RELG 273 - The Bible as/and Literature
- JWST 222/RELG 222 - Comparative Scripture
- JWST 226/RELG 226 - Reason, Religion, and God
- JWST 243 - From Borscht Belt to Borat: Jews in American Popular Culture
- JWST 250/CORE C143 - Jewish Diasporas: Ukraine, Moscow, Jerusalem, New York
- JWST 260 - Rabbis Reinventing: The Making of Judaism as We Know It
- JWST 275/HIST 275 - Between Homelands and Promised Lands: The Modern Jewish Experience
- JWST 276/HIST 276 - Racial States: The Jim Crow South and Nazi Germany
- JWST 283/RELG 205 - Introduction to Judaism
- JWST 291 - Independent Study
- JWST 329/POSC 329 - The Politics of Nationalism and Memory in Eastern Europe (Extended Study)
- JWST 339/RELG 339 - Modern Jewish Philosophy
- JWST 343/RELG 343 - Gender and Judaism
- JWST 374/HIST 374 - Jews and Autobiography
- JWST 391 - Independent Study
- JWST 463/GERM 463 - Contemporary Jewish German Literature
- JWST 491 - Independent Study
- MIST 215/POSC 215 - Comparative Politics: Middle East
- RELG 230 - Feasting and Fasting: Religion and Food

Jewish Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Jewish Studies Program catalog page.

Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Faculty
Associate Professor Barreto (*Director,* spring 2026), Humphrey, Woolley *Assistant Professor* Toman *Lecturer* Sprock *Advisory Committee* Barreto (*Director,* spring 2026), Gorshkov, Hill, Humphrey, Julien, Kuan, Loe, Maitra, Sanya, Simonson, Sprock, Stern (*Director,* fall 2025), Toman, Woolley

The minor in lesbian, gay, bisexual, transgender, and queer studies (LGBT) examines the lives and representations of individuals and groups considered sexual minorities, as well as the various forces that have affected them across cultures and throughout time. Sexuality offers a critical lens to analyze communities, cultures, and subcultures; institutions, discourses, and literatures; economic and political movements; the social construction of power, status, and hierarchies; and identity categories configured on the basis of age, ability, class, ethnicity, gender, race, and religion. Moreover, sexuality is considered as the subject of biological, medical, and psychological research. LGBT studies is an interdisciplinary and multidisciplinary minor that emphasizes the application of new theories and methodologies (e.g., queer, feminist, critical race, and multicultural theories) to established disciplines as it promotes the generation of new knowledge within traditional fields. Through the minor, students gain critical understandings of normative categorization, query unspoken assumptions, examine social stratification and distributions of power, and explore the diversity of forms that sexuality has taken historically and in contemporary contexts.

Related Major

- Women's, Gender, and Sexuality Studies Major

Awards

The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Award for Academic Excellence, in honor of Marilyn Thie — awarded by the program to a senior, on the basis of completion of the minor or three or more courses, a GPA of 3.30 or higher, and significant scholarly achievement in LGBTQ studies.

The Ken Valente Award for Leadership in LGBTQ Studies and Community, in honor of Ken Valente — awarded by the program to a senior who has demonstrated outstanding leadership in LGBTQ studies and community.

Courses

Use the minor link below to find courses that count toward the LGBT minor requirements.

Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor

Minor Requirements

The minor consists of 5 courses. Completing the minor requires students to work closely with their course instructors, their advisers, and the LGBT director. Students are encouraged to incorporate a capstone experience, such as pursuing an independent study or undertaking a thesis within one's department that meaningfully incorporates LGBTQ-related scholarship.

The requirements are as follows:

Introductory Course

Courses fulfilling this requirement have an attribute of LGIN in the course offerings.

One course must be taken from the following list and completed prior to declaring the minor:

- FMST 230 - Global Queer Cinema and Television
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 241/EDUC 241 - Queering Education
- LGBT 242/ALST 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- SOCI 220 - Gender, Sexuality, & Society
- WGSS 279 - Black Feminist Thinkers

Electives

Courses fulfilling this requirement have an attribute of LGEL in the course offerings.

At least four additional courses chosen from the following lists and in consultation with an adviser typically selected from the LGBT Advisory Committee:

- CORE C140 - Queer Origins
- ENGL 208 - Sex and the Global City
- FMST 230 - Global Queer Cinema and Television and FMST 230L
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- HIST 304 - Sex and Sexualities in U.S. History
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 241/EDUC 241 - Queering Education
- LGBT 242/ALST 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- LGBT 303 - Queer Identities and Global Discourses
- LGBT 310 - Imagining Queer Caribbean Futures
- LGBT 321 - Gay's Anatomy
- LGBT 340 - Rural Sexualities and Genders
- LGBT 350 - Sexuality, Gender, & the Law
- LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film
- LGBT 360 - Special Topics in LGBTQ Studies
  LGBT 369/ENGL 369 - Queer Literature
- RELG 253 - Love, God, and Sex
- SOCI 220 - Gender, Sexuality, & Society
- WGSS 279 - Black Feminist Thinkers

Other Courses

Other courses may be counted toward an LGBT minor, depending on the orientation of the course and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the LGBT director to be counted toward an LGBT minor. These courses include, but are not necessarily limited to, the following:

- ANTH 315 - Gender and Culture
- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- CORE C158 - Puerto Rico
- EDUC 315 - Pedagogies and Publics
- ENGL 340 - Critical Theory: Language, Semiotics, and Form
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- FREN 445 - Writing the Self in the 20th Century: Autobiography in French
- FREN 450 - 20th-Century French Literature
- JAPN 240 - Gender and Sexuality in Japanese Culture
- LGBT 391 - Independent Study
- LGBT 491 - Independent Study
- NAST 310 - Indigenous LGBTQ and Feminist Studies
- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- WGSS 202 - Women's, Gender and Sexuality Studies

Additional Stipulations

- At least three of the five courses should have an LGBT prefix.
- No more than two courses should come from a single department or program other than LGBT
- No more than one course should earn credit for an LGBT minor and the student's major

Lesbian, Gay, Bisexual, Transgender, and Queer Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Lesbian, Gay, Bisexual, Transgender, and Queer Studies program catalog page.

Linguistics

Faculty
Advisory Committee Abdal-Ghaffar, Ahmed, Campbell, Davies, Davis, Duclos, Hirata, Kelly (Director), Lennertz, Prasad, Ries, Stolova, Tober, Witherspoon *Lecturer* Roman

This academic minor focuses on the rigorous study of language from the perspectives of several contributing disciplines: the study of a specific language or language group in its contemporary condition or historical development; classical philology; philosophy; psychology and neuroscience; acoustic analysis; computer science. Students pursuing a minor in linguistics will encounter a wide variety of methodologies: careful data collection and classification, rigorous philosophical analysis, sociological surveys, psychological experiments, ethnographic and ethnolinguistic methodologies, and the writing of computer programs to analyze and interpret language data. The themes addressed by the linguistics minor include the sounds of

language; word structure and etymology; styles and dialects; syntax, semantics, and pragmatics of language; language acquisition by children and adults; language in society; language and culture, historical development and language families; language and mind; language and the brain; language processing by computer; psychological perspectives on language.

Linguistics minors will give a presentation in the last semester of their senior year showing how their study of linguistics has informed their understanding of the world and the academic disciplines they have studied. The presentation can be based on a paper or papers they will have written in their linguistics-related courses.

Students pursuing the linguistics minor are strongly encouraged to undertake a capstone experience. This might consist of an independent study, a thesis presented at the annual end-of-year event, or both. Consult the department for faculty that may supervise the capstone experience.

Courses

The courses listed below are offered by the LING program. As an interdisciplinary program, select courses from other departments/programs may also count toward the LING minor requirements. Use the minor link below to find other courses that count toward these requirements.

Linguistics Minor

Minor Requirements

To complete the minor in Linguistics, the student must consult with a member of the advisory committee and/or the director to identify a study path that includes five courses from the list below. The five-course minor will normally include one of the courses listed in section 1 and three or four courses from section 2, with restrictions as outlined below. The courses can be taken in any sequence:

Section 1 - Linguistics Foundations

Courses fulfilling this requirement have an attribute of LILF in the course offerings.

At least one of the following courses

- CORE S140 - Language and Cognition
- LING 200 - Science of Language Acquisition
- LING 222 - The Theories and Practice of Second Language
  Note: If more than one course from the list above is taken, the additional course(s) can count toward the elective requirement below.

Section 2 - Electives

Courses fulfilling this requirement have an attribute of LIEL in the course offerings.

Three or Four additional courses selected from among those listed below, subject to the following conditions:

- No more than two courses can be taken in the same department.

- At least two courses must be at the 300 or 400 level. Three or four courses may come from the Other Courses listed below, with two of them at the 300 or 400 level; or one course may be an advanced language course, and the other courses from the Other Courses list, with one of them at the 300 or 400 level. Only one course from the Other Courses list may be an independent study course.

Advanced Language Courses

Courses fulfilling this requirement have an attribute of LIAL in the course offerings.

Advanced language courses taken abroad on a study group also qualify with approval by the director.

- ARAB 301 - Advanced Arabic I
- ARAB 302 - Advanced Arabic II
- ARAB 401 - Topics in Arabic Language and Culture I
- ARAB 402 - Topics in Arabic Language and Culture II
- CHIN 303 - Films and Media
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Literature
- FREN 361 - Advanced French Composition, Grammar, and Conversation
- GERM 341 - Advanced Conversation and Composition (Study Group)
- GERM 351 - Introduction to German Literary Studies
- GERM 353 - Proseminar in German Studies
- GREK 301 - Greek Tragedy
- GREK 302 - Aristophanes
- GREK 310 - Homer
- GREK 320 - Greek Historians
- GREK 321 - Thucydides
- GREK 350 - Plato
- ITAL 361 - Advanced Grammar, Composition, and Conversation
- JAPN 301 - Advanced Japanese I
- JAPN 302 - Advanced Japanese II
- JAPN 401 - Readings in Japanese I
- JAPN 402 - Readings in Japanese II
- JAPN 455 - Advanced Grammar in Japanese
- LATN 340 - Roman Oratory
- LATN 350 - Roman Comedy
- LATN 360 - Roman Love Poetry
- LATN 370 - Ovid
- LATN 450 - Cicero and the Roman Republic
- REST 303 - Russian in Context
- REST 306 - Advanced Russian
- SPAN 361 - Advanced Composition and Stylistics
- LATN 430 - Horace

Other Courses

- COSC 480 - Topics in Computer Science: Natural Language Processing
- ENGL 301 - History of English Language
- NEUR 355/PSYC 355 - Language and Thought
- PHIL 225 - Logic I
- PHIL 342 - Philosophy of Language
- PSYC 250 - Human Cognition
- SPAN 475 - Spanish as a Global Language
- SPAN 476 - Linguistic History of Spain
- WRIT 210 - The Rhetoric of Style
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America

Linguistics Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Linguistics program catalog page.

Mathematics

Faculty
Professors Robertson (*Chair*), Saracino *Associate Professors* Chen, Christensen, Cipolli, Davis, Jiménez Bolaños, Seo *Assistant Professors* Isham, Ma, Moore, Sosa Castillo *Visiting Assistant Professors* Del Real Ramos, Gu, Yardimci *Senior Lecturer* Tatangelo

There are many good reasons to study mathematics: preparation for a career, use in another field, or the beauty of the subject itself. Students at Colgate who major in mathematics go on to careers in medicine, law, or business administration as well as areas of industry and education having an orientation in science. Non-majors often require mathematical skills to carry on work in other disciplines, and all students can use the study of mathematics to assist them in forming habits of precise expression, in developing their ability to reason logically, and in learning how to deal with abstract concepts. There are also many people who view mathematics as an art form, to be studied for its own intrinsic beauty.

All mathematics courses are open to qualified students. Entering first-year students who have successfully completed at least three years of secondary school mathematics, including trigonometry, should be adequately prepared for MATH 161. Students who have studied calculus in secondary school are typically ready to enter MATH 162 or MATH 163.

Students who are planning to undertake graduate study in mathematics are advised to take MATH 485 and MATH 487.

Course Information

The following classification scheme is used for MATH courses:

100-149: Only requires knowledge of mathematics before Calculus

150-199: Calculus-level knowledge and/or sophistication

200-249: Linear Algebra level (gentle transition-type course)

250-299: Transition to the major level

300-349: Courses with requirements at Math 150-249 level

350-399: Courses with requirements at the Math 250-299 level

400-449: Courses with requirements at the Math 300-349 level

450-474: Courses with requirements at the Math 350-399 level

475-484: Research experience seminars

485-499: Advanced material

The expected rotation schedule of course offerings is described on the Department of Mathematics webpage.

Honors and High Honors

To be considered for honors in Mathematics or in Applied Mathematics, a student must achieve a 3.3 GPA in the respective major. In order to be considered for high honors, a 3.7 GPA in the major is required. For both honors and high honors, completion of a course numbered 400 or above besides 481-483 is required.

Honors / High Honors are attained by a student's production and defense of a thesis of distinction. The student's thesis adviser puts forward the thesis for honors consideration. Subsequently, a committee of three faculty members is formed, one being the student's thesis advisor, the others chosen by the department. The student must give a defense of the thesis. The committee of three, with other faculty members acting in an advisory capacity with a recommendation, then grades the project, consisting of the thesis and defense. In order for honors to be granted, the committee of three must grade the project as A- or better. In the event all three grade the project as A or better, high honors will be granted.

Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

As a reminder to the student writing theses for two different departments: Colgate's Honor Code states that substantial portions of the same academic work may not be submitted for credit or honors more than once without the permission of the instructor(s).

Honors are not awarded for a thesis produced in a student's terminal semester at Colgate.

Awards

The Allen First-Year Mathematical Prize — awarded for excellence in mathematical work on the basis of scores attained on the first year prize exam covering material from Math 161 and 162.

The Edwin J. Downie '33 Award for Mathematics — created in memory of Edwin J. Downie '33, Professor of Mathematics Emeritus, given annually to a senior majoring in mathematics who has made outstanding contributions to the mathematics department through exemplary leadership, service, and achievement.

The Osborn Mathematics Prizes — established in honor of Professor Lucien M. Osborn, Class of 1847, to be awarded to students based on their performance on the Osborn Prize Exams covering material from exactly two of the following courses: MATH 375, MATH 376, MATH 377.

The Sisson Mathematics Prizes — established in honor of Eugene Pardon Sisson, a teacher of mathematics in the academy 1873–1912, awarded to a student who maintains a high average in one or more 200-level mathematics courses.

Calculus Placement

Students should review the MATH 161, MATH 162, and MATH 163 course descriptions for information on topics and prerequisites, or consult with a department faculty member. In general, students are encouraged to enroll in a higher-level course. Students may drop back from MATH 162 to MATH 161 within the first two weeks, subject to available space in an acceptable MATH 161 section.

Advanced Placement

Students who have taken the Calculus-BC, Calculus-AB, or Statistics Advanced Placement exam of the College Entrance Examination Board will be granted credit according to the following policy:

1. Students earning 4 or 5 on the Calculus-BC Advanced Placement exam will receive credit for MATH 161 and MATH 162. Students earning 3 on the Calculus BC exam will receive credit only for MATH 161.
2. Students earning 4 or 5 on the Calculus-AB Advanced Placement exam will receive credit for MATH 161.
3. Students earning 4 or 5 on the Statistics Advanced Placement exam will receive credit for MATH 105.
4. There are no other circumstances under which a student will receive credit at Colgate for a mathematics course taken in high school.

Transfer Credit

Transfer credit for a mathematics course taken at another college may be granted with pre-approval from the department chair.

The following courses count toward the appropriate major or minor in Mathematics or Applied Mathematics only if passed at Colgate by completing a regularly scheduled course: MATH 250, MATH 260, MATH 375, MATH 376, MATH 377.

At most, two transfer or independent studies courses may be counted toward a major or minor.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. See the registrar's office prematriculation web page for more information.

Related Majors/Minors

- Computer Science/Mathematics Major
- Mathematical Economics Major

- Mathematical Systems Biology Minor

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in mathematics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Study Groups

Colgate sponsors several study-abroad programs that can support continued work toward a major in mathematics. These include, but are not limited to, the Wales Study Group (U.K.), the Australia Study Group, the Australia II Study Group, the Singapore Exchange Program, and the Manchester Study Group (U.K.). For more information about these programs, see Off-Campus Study.

Applied Mathematics Major

Major Requirements

The major in applied mathematics requires 9 courses plus two non-MATH cognates. The requirements are as follows:

Preparatory Courses

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

Required Courses

In unusual circumstances, the deadlines indicated may be extended with departmental approval through student petition to the department chair.

- MATH 163 - Calculus III (completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (completed by the end of the sophomore year)
- MATH 260 - Computational Mathematics and MATH 260L (completed by the end of the sophomore year with a grade of C or better)
- MATH 376 - Numerical Analysis (completed by the end of the junior year)
- MATH 377 - Real Analysis I (completed by the end of the junior year)
- To complete the major, each student must produce a thesis. This is normally done through MATH 481 or MATH 482. Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

Elective Courses

Courses fulfilling this requirement have an attribute of APEL in the course offerings.

One elective from 200-level or above and two electives from 300-level or above. (Note that all three electives may be 300-level or above.)

Electives may be chosen from the following:

- MATH 240 - Computational Statistics with R
- MATH 250 - Number Theory & Math Reasoning
- MATH 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 460 - Hilbert and Banach Spaces
- MATH 487 - Real Analysis II

Non-Math Electives

Courses fulfilling this requirement have an attribute of APNM in the course offerings. Additional courses may count with chair approval.

Two courses representing a field of application interest outside of Mathematics. These two courses must count toward a single major in the Natural or Social Sciences preferably taken in two sequential semesters as the intent is to provide an immersive experience with the language, culture, questions, and ways of knowing of another field. The courses need not explicitly use mathematics, rather they provide a basis for communication with experts in that field. Normally, the senior project involves a topic related to this field of application.

Recommended

The department strongly recommends that students pursuing a major or a minor in applied mathematics complete COSC 101 and COSC 101L or equivalent.

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Mathematics department page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Applied Mathematics Minor

Minor Requirements

The minor in applied mathematics requires 5 courses. The requirements are as follows:

Required Courses

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra
- MATH 260 - Computational Mathematics and MATH 260L (completed with a grade of C or better.)
- MATH 376 - Numerical Analysis

Elective Courses

Courses fulfilling this requirement have an attribute of APEL in the course offerings.

One elective from 200-level or above and one elective from 300-level or above. (Note that both electives may be from 300-level or above.) Electives may be chosen from the following:

- MATH 240 - Computational Statistics with R
- MATH 250 - Number Theory & Math Reasoning
- MATH 302/BIOL 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 377 - Real Analysis I
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 460 - Hilbert and Banach Spaces
- MATH 487 - Real Analysis II

Recommended

The department also strongly recommends that students pursuing a major or a minor in applied mathematics complete COSC 101 and COSC 101L or equivalent.

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematical Systems Biology Minor

Holm (*Chair of the Department of Biology*)
Robertson (*Chair of the Department of Mathematics*)

Mathematical systems biology describes a field of inquiry in which mathematical and computational methods are used to examine complex, large-scale interactions between components of biological systems and to predict how these interactions influence the properties of those systems. The systems examined may range in scale from molecular through cellular and tissue levels to the scale of organisms and entire ecosystems. The unifying feature of this field is quantitative description of interactions between components of biological systems.

The interface between mathematics and biology is one of the most rapidly expanding areas of research in the sciences. The technological development of methods for generating large amounts of biological data — including genome sequence information, total protein analysis, metabolic information, etc. — demands the development of mathematical and computational methods for analyzing these data and for developing predictive models that use such large data sets. The multidisciplinary field of systems biology requires an understanding of both mathematical and biological concepts, insights into interesting questions in biology, and comprehension of the mathematical methods that can be used to address many of those questions. The mathematical systems biology minor provides students with the coursework in mathematics and biology required to begin to gain insights and experience in this important new field.

Minor Requirements

Course requirements are described below (six courses)

Required Courses

Both of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra

One of the Following

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L

One of the Following

- MATH 302/BIOL 302 - Systems Biology
- MATH 315 - Mathematical Biology

Biology

One additional biology course from the following:

- BIOL 181 - Evolution, Ecology, and Diversity
- BIOL 182 - Molecules, Cells, and Genes
- Any 200-, 300-, or 400-level BIOL elective course

Mathematics

Courses fulfilling this requirement have an attribute of MAAM in the course offerings.

One additional mathematics course from the following:

- MATH 240 - Computational Statistics with R
- MATH 260 - Computational Mathematics
- MATH 302/BIOL 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Generalized Linear Models
- MATH 360 - Graph Theory
- MATH 376 - Numerical Analysis
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 417 - Brownian Motion & Stochastic Calculus
- MATH 448/PHYS 448 - Nonlinear Dynamics & Chaos
- MATH 454 - Statistical Learning
- MATH 481/BIOL 481 - Investigations in Computational Biology
- MATH 482 - Research Seminar: Applied Mathematics

Note:

Students declaring a minor in mathematical systems biology select an adviser from either the mathematics department or biology department. Those students minoring in mathematical systems biology who have declared a major in either biology or mathematics are required to choose a minor adviser from the department in which they are not majoring. The chair of the minor adviser's department approves and signs the mathematical systems biology minor declaration form. As with any minor at Colgate, no more than two of the courses applied to the minor may also be used for a major.

Biology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Biology department catalog page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematics Major

Major Requirements

The requirements for a major are as follows:

Preparatory Courses

These courses do not count toward the major, but are prerequisites to some upper-level courses.

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

All of the Following

In unusual circumstances, the following deadlines may be extended with departmental approval through student petition to the department chair.

- MATH 163 - Calculus III (completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (completed by the end of the sophomore year)
- MATH 250 - Number Theory & Math Reasoning (completed by the end of the sophomore year with a grade of C or better)
- MATH 375 - Abstract Algebra I (completed by the end of the junior year)
- MATH 377 - Real Analysis I (completed by the end of the junior year)

Electives

- Four MATH electives
    - One elective from 200-level or above
    - Three electives from 300-level and above

Note that all four electives may be 300-level or above.

Electives may be any MATH course at the appropriate level except MATH 481, MATH 482 and MATH 483.

Senior Thesis

- Majors must complete a thesis, normally during MATH 483 - Research Seminar: Mathematics Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

Recommended

The department strongly recommends that students pursuing a major in mathematics complete COSC 101 (with lab) or equivalent.

GPA Requirement

A minimum GPA of at least 2.00 in mathematics courses counted for the major is necessary to satisfy the major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Mathematics department page.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Mathematics Minor

Minor Requirements

The requirements for a minor are as follows:

All of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra
- MATH 250 - Number Theory & Math Reasoning (completed with a grade of C– or better)

One of the Following

- MATH 375 - Abstract Algebra I
- MATH 377 - Real Analysis I

Math Electives

- Two MATH electives:
    - One elective from 200-level or above
    - One elective from 300-level or above

Note: both electives can be from 300-level or above

GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

Mathematics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Mathematics department catalog page.

Medieval and Renaissance Studies

Faculty
Professors Cerasano, Davies, Frank, Harsin, Martin, Maurer, Plata Parga, Staley *Associate Professors* Barrera, Coluzzi, Cooper *(Director)*, Dauber, Guile, Riley, Worley *Assistant Professors* Brown, Clayton, Ramirez Velazquez, Stenberg *Senior Lecturer* T Tomlinson

The Medieval and Renaissance studies (MARS) minor enables students to explore the richness and variety of civilizations from the late Roman and medieval eras tinto the early modern period. While focused on the cultures of Europe and the Mediterranean, it examines cross-cultural onnections both within and beyond this area. Broadly interdisciplinary, it spans the arts and humanities and social sciences, engaging history, art, literature, archaeology, architecture, music, philosophy, science, and religion from the fourth to the seventeenth centuries. As such, the minor encompasses topics from the Fall of the Roman Empire, the development of early medieval culture, the birth of Islam, the Viking Age, the Commercial Revolution, the origins of vernacular literature, Romanesque and Gothic Architecture, Polyphony and the Baroque, the Black Death, the flourishing of medieval religiosity, the Reformation, the Renaissance, Europe's colonial and imperial expansion, the slave trade, the Scientific Revolution, the Enlightenment, and the beginning of the modern industrial world.

Through deep study of the distant past, students develop skills of interpretation and analysis of fragmentary and tantalizingly cryptic evidence. They develop an appreciation for the aesthetic wonders of vanished cultures as well as an understanding of how the past shapes and informs who we are today.

Award

Award for Excellence in Medieval and Renaissance Studies — awarded by the program for excellence in medieval and Renaissance studies.

Courses

Use the minor link below to find courses that count toward the MARS requirements.

Medieval and Renaissance Studies Minor

MInor Requirements

The minor consists of at least five courses selected with the approval of an adviser belonging to the MARS faculty. The requirements are as follows:

History Elective

Courses that fulfill this requirement have a HIST subject code with an attribute of XMAR in the course offerings.

One of the following:

- HIST 202 - Europe in the Middle Ages, c. 300 - 1500
- HIST 232 - The Crusades
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 241 - Life and Death in Early Modern Britain
- HIST 331 - Medieval Italy, c. 1000 - 1500
- HIST 332 - Medieval England
- HIST 333 - The Medieval Church
- HIST 338 - The Age of Absolutism in Europe
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 370 - The Mongol Empire

Additional Electives

Courses fulfilling this requirement have an attribute of XMAR in the course offerings.

Three electives from the following list:

- ARTH 207 - Roman Art
- ARTH 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages
- ARTH 210 - Contemporary Art and Politics in the Middle East
- ARTH 216 - Nature's Mirror: Renaissance Arts 1400-1550
- ARTH 220 - Early Modern European Architecture
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 311 - Arts in Venice Golden Age/SG
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- ENGL 200 - British Literary Traditions
- ENGL 203 - Arthurian Tradition
- ENGL 301 - History of English Language
- ENGL 302 - The Literature of the Early Middle Ages
- ENGL 303 - Medieval Merchants, Knights, and Pilgrims
- ENGL 321/THEA 321 - Shakespeare

- ENGL 322/THEA 322 - Shakespeare
- ENGL 325 - Milton
- ENGL 326 - Shakespeare's Contemporaries
- ENGL 361 - Chaucer's Canterbury Tales
- ENGL 385 - Drama, Fiction, and Poetry of Tudor England
- ENGL 386 - Poetry, Prose, and Drama in the Century of the English Revolutions, 1600-1700
- ENGL 402 - Medieval Celtic Literature
- ENGL 408 - Literature of Medieval Women
- ENGL 445 - Life-Writing: The Renaissance
- ENGL 461 - Studies in the Renaissance
- FREN 351 - Introduction to Literature in French: From Chivalry to Versailles
- HIST 202 - Europe in the Middle Ages, c. 300 - 1500
- HIST 232 - The Crusades
- HIST 238 - Europe in the Age of the Renaissance and Reformation
- HIST 241 - Life and Death in Early Modern Britain
- HIST 331 - Medieval Italy, c. 1000 - 1500
- HIST 332 - Medieval England
- HIST 333 - The Medieval Church
- HIST 338 - The Age of Absolutism in Europe
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 370 - The Mongol Empire
- LATN 121 - Elementary Latin I
- LATN 122 - Elementary Latin II
- LATN 123 - Intensive Elementary Latin
- MUSI 215 - Music History I: Medieval through Baroque Periods
- PHIL 303 - Medieval Philosophy
- POSC 380 - Reason, Faith & Politics
- RELG 202 - Introduction to Islam
- SPAN 351 - Spanish Literature: Knights and Troubadours in Medieval Spain
- SPAN 352 - Spanish Literature: Love and Honor in the Golden Age
- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 468 - Vision/Revision: Span Conquest

400-level Seminar

Courses fulfilling this requirement are at the 400-level and have the attribute of XMAR in the course offerings.

- One 400-level seminar

Note: Senior seminars and honors thesis courses in any department could provide a place for the student's capstone experience

Stipulations

The following stipulations apply:

- At least three different disciplines should be represented. (French, Italian, and Spanish are considered to be separate areas of study.)
- At least three courses should be at the intermediate level
- at least one should be at the 300- or 400- (seminar) level — either an existing seminar or an independent research paper

Additional notes:

- Additional courses (notably topical seminars) may be accepted upon petition to the director.
- One year's study of Latin at Colgate is recognized as one course toward the minor.
- Only one independent study course and only one non-Colgate course will be counted toward the minor.
- Students are encouraged to explore early literature in Old and Middle English, as well as early period courses in the foreign language departments.
- It is the responsibility of the student to recognize that certain courses might require departmental prerequisites for which he or she would not necessarily receive credit toward the MARS minor.
- While there is no mandated language requirement, it is strongly recommended that students considering graduate school in a medieval or Renaissance field should study Latin at least through the intermediate level.

Medieval and Renaissance Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Medieval and Renaissance Studies program catalog page.

Middle Eastern and Islamic Studies

Faculty
Professor Henke *(Director)* *Associate Professors* Khan, Mundy, Spadola *Senior Lecturers* Abdal-Ghaffar, El-Saeid *Program Faculty* Abbas, Bonet, Monk, Rutherford *Affiliated Faculty* Cellk, Etefa

This multidisciplinary program focuses on the Middle East and North Africa while also studying the wider Islamic world. It provides students with an understanding of the origins and development of the Islamic faith in its heartland, as well as an awareness of the global, multi-cultural character of modern Islam. Program courses train students in art, literature, history, culture, politics, and political economy of the Middle East, North Africa, and the Islamic world.

The Islamic world spans the Middle East and North Africa, Central Asia, the Indian subcontinent, and Southeast Asia. The world's nearly 2 billion Muslims comprise one-quarter of the world's population and include numerous linguistic and ethnic groups such as Arabs, Iranians, Turkic peoples, Kurds, Baluchis, Malays, and others. The Islamic world is the source of rich religious and intellectual traditions that share deep roots with Western traditions and have evolved over a long history of interaction with the West. It also plays an important role in global peace, security, and prosperity. These demographic, cultural, and strategic considerations ensure increasingly deep and dynamic relations among peoples of the Islamic world and the Euro-Atlantic West. The Middle Eastern and Islamic Studies Program (MIST) program equips Colgate students with the knowledge and conceptual tools needed to forge and understand these connections.

The themes addressed by the program include Islam's textual foundations and interpretive traditions; the development and historical spread of diverse Muslim societies; political institutions, and artistic and literary traditions; European colonialism and its impact on the cultures, economies, and polities of the region; the rise of modern nationalism and its relationship to tribal, religious, and ethnic identities; the emergence and impact of political Islam and Islamic revivalist movements; the Arab-Israeli conflict; democratization and revolutionary movements; and United States foreign policy toward the Middle East, North Africa, and the Islamic world.

GPA Requirements

Courses taken at Colgate, on a Colgate Study Group, or an Approved Program must have a grade of C or better to count toward the major or minor.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Middle Eastern and Islamic Studies Major major page.

Study Abroad

The MIST faculty and the off-campus study office have identified a small number of programs that we highly encourage students to attend for a summer or a semester. Up to three course credits toward the major may be earned through study in off-campus programs. Approved off-campus language courses may also count toward the major and are not included in the three-credit limit. Consult with MIST faculty for further details.

Awards

Award for Excellence in Middle Eastern and Islamic Studies — awarded to the graduating senior who has excelled in Middle Eastern and Islamic Studies.

The Prize for Excellence in Arabic — awarded by the faculty of Arabic to students who demonstrate excellence in studying Arabic language and culture.

Courses

The courses listed below are offered by the MIST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the MIST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Middle Eastern and Islamic Studies Major

Major Requirements

The major consists of 11 courses, only two of which may be shared with a second major such as international relations, religious studies, peace and conflict studies, history, or anthropology.

Gateway Course

Courses fulfilling this requirement have an attribute of MIMG in the course offerings.

A MIST-related CORE Communities and Identities course:

- CORE C183 - The Middle East
- CORE C170 - Islamic North Africa
- or another appropriate course, in consultation with a MIST adviser and with the MIST program director's approval.

Language

Courses fulfilling this requirement have an attribute of MILA in the course offerings.

Proficiency equivalent to four semesters of study in a single MIST-related language.

Students who wish to fulfill the language requirement through study abroad must consult with the director to determine suitable programs and the procedure for transferring credit. In some cases, students are required to successfully complete a language proficiency exam upon their return to campus.

Students who place out of two or more language courses must still complete a total of at least nine MIST courses to fulfill the requirements of the major. Students pursuing honors are strongly encouraged to undertake additional language study.

This requirement is normally met through completion of four of the following courses in a single language:

- ARAB 121 - Elementary Arabic I
- ARAB 122 - Elementary Arabic II
- ARAB 201 - Intermediate Arabic I
- ARAB 202 - Intermediate Arabic II
- ARAB 301 - Advanced Arabic I
- ARAB 302 - Advanced Arabic II
- ARAB 315 - Classical Arabic of the Qur'an
- ARAB 401 - Topics in Arabic Language and Culture I
- ARAB 402 - Topics in Arabic Language and Culture II
- HEBR 121 - Elementary Hebrew I
- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II

Additional Courses

Students must complete five additional courses selected from among those listed below, of which two must be at the 300- or 400-level. Students must complete at least one course in each group (A, B, and C) at Colgate. Students may count no more than two courses from any one group toward the major. Two affiliated electives may be counted towards the major.

Group A: Arts and Humanities

Courses fulfilling this requirement have an attribute of MIGA in the course offerings.

- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 245 - Palaces and Paintings of India
- FREN 455 - Francophone Voices from North Africa
- MIST 214 - Muhammad and the Qur'an
- MIST 262/RELG 262 - Islam in Our Post-9/11 World
- MIST 310 - Islamic Jurisprudence
- RELG 202 - Introduction to Islam
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Group B: Historical Perspectives

Courses fulfilling this requirement have an attribute of MIGB in the course offerings.

- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective

Group C: Social Sciences

Courses fulfilling this requirement have an attribute of MIGC in the course offerings.

- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age
- CORE C154 - Indonesia
- EDUC 246 - Forced Migration and Education
- EDUC 308 - Global Inequalities of Education
- MIST 215/POSC 215 - Comparative Politics: Middle East
- MIST 252/ANTH 252 - Muslim Societies in Motion
- MIST 330 - Capitalism & Imperialism in the Middle East
- MIST 351/PCON 351 - The Israel/Palestine Conflict

Affiliated Electives

Courses fulfilling this requirement have an attribute of MIAE in the course offerings.

- HIST 232 - The Crusades (with permission of the instructor and MIST director)
- Additional term-specific course offerings may be accepted, with MIST program director's approval.

Capstone Course

The capstone course, normally taken in the fall of the senior year, consists of a 400-level MIST designated seminar, UNST 410 Seminar: Area, Regional, and Global Study, or a relevant seminar in another major with

permission of the seminar instructor and their program or department. This capstone course entails the completion of a substantial research paper on a topic relevant to the MIST major. Students seeking to count a single capstone course for two majors or seeking to take a seminar that is not MIST designated or is not taught by MIST faculty must have their capstone approved by their MIST academic adviser and the MIST program director.

Honors and High Honors

To be eligible for honors, students must earn a grade of A- or better in the capstone course taken in the fall of their senior year and write a thesis in the spring. The thesis is normally an extension of work done in the capstone course.

For honors, the thesis must be judged by a committee of two MIST faculty members from different disciplines and earn a grade of A- or better.

For high honors, the thesis must be judged by a committee of three MIST faculty members (or 2 MIST and a third faculty member approved by the director) from two or more different disciplines and earn a grade of A or better. An overall minimum GPA in the major of 3.50 is required for honors and 3.70 for high honors.

Middle Eastern and Islamic Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Middle Eastern and Islamic Studies program catalog page.

Middle Eastern and Islamic Studies Minor

Minor Requirements

The minor in MIST consists of five courses, as described below.

Introductory Course

Courses fulfilling this requirement have an attribute of MIMG in the course offerings.

One of the following:

- CORE C170 - Islamic North Africa
- CORE C183 - The Middle East

Electives

Courses fulfilling this requirement have an attribute of MIGA, MIGB, MIGC in the course offerings.

Four electives from the lists below, with the following stipulations:

- two courses must be chosen from among two of the three groups (Groups A, B, and C) listed below
- two courses may be chosen from these groups and from the list of affiliated electives

Group A: Arts and Humanities

- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 245 - Palaces and Paintings of India
- FREN 455 - Francophone Voices from North Africa
- MIST 214 - Muhammad and the Qur'an
- MIST 262/RELG 262 - Islam in Our Post-9/11 World
- MIST 310 - Islamic Jurisprudence
- RELG 202 - Introduction to Islam
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 329 - Modern Islamic Thought
- RELG 347 - Religion and U.S. Foreign Policy

Group B: Historical Perspectives

- HIST 105 - Introduction to the Modern Middle East
- HIST 255 - The Ottoman Empire, 1300 - 1924
- HIST 269 - The Indian Subcontinent: Raj to Republics
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective

Group C: Social Sciences

- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age
- CORE C154 - Indonesia
- EDUC 246 - Forced Migration and Education
- EDUC 308 - Global Inequalities of Education
- MIST 215/POSC 215 - Comparative Politics: Middle East
- MIST 252/ANTH 252 - Muslim Societies in Motion
- MIST 304/POSC 304 - Islam and Politics
- MIST 330 - Capitalism & Imperialism in the Middle East
- MIST 351/PCON 351 - The Israel/Palestine Conflict

Affiliated Electives

- One ARAB or HEBR course, at most, may count as an affiliated elective.

- Additional term-specific course offerings may be accepted, with MIST program director's approval.

Additional Stipulations

- No more than two courses from any one group may count toward the minor.
- Arabic and Hebrew language courses are considered affiliated electives; students may count one language course toward the minor.
- Two courses from transfer credit may be applied to the minor.

Middle Eastern and Islamic Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Middle Eastern and Islamic Studies program catalog page.

Museum Studies

Faculty
Professor Marlowe *Advisory Board* Hatton, Karn, Marlowe, Mendelsohn, Mercado, Peck, Upton, West *Affiliated Faculty* Ammerman, De Lucia, Guile, Harnick, Juarez, Karn, Marlowe (*Director*), Popli

The Division of University Studies offers an interdisciplinary minor in Museum Studies, overseen by an Advisory Board that includes members from many different academic departments and the University Museums. Courses in Museum Studies may address a range of topics, including actual museums (their histories, architecture, operations, politics, ethics, etc.), collective memory, institutional critique, cultural heritage and/or property, or public history. Courses may also count toward the program if a substantial part of their pedagogy is object-based.

Courses

The courses listed below are offered by the MUSE program. As an interdisciplinary program, select courses from other departments/programs may also count toward the MUSE minor requirements. Use the minor link below to find other courses that count toward these requirements.

Museum Studies Minor

Minor Requirements

The minor program consists of 5 courses and a practicum.

- All 5 courses may come from the core course list, or 4 from the core course list and 1 from the elective list.
- One of the core courses must be at the 300-level.
- The five courses must include selections from at least two of the core Museum Studies departments (Art, Sociology & Anthropology, and History).

Museum Studies Core Courses

Courses fulfilling this requirement have an attribute of MUCC in the course offerings.

Four or five courses from the following list:

- ANTH 103 - Introduction to Archaeology
- ANTH 228 - Women and Gender in Prehistory
- ANTH 244 - Who Owns Culture?
- ANTH 253 - Field Methods and Interpretation in Archaeology
- ANTH 356 - Ethical Issues-Nat Amer Arch

- ARTH 240 - Art and Theory 1950-1980
- ARTH 243 - Art & Theory 1980 to Present
- ARTH 255 - Museum Exhibitions: Design, Rhetoric, and Interpretation
- ARTH 257 - Colonizing and Decolonizing Museums
- ARTH 262 - War and Plunder
- ARTH 270 - Critical Museum Theory
- ARTH 309 - Scandals, Controversies and Debates in the Art World
- ARTH 348 - Modern Art on Display
- HIST 251 - The Politics of History
- MUSE 120/HIST 120 - Introduction to Museum Studies
- MUSE 201 - Museum Curating in the Digital Age
- MUSE 219/ALST 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- MUSE 300 - Museum Curating
- MUSE 310 - Curating Public History: Utopia, Sex and Silver at the Oneida Community Mansion House
- WRIT 241 - Politics of Public Memory
- Other courses at the Advisory Committee's discretion

Electives

Courses fulfilling this requirement have an attribute of MUEL in the course offerings.

No more than one course from the following list:

- ARTH 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century
- ARTH 110 - Global Contemporary Art
- ARTH 210 - Contemporary Art and Politics in the Middle East
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 244 - Housing the Sacred in Ancient India
- ARTH 246 - From Emperors to Anime: Pictorial Practices in China and Japan
- ARTH 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture
- BIOL 305 - Vertebrate Zoology
- BIOL 315 - Biology of Plants
- CLAS 401 - Senior Seminar in the Classics
- CORE S108 - The Story of Colorants
- CORE C189 - Africa
- CORE S127 - The Artful Brain: An Exploration in Neuroaesthetics
- GEOG 319 - Population and Environment
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- PHIL 330 - Aesthetics and the Philosophy of Art
- WRIT 210 - The Rhetoric of Style
- WRIT 225 - Visual Rhetorics
- Other courses at the Advisory Committee's discretion

Additional Stipulations

- If a student majors in Art & Art History, Anthropology, or History and minors in Museum Studies, only one course may count toward their major and the Museum Studies minor.
- A student minoring in Museum Studies may petition the Advisory Board to have a course not included on the list below count toward the degree if the course addresses one or more of the themes noted above.

Practicum

Courses fulfilling this requirement have an attribute of MUPR in the course offerings.

The Practicum in Museum Studies is an opportunity for students to gain hands-on experience in a non-profit museum, gallery, cultural center, or historical society. This may take the form of paid or volunteer work or an internship, and must be at least 140 hours in duration. It is expected that the practicum will deepen the student's understanding of a substantive aspect or aspects of the institution's operations through work in a department such as Curatorial, Development, Education, Collections Management, Communications, or Archives.

Students typically fulfill their practicum requirement in one of four ways:

1. Through an internship at one of Colgate's campus museums, the Picker Art Gallery or Longyear Museum of Anthropology, during the academic year. Students should be advised that these internships are highly selective. Occasionally, the Picker and/or Longyear Museums may offer summer internships as well.
2. Through a community-based research project organized by the Summer Field School, an initiative overseen by Colgate University's Upstate Institute. The Summer Field School places students as full-time paid research Fellows at institutions in the region such as the Munson Williams Proctor Institute, Everson Museum of Art, Oneida County Historical Society, Oneida Community Mansion House, Adirondack Museum, Iroquois Indian Museum, Fenimore Art Museum, the Shako:wi Cultural Center, the Corning Museum of Glass, and the National Abolition Hall of Fame in Peterboro. For more information about programs and opportunities, visit the Upstate Institute web page.
3. Through an established summer internship program at a museum in the U.S. or abroad, such as those offered by the Metropolitan Museum of Art, the Frick Collection, the Smithsonian American Art Museum, and the Peggy Guggenheim Collection in Venice. Career Services has a comprehensive listing of these opportunities; students should be aware that these internships are extremely selective.
4. By "cold-calling" a museum or historical institution in their hometown and offering to work there over the summer. Museum Studies students have been very successful in these outreach efforts and have had fulfilling experiences working with local institutions in their own communities. The Director of the Museum Studies Program can offer further guidance in this process.

All Museum Studies students should begin planning for their practicum experience as soon as they declare the minor. They are encouraged to consult with their Museum Studies minor adviser about the various ways this requirement can be fulfilled, and about opportunities that best meet their individual needs and interests. Students who wish to fulfill the practicum at an off-campus institution must discuss their plans with, and get approval from, the director of the Museum Studies Program in advance. They must also identify the supervisor who will write a brief evaluation upon their completion of the work. This evaluation must be submitted to the director of the Museum Studies Program, who will notify the Registrar when this requirement for the minor has been fulfilled. Financial support for internships is available through Colgate's Summer Funding, but students should be aware of the competitive nature of these grants and of their early deadlines (usually in late February; for more information and specific deadlines visit summer funding).

Museum Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Museum Studies catalog page.

Music

Faculty
Chair Godfrey *Professor* Cheng *Associate Professors* Coluzzi, Chase *Assistant Professors* Lee, Stark *Visiting Assistant Professors* Glen, Hutchinson *Concert Manager* Joseph *Artist in Residence* Heyman (piano) *Teachers of Applied Music* Berry (cello), Campbell (flute), Ferlo (guitar), Koen (piano), MacDowell (clarinet), Meredith (trombone), Montalbano (jazz piano), Ogilvie (French horn), Sharpe (oboe), Shiner (drums)

Many students come to Colgate with significant musical experience behind them, won through arduous and focused study. The fundamental aim of the curriculum in music is to develop that experience to its utmost potential. Performance ensembles and private instruction build directly on that experience, while classroom instruction introduces student musicians to important ideas, histories, and various cultures that inform and broaden that experience. Qualified students can choose to develop in ways that most interest them. Those who choose to major in music will find their development guided by a balanced program of performance and classroom studies. Graduating majors have gone on to graduate study in every area of music or have immediately entered careers in arts management, mathematics, medicine, law, business, sound engineering, and many other fields.

Another fundamental aim of the curriculum is to introduce students with little or no musical background into the world of music as part of Colgate's liberal arts program. These students should begin with MUSI 101, MUSI 103, MUSI 111, MUSI 151, MUSI 161, or MUSI 221.

Upper-level courses divided into three groups: history, theory, and performance. The history courses are designed to provide students with an understanding of music through a study of composers and historical periods. The theory sequence teaches how music is created and how to compose it. The performance courses offer opportunities for students to engage in the art of performance and to gain credit in department-sponsored ensembles and private instruction.

Students with some musical background are encouraged to take MUSI 215 and MUSI 216 or MUSI 203 first. MUSI 215 and MUSI 216 can be taken in any order.

The music department offers extensive performing opportunities open to all qualified students regardless of major. Performance opportunities are offered in the Colgate University Orchestra, Colgate University Choral Ensembles, the Colgate Chamber Players (chamber music) and the Colgate University Concert Jazz Ensemble. (Auditions required for all ensembles) Private instruction in most instruments and in voice is available to students at an additional fee. All of these programs (except private instruction) may be elected on a credit or non-credit basis, and they are open to all Colgate students regardless of major.

Course Information

Course classifications:

History and Appreciation (H&A)
Performance (PF)
Theory (TH)

Awards

The Class of 1909 Music Prize — awarded by the department to "the person who has, during the year, contributed the most to the advancement of the standards of musical performance on the campus."

The Donald Lloyd Cotton '36 Endowed Prize — established to recognize one or more outstanding student musician(s). Recipient(s) are eligible to submit a proposal for an additional grant that provides financial support for the furtherance of the student's music education. The grant may be used to cover expenses such as the purchase of musical instruments or relevant equipment, private music lessons, music research projects, summer music school, or music festival participation. Grants are awarded based on the merit of the written proposal, demonstrated musical talent, and participation in music department programs.

The Felix Eyle Memorial Prize in Music — awarded annually to an outstanding violin student at Colgate. The recipient is chosen by the faculty of the music department solely on the basis of talent, not financial need. The student will be featured during a normally scheduled concert.

The Robert G. Ingraham Memorial Music Prize — established as an annual award to the graduating senior who, in the judgment of the president, dean, chair of the Department of Music, and director of CSLI, did the most to promote and stimulate good music as an undergraduate by voluntary activity, leadership, performance, or participation in the band, orchestra, choir, glee club, or any other musical endeavor, individual or group.

The Lorey Family Senior Music Prize — established in 2012 by Evan Lorey and Paul Schupf, in memory of Wilhemine and Fred Lorey, and awarded annually to one or more senior majors in music. This award will benefit talented students who excel in the history, theory, and composition of music.

Transfer or Advanced Placement Credit

May be given at the discretion of the department faculty to students who have completed music courses at other institutions or taken an AP exam in music.

Honors and High Honors

Candidates for honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.20.
2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass a general examination in music history and theory.

Candidates for high honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.80 and an overall GPA of 3.20.
2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass with distinction a general examination in music history and theory.

To elect MUSI 470, the candidate must provide the department chair with a written proposal for the project by April 15 for a fall-semester project or December 1 for a spring-semester project. The project should have as its outcome a thesis, a composition, or a recital. It is both approved in advance and graded by the entire department.

Music Major

Major Requirements

The requirements for the major are as follows:

Music Theory

All of the following:

- MUSI 203 - Harmony I
- MUSI 204 - Harmony II
- MUSI 301 - Analysis

Music History

All of the following:

- MUSI 215 - Music History I: Medieval through Baroque Periods
- MUSI 216 - Music History II: Classic through Modern Periods

Composition

- MUSI 245 - Composition

Music History

One of the following:

- MUSI 111 - History of Rock
- MUSI 161 - History of Jazz
- MUSI 221 - World Music
- MUSI 320 - Music for Multimedia
- MUSI 321 - Explorations in Global Music

Music Elective

One elective course above the 100 level, excluding performance (PF) courses. However, MUSI 208 may serve as an elective.

Performance Ensemble

All music majors must participate in one of the following performance ensembles beginning the semester following declaration of the concentration through graduation: Colgate University Chamber Players, Colgate University Choirs, Colgate University Jazz Ensemble, Colgate University Orchestra. A minimum of four semesters is required, no exceptions for off-campus study.

GPA Requirement

A music major must have a GPA of at least 2.00 in the above courses to graduate.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Music department page.

Music Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Music department catalog page.

Music Minor

Minor Requirements

The requirements for the minor are as follows:

Music Theory

Two courses:

- MUSI 203 - Harmony I
- MUSI 204 - Harmony II

Music History

Two courses:

- MUSI 215 - Music History I: Medieval through Baroque Periods
- MUSI 216 - Music History II: Classic through Modern Periods

One of the Following

- MUSI 221 - World Music
- MUSI 111 - History of Rock
- MUSI 161 - History of Jazz

Elective

- One elective course above the 100 level, excluding performance courses. However, MUSI 208 - Jazz Theory and Improvisation may serve as an elective.

Performance Ensemble

All music minors must participate in one of the following performance ensembles beginning the semester following declaration of the concentration through graduation: Colgate University Chamber Players, Colgate University Choirs, Colgate University Jazz Ensemble, Colgate University Orchestra. A minimum of four semesters is required, no exceptions for off-campus study.

Music Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Music department catalog page.

Native American Studies

Faculty
Professor Vecsey *Associate Professor* Hall *Assistant Professor* Scully *Advisory Committee* Bigenho, De Lucia, Hall, Juarez, Reinbold (*Director)*, Scully, Vecsey

The Native American Studies Program offers students the opportunity to undertake a comparative study of the pre-Columbian, colonial, and contemporary cultures of North and Latin America. The required and elective courses are drawn from a wide range of disciplines, representing the various topical and regional interests of Colgate faculty whose specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion. Themes and topics of the major include the integrity, richness, and complexity of Native cultures; the reciprocal impact of contact between Native and non-Native populations in the Western Hemisphere; modes and processes of culture change; cultural disruption, resistance, and vitality; social movements; indigenous ways of knowing; and an understanding of the variety of methodological and theoretical approaches to Native American Studies, including comparisons with other indigenous cultures. A major in Native American Studies provides an excellent foundation for graduate education in the disciplines mentioned, as well as professional work in areas such as contract archaeology, environmental and cultural resource management, government services, non-governmental and non-profit organizations, law, museums, public health, and teaching.

Honors and High Honors

Majors may achieve honors by having, at graduation, a minimum GPA of 3.30 in major courses and a minimum overall grade of 3.00. The candidate for honors also completes a research paper, written either in a 400-level independent study course or revised from a paper written in a 400-level course, or the equivalent, that is arranged in advance as an honors paper in Native American Studies. The honors paper must be judged to be of honors quality by a committee of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate works with both professors (adviser and second reader) who are consulted during thesis development and provide comments on at least one substantive draft of the research paper prior to their final evaluation. The candidate for high honors must have, at graduation, a minimum GPA of 3.70 in major courses and a minimum overall grade of 3.00. The candidate for high honors produces a research paper, as described above, which is arranged in advance as a high honors paper. The paper must be judged to be of high honors by a committee consisting of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate receives high honors by defending the paper with distinction in an oral examination conducted by at least three professors identified by the Native American Studies Program director.

Santa Fe Study Group

An off-campus study group to Santa Fe, New Mexico, is offered to enable a select group of Colgate students to further their understanding of Native American history, archaeology, life, and culture. For more information, see Off-Campus Study. Majors and minors are strongly encouraged to participate in this study group.

Extended Study

In conjunction with NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep: Developing Models for Cultural Understanding, extended study in New Mexico offers students the opportunity to consider how cross-cultural understanding is developed and where and when it is frustrated.

Transfer Credit

The department allows two courses to be transferred for credit toward the major, with prior approval of the courses by the department.

Awards

The Anthony Aveni Award for Excellence in Native American Studies — awarded by the program for excellence in Native American studies.

The Carol Ann Lorenz Award for Service in Native American Studies -- awarded by the program to recognize student involvement in Native American Studies programming.

Courses

The courses listed below are offered by the NAST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the NAST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Native American Studies Major

Major Requirements

The major in Native American Studies consists of nine courses and includes the following stipulations:

- One course must be at the 300-level
- At least two courses must focus on North America and two courses must focus on Latin America
    - The 400-level course may be used to satisfy this count

North American (N) and Latin American (L) Courses

Courses fulfilling this requirement have an attribute of NANE or NALE in the course offerings.

North American (N) and Latin American (L)

- ALST 204 - Performing Bolivian Music (L)
- ANTH 228 - Women and Gender in Prehistory (L)
- ANTH 244 - Who Owns Culture? (L,N)
- ANTH 355 - Ancient Aztec Civilization (L)
- ANTH 358 - Native American Cultures (N)
- CORE C131 - Native Oklahoma (N)
- CORE C150 - Native People of Great Plains (N)
- CORE C159 - Maya (L)
- CORE C176 - Indigenous North America (N)
- CORE C188 - Haudenosaunee (N)
- ENGL 204 - Native American Writers (N)
- HIST 223 - The American West (N)
- HIST 224 - Introduction to Environmental History (L,N)
- HIST 243/NAST 243 - Native American History (N)
- HIST 356/NAST 356 - Global Indigenous History (N, L)
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas (L,N)
- HIST 360/NAST 360 - Borderlands of North America (N)
- NAST 291 - Independent Study
- NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep (N)
- NAST 302 - Contemporary Issues in the Native American Southwest (Study Group)
- NAST 303 - Service Learning in the Native American Southwest (Study Group) (N)
- NAST 391 - Independent Study
- NAST 491 - Independent Study
- RELG 203 - American Indian Religions (N)

Additional Electives (with permission)

Courses fulfilling this requirement have an attribute of NAPR in the course offerings.

With permission of the director of Native American Studies, the following courses may also be counted among the North and Latin American electives when they have appropriate course content or a research paper is undertaken in one of these areas:

- ANTH 102 - Culture, Diversity, and Inequality (L,N)
- ANTH 205 - Archaeology of Warfare (L)
- ANTH 341 - Archaeology of Death & Burial (L)
- ANTH 361 - Ancient Environments and Human Legacies (L)
- CORE C171 - Mexico (L)
- CORE C177 - Peru (L)
- CORE C193 - Brazil (L)
- CORE C199 - Bolivia (L)
- HIST 209 - The Atlantic World, 1492 - 1800 (L, N)
- HIST 359 - Resistance and Revolt in the Colonial Atantic World (L)
- SPAN 468 - Vision/Revision: Span Conquest (L)

Recommended Engagement in Archaeological or Anthropological Fieldwork

Students are strongly encouraged to participate in archaeological or anthropological fieldwork and/or first-hand curricular contact with Native American communities (e.g., NAST 303).

With the advice and consent of the director, students are encouraged to enroll for a summer or term in field schools in archaeology or social anthropology, or Native American community colleges. Such approved programs may earn Native American Studies course credit.

Students are further encouraged to participate in non-curricular opportunities such as summer archaeological fieldwork with a Colgate faculty member, hands-on research, service, and/or experience with Native American communities.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Native American Studies program page.

Native American Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Native American Studies program catalog page.

Native American Studies Minor

Minor Requirements

The minor in Native American Studies consists of five courses from the list below and includes the following stipulations:

- at least one must be at the 300-level
- at least one must focus on North America
- at least one must focus on Latin America

Native American Studies Courses

Courses fulfilling this requirement have an attribute of NANE or NALE in the course offerings.

North American (N) and Latin American (L) courses

- ALST 204 - Performing Bolivian Music
- ANTH 228 - Women and Gender in Prehistory (L)
- ANTH 244 - Who Owns Culture? (L,N)
- ANTH 355 - Ancient Aztec Civilization (L)
- ANTH 358 - Native American Cultures (N)
- CORE C131 - Native Oklahoma (N)
- CORE C150 - Native People of Great Plains (N)

- CORE C159 - Maya (L)
- CORE C176 - Indigenous North America (N)
- CORE C188 - Haudenosaunee (N)
- ENGL 204 - Native American Writers (N)
- HIST 223 - The American West (N)
- HIST 224 - Introduction to Environmental History (L,N)
- HIST 243/NAST 243 - Native American History (N)
- HIST 356/NAST 356 - Global Indigenous History (L,N)
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas (L,N)
- HIST 360/NAST 360 - Borderlands of North America (N)
- NAST 291 - Independent Study
- NAST 300 - Continuity in Pueblo Communities/Santa Fe Study Group Prep (N)
- NAST 302 - Contemporary Issues in the Native American Southwest (Study Group) and NAST 302L (N)
- NAST 303 - Service Learning in the Native American Southwest (Study Group) (N)
- NAST 391 - Independent Study
- NAST 491 - Independent Study
- RELG 203 - American Indian Religions (N)

Additional Electives (with permission)

Courses fulfilling this requirement have an attribute of NAPR in the course offerings.

With prior permission of the director of Native American Studies, the following courses may also be counted among the North and Latin American electives when they have appropriate course content or a research paper is undertaken in one of these areas:

- ANTH 102 - Culture, Diversity, and Inequality (L,N)
- ANTH 205 - Archaeology of Warfare (L)
- ANTH 341 - Archaeology of Death & Burial (L)
- ANTH 361 - Ancient Environments and Human Legacies (L)
- CORE C171 - Mexico (L)
- CORE C177 - Peru (L)
- CORE C193 - Brazil (L)
- CORE C199 - Bolivia (L)
- HIST 209 - The Atlantic World, 1492 - 1800 (L,N)
- HIST 359 - Resistance and Revolt in the Colonial Atantic World (L)
- SPAN 468 - Vision/Revision: Span Conquest (L)

Native American Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Native American Studies program catalog page.

Neuroscience

Faculty
Professors Hansen *(Director)*, Kelly, Tierney *Associate Professors* Liu, Meyers *Assistant Professor* Galaj, Niraula *Visiting Assistant Professor* Brawner

Neuroscience is the scientific study of the anatomy and physiology of neurons and neural circuits. The Neuroscience program at Colgate is one of the first two established at undergraduate institutions in the U.S., and has a particularly strong focus on brain-behavior relationships. Its interdisciplinary faculty are drawn from the Department of Psychological & Brain Sciences and the Department of Biology. Additionally, majors take courses in the fields of chemistry, computer science, math, philosophy, and physics. In addition to a broad education, the program offers students the opportunity to focus their research interests on a variety of levels of nervous system functioning, ranging from the activity of single neurons to the behavior of complex organisms.

Awards

The William E. and Nellie K. Edmonston Neuroscience Award — awarded annually to the senior neuroscience major(s) who, in the course of pursuing the major, demonstrate(s) academic excellence, a noteworthy dedication to the field of neuroscience, and an outstanding quality of intellectual curiosity.

The F. Scott Kraly Award — awarded annually to a senior neuroscience major(s) whose academic achievements demonstrate an extraordinary appreciation for the integration of neuroscience and the behavioral sciences.

Transfer Credit

Transfer of major credit from other institutions for students already matriculated at Colgate requires *prior written permission* from the registrar *and* the coordinator of the neuroscience program. No more than one transfer course or Colgate study group course can count toward your major in neuroscience.

Majors may spend a semester at the National Institutes of Health in Bethesda, Maryland, to carry out biomedical research and take courses. In addition, Colgate sponsors a study-abroad program in the natural sciences and mathematics at the University of Galway in Ireland. The department also accepts transfer credit from the University of Otago in Dunedin, New Zealand. See Off-Campus Study for more details.

Contact neuroscience for more information regarding transfer credit within the program.

Honors and High Honors

The requirements for achieving honors and high honors in neuroscience are as follows:

Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major

3. A two-semester independent research project of high quality(NEUR 498 and NEUR 499)
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields

High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major
3. A two-semester independent research project of very high quality (NEUR 498 and NEUR 499)
4. An oral examination performance that demonstrates mastery of the senior thesis and related fields

Study Group

Majors may spend a semester at the National Institutes of Health in Bethesda, Maryland, to carry out biomedical research and take courses. In addition, Colgate sponsors a study-abroad program in the natural sciences and mathematics at the University of Galway in Ireland. See Off-Campus Study.

Related

- Department of Psychological and Brain Sciences
- Psychological Science Major
- Psychological Science Minor

Neuroscience Major

Major Requirements

The Neuroscience curriculum is organized into three sets of courses, namely a common core set of courses and two sets of elective courses.

Entrance into Major

- Students must complete NEUR 170 - Introduction to Neuroscience to be eligible to enter the major.

Core Requirements

- NEUR 170 - Introduction to Neuroscience (should be completed by the end of the second year)
- CHEM 101 - General Chemistry I (normally completed in the fall of the first year)
- CHEM 102 - General Chemistry II (normally completed in the spring of the first year)

Eligible students may take CHEM 111 and CHEM 111L in place of the CHEM 101 and CHEM 102 requirement

- BIOL 182 - Molecules, Cells, and Genes (normally completed before the end of the second year)
- NEUR 201 - Strategies & Discoveries in Neuroscience

- PSYC 309 - Quantitative Methods in Behavioral Research or BIOL 320 - Biostatistics
- NEUR 498 - Senior Thesis

Core Electives

Courses fulfilling this requirement have an attribute of NECE in the course offerings.

One of the following:

- Any 300-level biology course (excluding courses based in Ecology and those listed as neuroscience core or general electives)
- CHEM 263 - Organic Chemistry I
- COSC 101 - Introduction for Computing I and COSC 101L
- MATH 214 - Linear Algebra
- MATH 315 - Mathematical Biology
- PHIL 225 - Logic I
- PHYS 112 - Fundamental Physics II and PHYS 112L
- Any 300-level psychological science course (excluding PSYC 309, PSYC 300NE, or those crosslisted as NEUR)

General Electives

Three courses from the following, with at least one taken from each cluster:

Cellular & Molecular Neuroscience

Courses fulfilling this requirement have an attribute of NECM in the course offerings.

- NEUR 376/ PSYC 376 - Functional Neuroanatomy
- NEUR 379/PSYC 379 - Fundamentals of Neurochemistry/Neuropharmacology and NEUR 379L/PSYC 379L
- NEUR 381/PSYC 381 - Behavioral Genetics
- BIOL 384/NEUR 384 - Neurophysiology
- BIOL 385/NEUR 385/PSYC 385 - Neuroethology and BIOL 385L/NEUR 385L/PSYC 385L
- BIOL 389/NEUR 389 - Molecular Neurobiology

Systems Neuroscience

Courses fulfilling this requirement have an attribute of NESN in the course offerings.

- NEUR 353/PSYC 353 - Visual Perception & Cognition
- NEUR 355/PSYC 355 - Language and Thought
- NEUR 374 - Computational Neuroscience
- NEUR 375/PSYC 375 - Cognitive Neuroscience
- NEUR 377/PSYC 377 - Psychopharmacology

Senior Thesis

NEUR 498 - Senior Thesis (one semester) must be taken in the fall or spring of the senior year. During the spring semester of the junior year, students will be asked to identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources.

Students planning honors research are required to enroll in NEUR 498 in the fall of the senior year, followed by NEUR 499 in the spring of the senior year. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 491 in the spring.

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the neuroscience major. A passing grade (D- or higher) must be received for a course to satisfy a major requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Neuroscience program page.

Neuroscience Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Neuroscience program catalog page.

Peace and Conflict Studies

Faculty
Professors Balakian, Harpp, Monk, Thomson *Associate Professors* Ballvé, Karn, Mundy (*Director*) *Assistant Professor* Li

Since its creation in 1970, Colgate's Peace and Conflict Studies Program has been at the forefront of research and instruction in this interdisciplinary field. Founded with a generous gift of the Cooley family, the program presents a challenging course of study that integrates trans-disciplinary academic approaches to war and peace with research into specific regional conflicts and their aftermaths. The curriculum offers students opportunities to explore, from a global perspective, the complex origins and impacts of violence, the challenges of human security, and the possibilities for promoting and advancing human rights. With its regular symposia, lectures, film screenings, and unique electives, the program is actively involved in promoting the study of peace, conflict, and security at Colgate and beyond. After taking advantage of the distinctive combination of faculty and program resources at Colgate, peace and conflict studies majors have pursued successful careers in various international arenas, including law, government, development, journalism, academe, and the private sector.

Awards

The Dag Hammarskjöld Prize in Peace and Conflict Studies — awarded by the program to the student chosen by the peace and conflict studies faculty from among students with a major or minor or who have

taken at least two courses, in peace and conflict studies, given on the basis of outstanding work in the program and usually judged on one specific written work.

The Sterling Prize — established in honor of John F. (Jay) Sterling '68, to recognize excellence in international studies and a personal commitment to peaceful cooperation among nations. The prize is awarded annually to a Colgate student whose academic work in international economics, politics, or culture exemplifies Jay Sterling's spirit of endless curiosity, university interest, and constructive work.

The Clarence Young Award — awarded in memory of Clarence W. Young, a member of the psychology department from 1929 to 1971. Established as an award for academic excellence in peace and conflict studies.

Honors and High Honors

Majors may qualify for departmental honors by achieving at graduation a GPA of 3.50 in major courses and an overall GPA of 3.30. For high honors, Majors must achieve a GPA of 3.70 in major courses and an overall GPA of 3.30 by graduation. Students who expect to qualify and who seek honors or high honors enroll in PCON 499 upon completing PCON 479. Students enrolled in PCON 479 who fail to receive a grade of A– or higher on the seminar paper may not enroll in PCON 499 without the written permission of the program director. Candidates for high honors must have grades of B- or better in all Cluster 1 courses. Working with a principal adviser (normally the PCON 499 seminar instructor) and a second reader, the student writes and submits a substantial paper for this course and orally defends it in the presence of the program faculty. The designation "honors," "high honors," or neither, is determined at or soon after the conclusion of the defense by the PCON faculty and in consultation with second readers external to the program when applicable. This paper must be a substantially different, revised, and expanded version of the student's PCON 479 seminar paper. Honors and high honors projects should demonstrate the ability to work creatively and independently and to synthesize theoretical, methodological, and substantive materials in peace and conflict studies. Such a project should be planned and initiated in the fall term of the fourth year (or earlier), with the research and final writing completed in the spring term when the student is enrolled in PCON 499. Majors seeking to qualify for high honors in peace and conflict studies are required to demonstrate competency in a foreign language equivalent to two semesters at the 200 level or higher (intermediate, advanced, or fluent).

Off-Campus Study

The Peace and Conflict Studies Program strongly encourages majors and minors to participate in Colgate study groups, extended studies, or approved programs, especially in regions relevant to their Cluster 3 geographic area. Students should consult with their PCON advisers and the director, as well as the Office of Off-Campus Study/International Programs, regarding approved off-campus study options, credit approval, and application guidelines. See Off-Campus Study for additional information.

Related Activities

The academic program in peace and conflict studies is supplemented by activities coordinated by the director and the program faculty. In addition to lectures, films, and conversations with visiting scholars, the program hosts and sponsors seminars, field trips, conferences, workshops, and collaborative research with U.S. and international partners. For more information and current details, refer to the program web page.

Courses

The courses listed below are offered by the PCON program. As an interdisciplinary program, select courses from other departments/programs may also count toward the PCON major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Peace and Conflict Studies Major

Major Requirements

The major consists of 10 courses, taken in four clusters:

> Cluster 1 (Core Approaches) – These **two courses** serve as a foundation for the program, introducing students to critical perspectives on the study of peace and conflict.
>
> Cluster 2 (Elective Offerings) – These **four elective courses** allow students to develop substantive knowledge of key thematic and topical issues and methodologies within the broader interdisciplinary field of peace and conflict studies. Two of these courses must be at the 300 level or higher.
>
> Cluster 3 (Geographic Area of Specialization) – PCON majors take **three courses** related to a specific geographic region to broaden their knowledge and to ensure in-depth understanding of particular regional conflicts.
>
> Cluster 4 (Thesis) – PCON majors in the fall of their fourth year will take one course (PCON 479) to develop a thesis project that integrates and synthesizes the knowledge gained in Clusters 1–3.

Major credit will be awarded for no more than two courses taken at another institution.

PCON majors are strongly encouraged to consult with their PCON faculty advisor at least once each semester in order to make sure all applicable requirements are being met for successful completion and graduation.

Cluster 1 – Core Approaches (2 Courses)

Courses fulfilling this requirement have an attribute of PCC1 in the course offerings.

Students are strongly encouraged to take both core approaches courses during their first and second years, and must complete Cluster 1 (PCON 201 and 202) before taking the PCON 479 Research Seminar in the fall of their fourth year. These courses may be taken concurrently or in any order.

Required Courses

- PCON 201 - Processes of Peace & Conflict: Histories, Theories, Technologies
- PCON 202 - Practices of Peace and Conflict: Politics, Cultures, Societies

Cluster 2 – Elective Offerings (4 Courses)

Courses fulfilling this requirement have an attribute of PCC2 in the course offerings.

To deepen and develop their knowledge of issues, methodologies, and current debates in peace and conflict studies, students take four elective courses (see list below). At least two of these courses must be taken at or above the 300 level.

These courses help students develop substantive knowledge of key issues/topics in the field. Courses in Cluster 2 expose students to a range of methodologies for studying peace and conflict, engage new and established frameworks for study and understanding, and incorporate critical approaches to theorizing the field. Courses in Cluster 2 deal with war, armed conflict, and genocide, transnational and human security issues, the lived experience of collective violence, and human rights and structural violence in broadly interdisciplinary ways.

- ALST 250 - Representations of Africa
- ANTH 205 - Archaeology of Warfare
- ARTH 262 - War and Plunder
- ASIA 200 - Approaches to Asia
- CORE C137 - Partition: The Division of British India
- CORE S138 - Advent of the Atomic Bomb
- COSC 311 - Security, Privacy and Society
- ENGL 151 - Literature of Survival: Genocide, Trauma, and Memory
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature
- GEOG 107 - Is the Planet Doomed?
- HIST 106/ALST 282 - The Making of Modern Africa
- HIST 203 - Age of the American Revolution
- HIST 210 - The History of Health, Disease and Empire
- HIST 232 - The Crusades
- HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815
- HIST 237 - Empires and Global History: 1400-1700
- HIST 245 - Russia at War
- HIST 251 - The Politics of History
- HIST 265 - War and Violence in East Asia
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
- HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 309 - Culture and Society in Cold War America
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 356/NAST 356 - Global Indigenous History
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 360/NAST 360 - Borderlands of North America
- HIST 365 - Warriors, Emperors and Temples in Japan
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 388 - The American South: From Reconstruction to the Present
- HIST 489 - Seminar on Problems in Military History
- JWST 251/RELG 251 - Faith after the Holocaust
- PCON 111 - Intro Peace & Conflict Studies

- PCON 160 - Gender (In)Security
- PCON 245 - Organizing War: Technologies, Logistics, and Infrastructures of Militarization
- PCON 301 - International Human Rights
- PCON 303/GEOG 303 - The Camp: A Global History of Civilian Internment
- PCON 304/GEOG 304 - Criminal Underworld
- PCON 310/GEOG 310 - Geopolitics
- PCON 314 - Media War: Peace & Conflict
- PCON 322 - Weapons and War
- PCON 329/GEOG 329 - Environmental Security
- PCON 330/MIST 330 - Capitalism & Imperialism in the Middle East
- PCON 337 - Forced Displacement: Refugees, Migrants and Asylum-Seekers
- PCON 340 - Terror/Counterterror: Histories and Logics of Asymmetric Warfare
- PCON 340E
- PCON 341/POSC 341 - War and the Shaping of American Politics
- PCON 345 - Transitional and Historical Justice
- PCON 351/MIST 351 - The Israel/Palestine Conflict
- PCON 356 - Is it Genocide? The Legal Bases of Settler Colonialism
- PCON 358/POSC 358 - Transnational Politics
- PCON 368/ENGL 368 - After Genocide: Memory and Representation
- PHIL 313 - International Ethics
- POSC 152 - Global Peace and War (IR)
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 353 - National Security
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 357 - International Institutions
- POSC 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 366 - Foreign Policy Analysis
- POSC 368 - American Foreign Relations with China
- POSC 374 - International Law
- POSC 383 - National Security (Extended Study)
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 421 - Seminar: Information Warfare
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 240 - Religion and Terrorism
- RELG 251 - Faith after the Holocaust
  RELG 262/MIST 262 - Islam in Our Post-9/11 World
- RELG 331 - The Problem of Evil
- RELG 347 - Religion and U.S. Foreign Policy
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 333 - Human Rights in Russia and Eurasia
- REST 358 - Russian Revolutions

- SOCI 240 - Fascism and Right-Wing Extremism: A Historical Sociology
- SOCI 304 - Sociology of Disasters
- SOCI 328 - Criminology
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WRIT 241 - Politics of Public Memory

Cluster 3 – Geographic Areas of Specialization (3 Courses)

Courses fulfilling this requirement have an attribute of PCC3 in the course offerings.

Knowledge of specific regional conflicts, and efforts to resolve them, is essential to the study of peace and conflict. To develop this knowledge base, students are required to take three approved courses on the politics, culture, history, geography, or economics of a geographic region chosen from the following:

A. Central America, the Caribbean, and South America
B. North America
C. West, East, Central, and Southern and Sub-Saharan Africa
D. Europe
E. The Middle East and North Africa
F. Russia, the Caucasus, and Central Asia
G. Asia and the Pacific Rim
H. Transregional Communities

Students may take Cluster 3 electives concurrently with courses in Clusters 1 and 2. Other courses, including Liberal Arts Core Curriculum courses, off-campus studies courses, and 300- or 400-level language courses, may count toward the geographic areas requirement, if approved by the program director. Many courses can count for Cluster 3 for each of the regions listed. Students should consult their PCON adviser about specific courses across the curriculum and off campus which may satisfy this requirement. Approved study abroad programs will normally provide two course credits towards this part of the major. Whenever possible, students should declare, in consultation with their PCON advisor, their area of geographic specialization and seek approval for any already-taken Cluster 3 courses soon after becoming a major. The "Transregional Communities" designation (see above) applies to a thematic course of study on issues such as forced migration, refugee and diaspora communities, or the violence that corresponds with global flows of illicit commodities (humans, drugs, weapons, etc.)

Cluster 4 – Thesis (1 Course)

Courses fulfilling this requirement have an attribute of PCC4 in the course offerings.

To complete the thesis requirement, students must enroll in PCON 479 in the fall semester of the fourth year. In order to advance to the thesis, students should have completed both of the Cluster 1 requirements and taken as many classes as possible in Clusters 2 and 3. Theses developed during the research seminar may be on any topic, but students are expected to integrate expertise in their Cluster 3 geographic area of specialization in their final submissions.

Declarations

Students can declare a PCON major at any time so long as they can successfully complete Cluster 1 (PCON 201 and 202) before the fall semester of their senior year when they must take their senior capstone thesis seminar (PCON 479). Prospective majors are strongly encouraged to take and successfully complete (with a grade of C or higher) at least one of the required Cluster 1 courses (PCON 201 or 202)

before making the decision, and otherwise are strongly encouraged to complete Cluster 1 (PCON 201 and 202) before their junior year if possible.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Peace and Conflict Studies program page.

GPA Requirement

To qualify for graduation, a minimum grade of C is required for all courses taken toward the major.

Peace and Conflict Studies Program

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Peace and Conflict Studies program catalog page.

Peace and Conflict Studies Minor

Minor Requirements

The PCON minor requires six courses, as described below.

Cluster 1 - Core Approaches

Courses fulfilling this requirement have an attribute of PCC1 in the course offerings.

Two courses:

- PCON 201 - Processes of Peace & Conflict: Histories, Theories, Technologies
- PCON 202 - Practices of Peace and Conflict: Politics, Cultures, Societies

Cluster 2 - Elective Offerings

Courses fulfilling this requirement have an attribute of PCC2 in the course offerings.

Four of the following:

- ALST 250 - Representations of Africa
- ANTH 205 - Archaeology of Warfare
- ARTH 262 - War and Plunder
- ASIA 200 - Approaches to Asia
- CORE C137 - Partition: The Division of British India
- CORE S138 - Advent of the Atomic Bomb
- COSC 311 - Security, Privacy and Society
- ENGL 151 - Literature of Survival: Genocide, Trauma, and Memory
- ENGL 431 - Ethnographic Fictions: Human Rights and Literature

- GEOG 107 - Is the Planet Doomed?
- HIST 106/ALST 282 - The Making of Modern Africa
- HIST 203 - Age of the American Revolution
- HIST 210 - The History of Health, Disease and Empire
- HIST 232 - The Crusades
- HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815
- HIST 237 - Empires and Global History: 1400-1700
- HIST 245 - Russia at War
- HIST 251 - The Politics of History
- HIST 265 - War and Violence in East Asia
- HIST 271 - The First World War
- HIST 272 - War and Holocaust in Europe
  HIST 281/ALST 281 - Slavery and the Slave Trade in Africa
- HIST 284 - Decolonization in Africa
- HIST 309 - Culture and Society in Cold War America
- HIST 316 - The United States in Vietnam, 1945 - 1975
- HIST 337 - Pirates in the Atlantic World, 1500s - 1730
- HIST 350 - Contemporary European History, 1945 to the Present
- HIST 356/NAST 356 - Global Indigenous History
- HIST 358 - Conquest and Colony: Cultural Encounters in the Americas
- HIST 359 - Resistance and Revolt in the Colonial Atantic World
- HIST 360/NAST 360 - Borderlands of North America
- HIST 365 - Warriors, Emperors and Temples in Japan
- HIST 368 - China, the Great Wall, and Beyond
- HIST 370 - The Mongol Empire
- HIST 379 - U.S. and Africa
- HIST 382 - Modern Africa
- HIST 384 - Somalia: From Independence to Collapse
- HIST 385 - Darfur in Historical Perspective
- HIST 388 - The American South: From Reconstruction to the Present
- HIST 489 - Seminar on Problems in Military History
- JWST 251/RELG 251 - Faith after the Holocaust
- PCON 111 - Intro Peace & Conflict Studies
- PCON 160 - Gender (In)Security
- PCON 245 - Organizing War: Technologies, Logistics, and Infrastructures of Militarization
- PCON 301 - International Human Rights
- PCON 303/GEOG 303 - The Camp: A Global History of Civilian Internment
- PCON 304/GEOG 304 - Criminal Underworld
- PCON 310/GEOG 310 - Geopolitics
- PCON 314 - Media War: Peace & Conflict
- PCON 322 - Weapons and War
- PCON 329/GEOG 329 - Environmental Security
- PCON 330/MIST 330 - Capitalism & Imperialism in the Middle East
- PCON 337 - Forced Displacement: Refugees, Migrants and Asylum-Seekers
- PCON 340 - Terror/Counterterror: Histories and Logics of Asymmetric Warfare
- PCON 341/POSC 341 - War and the Shaping of American Politics
- PCON 345 - Transitional and Historical Justice
- PCON 351/MIST 351 - The Israel/Palestine Conflict

- PCON 356 - Is it Genocide? The Legal Bases of Settler Colonialism
- PCON 358/POSC 358 - Transnational Politics
- PCON 368/ENGL 368 - After Genocide: Memory and Representation
- PHIL 313 - International Ethics
- POSC 152 - Global Peace and War (IR)
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 353 - National Security
- POSC 354 - Capitalism, the State, and Development in Latin America
- POSC 357 - International Institutions
- POSC 359 - Power in Russia from Gorbachev to Putin
- POSC 361 - Humanitarian Interventions
- POSC 366 - Foreign Policy Analysis
- POSC 368 - American Foreign Relations with China
- POSC 374 - International Law
- POSC 383 - National Security (Extended Study)
- POSC 405 - Seminar: Coercive Diplomacy: Trade, Aid & Sanctions
- POSC 406 - Seminar: The State and Political Violence
- POSC 421 - Seminar: Information Warfare
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Politics in Sub-Saharan Africa
- POSC 454 - Seminar: The Cold War and After
- POSC 456 - Seminar: War - Theories and Practices
- RELG 235 - Religion, War, Peace, and Reconciliation
- RELG 240 - Religion and Terrorism
- RELG 251 - Faith after the Holocaust
- RELG 262/MIST 262 - Islam in Our Post-9/11 World
- RELG 331 - The Problem of Evil
- RELG 347 - Religion and U.S. Foreign Policy
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 333 - Human Rights in Russia and Eurasia
- REST 358 - Russian Revolutions
- SOCI 240 - Fascism and Right-Wing Extremism: A Historical Sociology
- SOCI 304 - Sociology of Disasters
- SOCI 312 - Social Inequality
- SOCI 328 - Criminology
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WRIT 241 - Politics of Public Memory

Additional Stipulations

- Minors may take PCON 479 as one of their electives, with instructor permission.
- PCON minors are strongly encouraged to consult with their PCON faculty advisor at least once each semester.

GPA Requirement

A minimum grade of C is required for all courses taken toward the minor.

Declarations

Students can declare a PCON minor at any time. Prospective and declared minors are strongly encouraged to take and successfully complete (with a grade of C or higher) Cluster 1 (PCON 201 and 202) before their junior year.

Peace and Conflict Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Peace and Conflict Studies program catalog page.

Philosophy

Faculty
Professors Dudrick, Kawall, McCabe, U. Meyer, Tumulty *(Chair),* Witherspoon *Associate Professors* J. Klein, Lennertz *Assistant Professors* Makin, Stenberg *Senior Lecturer* Pendleton *Research Affiliates* Abbas, Wolf

Philosophy is a central component of a liberal arts education. It raises fundamental questions about the nature of reality and the place of human beings within it. What is the nature of morality? What is free will and are human beings free? What is the relation between mind and body? What, if anything, can we know about the material world? Does God exist? What makes a state just? What makes for a good life?

In attempting to answer such questions, students of philosophy reflect on both their own responses to these questions and the ways in which past thinkers have defended their answers to them. The process of formulating and testing these answers requires education in logical analysis, reasoned argument, and analytic thinking. In acquiring such education within the philosophy curriculum, students develop their ability to solve problems and to think, read, and write critically — skills that are in high demand in a number of different professions. Philosophy majors go on to successful careers in law, consulting, finance, and medicine. Many have also embarked on academic careers.

But philosophy is about more than reflection and finding answers. As the love of wisdom, it is also a practice and a way of life, one characterized by openness to viewpoints other than one's own, a willingness to question both received opinions and one's own opinions, and a passionate concern to integrate thought and practice into a meaningful life.

The department offers a number of courses that serve as gateways to the practice of philosophy. These gateway courses are PHIL 101 - Intro Philosophical Problems; PHIL 111 - Ethics; and PHIL 121 - Political Philosophy. Prospective philosophy majors are especially encouraged to take PHIL 101 early in their course of study. Other courses at the 200 and 300 level are either courses in the history of philosophy or courses that focus on problems in specific areas of philosophy. Many of these courses do not have specific prerequisites and are open to all interested students.

There are two distinct major programs: philosophy and the joint major in philosophy and religion. The department does not offer a minor in philosophy and religion.

Course Information

Course classifications:

Major Figures (MF)
Metaphysics and Epistemology (M&E)
Value Theory (VT)

Awards

The Balmuth Award for Philosophical Engagement — established as an award in honor of Jerome Balmuth for the student who, in the judgment of the department, best exemplifies Jerry's love of philosophy and cultivation of philosophical community at Colgate.

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have done exceptional work in philosophy and/or relgion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and to assist the recipient with postgraduate study in philosophy or religion at a recognized graduate or divinity school.

The Marion Hoeflich Prize for the best Philosophy Paper in a Foreign Language – established in memory of the grandmother of Richard Klein '78. Awarded to the best philosophy paper in a language other than English, usually written as part of a recognized study abroad program.

The Robinson Essay Prize —awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Advanced Placement

Advanced Placement credit is not offered. Placement into more advanced philosophy courses may be granted to incoming first-year students who have achieved a score of 6 or 7 on the higher-level International Baccalaureate (IB) Philosophy Exam.

Transfer Credit

Matriculated students can apply for transfer credit through the Office of the Registrar. Transfer credit may be applied as graduation credit, or may apply to major/minor requirements if approved by the faculty transfer credit evaluator. Normally, no more than 2 transfer credits count towards the major. The department chair serves as the faculty transfer credit evaluator and holds authority for determining transfer equivalencies.

Honors

Philosophy

A student who wishes to become a candidate for honors in philosophy (or who wishes to become a candidate for honors in philosophy and religion by writing on a philosophical theme) should begin

researching and developing a topic for a thesis at the end of the junior year. In the fall of the senior year, interested students work with faculty advisors to develop a thesis proposal. Proposals are submitted to the whole department, and students are notified in December whether they have been approved to continue to honors. When a proposal is approved, a thesis advisor is assigned by the department. The student may then register for PHIL 490 with a view to qualifying for honors. PHIL 490 is an additional tenth course, beyond the nine courses required for completing the major.

The independent study should result in a senior thesis. Students writing a senior thesis will give an informal presentation of their work to students and faculty of the department. Students seeking honors must submit their theses to their advisers by the deadline set by the department. If a student's adviser judges the thesis to be of sufficient quality, the student will be invited to stand for honors. (Independent study students who are not invited to stand for honors will still be able to complete their senior theses.) Honors candidates will undergo an oral exam (the honors defense) conducted by the adviser and two additional faculty members during exam week. Ideally the honors defense becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. A student should have a 3.67 GPA in the major to pursue honors.

Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during the spring term of their senior year. The honors thesis – a substantial piece of research, analysis, or critique – is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets with their adviser and the two other faculty readers – a committee consisting of Philosophy and Religion faculty – and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

Study Group

During the spring semester, the Department of Philosophy, in conjunction with the Department of Religion, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1410. Other than the director's course, which is offered by a department member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. St. Andrews has a very fine philosophy department and it is a great advantage for majors in both philosophy and philosophy and religion to study there for a semester. The study group is also open to majors from other departments. See Off-Campus Study and Extended Study.

Philosophy Major

Major Requirements

A major in philosophy requires nine courses in philosophy, or ten if the philosophy major is a candidate for honors.

Though students may take as many 100- and 200-level courses as they wish, no more than three such courses will count towards the completion of the major. The lone exception is PHIL 225 Logic I, which can count towards the major in addition to three other 100- or 200-level courses. Though not strictly required of all majors, PHIL 225, is nevertheless strongly recommended for all majors — especially for students contemplating graduate work in philosophy. Only one of the total number of courses may be an independent study.

Among the courses for the major, students must complete the following:

Value Theory (VT) Elective

Courses fulfilling this requirement have an attribute of PHVT in the course offerings.

At least one upper-level course from the following:

- PHIL 312 - Contemporary Political Philosophy
- PHIL 313 - International Ethics
- PHIL 329 - Philosophy of Law
- PHIL 330 - Aesthetics and the Philosophy of Art
- PHIL 343 - Topics in Moral Theory
- PHIL 348 - Well-being, Meaning, and Death

Metaphysics and Epistemology (M&E) Elective

Courses fulfilling this requirement have an attribute of PHME in the course offerings.

At least one upper-level course from the following:

- PHIL 320 - 20th-Century Analytic Philosophy
- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics
- PHIL 341 - Philosophy of the Mind
- PHIL 342 - Philosophy of Language
- PHIL 380 - Issues in Epistemology and Metaphysics

Major Figures (MF) Elective

Courses fulfilling this requirement have an attribute of PHMF in the course offerings.

At least one course from the following, which should be completed by the end of the junior year:

- PHIL 301 - Ancient Philosophy
- PHIL 302 - Modern Philosophy
- PHIL 303 - Medieval Philosophy
- PHIL 304 - Kant and German Idealism

Note: Students planning on pursuing honors should take two courses from Major Figures (MF).

Philosophy Seminar

At least one 400-level seminar course. Students are strongly encouraged to take more than one seminar.

GPA Requirement

To qualify for graduation, a minimum grade of C is required in all courses taken toward the major/minor.

Honors

Students interested in pursuing honors can find the additional requirements on the Philosophy department page.

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Philosophy Minor

Minor Requirements

A minor in philosophy consists of five courses in philosophy. The structure of the minor can be specially designed in consultation with a student's adviser in philosophy, or it can have the basic structure outlined below.

Introductory Course

One of the following:

- PHIL 101 - Intro Philosophical Problems (strongly recommended)
- one 100- or 200-level PHIL course

Major Figures Elective

Courses fulfilling this requirement have an attribute of PHMF in the course offerings.

- PHIL 301 - Ancient Philosophy
- PHIL 302 - Modern Philosophy
- PHIL 303 - Medieval Philosophy
- PHIL 304 - Kant and German Idealism

Two Electives

- Two PHIL courses at any level

400-level Seminar

- One 400-level PHIL course

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Philosophy: Philosophy and Religion Major

Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

One of the Following

- PHIL 101 - Intro Philosophical Problems
- PHIL 111 - Ethics

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

One of the Following

- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics

400-level Seminar in Philosophy and Religion

Two 400-level seminars:

- One 400-level seminar in philosophy
- One 400-level course in religion, typically RELG 411 Senior Seminar in Religion

Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

Honors

Students interested in pursuing honors can find the additional requirements on the Philosophy department page.

Philosophy Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Philosophy department catalog page.

Physics and Astronomy

Faculty
Professors Balonek, Bary, Galvez, J. Levine, Metzler *(Chair),* Parks, Segall *Associate Professor* Crotty *Assistant Professors* Adhikari, Ilie, McCabe *Visiting Assistant Professors* Early, Usman *Instructor* Jones *Postdoctoral Fellows* Cardoso Isidoro, Ghodla

A student should select a major in the Department of Physics and Astronomy if he or she is interested in fundamental questions about the nature of matter and the nature of the universe, or in practical questions of engineering, applied physics, or space science. To be successful, a student should also enjoy mathematics and quantitative reasoning. More than half of the graduating seniors in this department go to graduate school in various disciplines, and many earn PhDs in physics, astronomy, and engineering. Approximately 25 percent enter technical careers directly after graduation. The others pursue careers in teaching, business (often technology-based), management, medicine, and other areas.

The department offers several courses of general interest, not intended for majors. These courses are ASTR 101 - Solar System Astronomy; ASTR 102 - Stars, Galaxies, and the Universe; PHYS 105 - Mechanical Physics I; and PHYS 111 - Fundamental Physics I, PHYS 112 - Fundamental Physics II.

To be Eligible to Graduate

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in *each* of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Awards

The Edwin Foster Kingsbury Prizes — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

The Joseph C. Amato & Anthony F. Aveni Award for Student Research — Awarded to those students showing excellence in scientific research.

The Physics and Astronomy Alumni Awards — awarded by the department to those students majoring in physics and astronomy, who, in the opinion of the department, have made the most significant progress in the study of their major subject and the relations of this science to other fields of learning.

The Physics and Astronomy Department Founders Award — awarded periodically by the department to a senior who has demonstrated four years of outstanding progress and development of his or her understanding of physics or astronomy.

Advanced Placement

Credit for PHYS 111 will be granted to students who score 4 or 5 on the AP Physics 1 exam or the AP Physics C-Mechanics exam. Credit for PHYS 112 will be granted to students who score 4 or 5 on the AP Physics 2 exam or the AP Physics C-E&M exam. Placement into PHYS 232 without completion of PHYS 131 can sometimes be allowed following discussion with the department chair and the PHYS 232 instructor. Department majors who do not complete PHYS 131 will be required to complete an additional upper-level course to meet the major requirements. Placement out of PHYS 232 or PHYS 233 based on high school courses (including AP) is not normally possible.

Honors

To qualify for graduation with honors, physics and astronomy-physics students must be invited by the department chair, in consultation with department faculty, to do an honors thesis. Normally, this invitation is extended only after exceptional performance in the capstone course PHYS 410.

The following are also required:

1. The completion (with a grade of C- or better) of at least two additional 300- or 400-level physics or astronomy courses beyond the minimum needed for the major. PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492 do not count towards this requirement. With the permission of the chair, a 300- or 400-level course in another NASC department may substitute for one of these courses.
2. A cumulative GPA of at least 3.5 in all 300- and 400-level classes taken to satisfy the upper-level course requirements for the major and for honors.
3. The completion, defense, and public presentation of an honors thesis. This thesis, to be evaluated by department faculty and an external reviewer, is normally a significant extension of the work completed in PHYS 410. Students normally enroll in PHYS 492 or ASTR 492 during the spring semester of their senior year to complete the work.

The department faculty will subsequently determine whether to award honors or high honors. Neither is guaranteed. High honors will be given only for truly extraordinary work.

Transfer Credit

Transfer of credit for physics and astronomy courses from other colleges or universities requires approval by the department. In particular, summer courses taken with the expectation of transfer credit must be pre-

approved by the department well in advance of enrollment. Students should be aware that few institutions offer summer equivalents for major-sequence courses other than PHYS 232 and PHYS 233, and also that a grade of C or higher is required to transfer coursework for Colgate credit. After matriculation, no more than 2 transferred course credits may count towards the physics or astronomy-physics major.

Pre-requisites and Minimum Grade Requirements

Prerequisite and minimum grade requirements will be strictly enforced for both majors and non-majors. Students who have not taken PHYS 131, and students who have received less than a C- in the lecture portion of PHYS 131, may take PHYS 232 with the PHYS 232 instructor's permission. Otherwise, students will not be permitted to take any department course that has prerequisites before achieving a grade of C- or better in the lecture portion of each prerequisite. Exceptions will be made to this policy only in extraordinary circumstances.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

Related Majors

- Astrogeophysics Major
- Physical Science Major

Pre-Engineering Studies

The department offers two ways to prepare for engineering: major in physics at Colgate and after graduation go to graduate school in engineering, or use one of the combined plans available in the department. To allow a student to combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University and Washington University. A student may spend three years at Colgate and two at the engineering school (the 3-2 plan) to earn bachelor's degrees from both institutions. The student may be eligible to continue study for a Master of Science (MS) degree, which can sometimes be completed in as little as one additional year after earning the bachelor's degree in engineering. Eligibility for the MS program is determined by the engineering school.

It is imperative for students interested in the 3-2 plan to begin the physics and math curriculum in the fall term of the first year. To be eligible for the 3-2 plan, a student must complete all physics major courses through PHYS 336 and PHYS 431 (or PHYS 451), plus one other upper-level physics course to be chosen in consultation with the pre-engineering adviser.

Prerequisites for admission to engineering schools vary among schools and fields of study; therefore, it is necessary to indicate an interest in pre-engineering to the physics faculty as soon as possible.

Preparation for Graduate School

Students intending to pursue graduate studies in physics, astronomy, or engineering should discuss their plans with their major advisers as early as possible. Students who wish to prepare for graduate studies in physics or astronomy should complete PHYS 431, PHYS 432, PHYS 433 and PHYS 434. To enrich the program, a student should choose additional physics and astronomy electives at the 300 and 400 levels. Advanced courses in other science departments, especially mathematics, are also encouraged.

Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in physics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Astrogeophysics Major

Director Levine

The astrogeophysics major is a multidisciplinary program for students interested in the study of the solar system and planetary matter. Drawing on astronomical observations, physical models, chemical constraints, and geological interpretations, students consider the Earth in its planetary context, the processes that have shaped Earth and other planets through time, and our place in the Universe. Students learn to appreciate or participate in the ongoing discovery of planets throughout the galaxy, and to reflect critically on their similarities with and differences from our own world. Astrogeophysics majors develop intellectual tools from across the physical sciences to reason qualitatively and quantitatively about global issues, such as the accelerating pace of global change and planetary habitability. Interested students should consult the program director as early as possible to plan an appropriate sequence of courses, since many of the required courses have prerequisites.

Major Requirements

The requirements for the major are as follows:

Physical Science

Courses fulfilling this requirement have an attribute of ASPH in the course offerings.

One introductory course with a grade of C– or higher, from the following list:

- ASTR 101 - Solar System Astronomy
- ASTR 102 - Stars, Galaxies, and the Universe
- ASTR 165 - How Old is the Universe?
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
- CHEM 111 - Chemical Principles and CHEM 111L
- GEOL 101 - Environmental Geology and GEOL 101L
- GEOL 105 - Megageology
- GEOL 120 - The Geology of America's Parks (Extended Study)
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- PHYS 131 - Atoms and Waves and PHYS 131L

Geology Courses

Courses fulfilling this requirement have an attribute of ASGE in the course offerings.

Two courses from the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

Mathematical Astrophysics

All of the following:

- MATH 161 - Calculus I
- MATH 163 - Calculus III
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 233L

- MATH 162 - Calculus II
  or
- PHYS 205 - Mathematical Methods of Physics

Astrophysics

- ASTR 210 - Intermediate Astronomy and Astrophysics
  or
- ASTR 414 - Astrophysics

Senior Research

One of the following courses:

- PHYS 410 - Advanced Topics and Experiments
- GEOL 441 - Senior Research Seminar

Advanced Courses

Four courses:

- One additional advanced astronomy course (300 or higher)
- Three additional advanced courses chosen from the following:
  - physics or astronomy (300 or higher)
  - at least one course from geology (250 or higher)
  - chemistry (300 or higher)

  Students should select these courses in consultation with the academic adviser and/or the astrogeophysics program director. These courses are to provide depth and rigor to the student's

academic program, but students are given freedom to tailor their astrogeophysics program to match particular interests.

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors and High Honors

To qualify for graduation with honors, a student must (a) complete one additional advanced course in astronomy, geology, or physics beyond the basic requirements; (b) earn a minimum GPA of 3.50 in advanced courses required for the major; and (c) complete and successfully defend an honors thesis. Normally the thesis is based on the candidate's senior research. High honors are awarded at the joint discretion of the Department of Geology and the Department of Physics and Astronomy on the basis of GPA and, in particular, for outstanding achievement in senior research.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Astronomy Minor

Minor Requirements

The minor in astronomy requires:

- Two of the following: ASTR 101 or ASTR 102
- Two additional astronomy courses that count towards the astronomy-physics major
- Two physics courses that count towards the physics major
- A grade of C– or better in all courses that count toward the minor is required.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Astronomy-Physics Major

Major Requirements

A student interested in astronomy or astrophysics should enroll in this program. A student interested in planetary astronomy should also consider the astrogeophysics program.

Required Math Courses

All of the following:

- MATH 161 - Calculus I
- MATH 163 - Calculus III

Required Astronomy-Physics Courses

All of the following:

- PHYS 131 - Atoms and Waves
- PHYS 201 - Mathematical Methods for Physics
- PHYS 205 - Mathematical Methods of Physics
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Intro Electricity & Magnetism
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity
- ASTR 210 - Intermediate Astronomy and Astrophysics
- ASTR 312 - Astronomical Techniques

Astronomy Courses

One of the following:

- ASTR 414 - Astrophysics
- ASTR 416 - Galactic and Extragalactic Astronomy
- ASTR 313 - Planetary Science

Additional Astronomy/Physics Electives

- Two additional astronomy or physics courses at the 300- or 400-level (excluding PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492)

Senior Research Experience

- PHYS 410 - Advanced Topics and Experiments

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors

Students interested in pursuing honors can find the additional requirements on the Physics and Astronomy department page.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Physics Major

Major Requirements

Required Courses

- PHYS 125 - How Physics Sees the World (taken first term of first-year)
- PHYS 201 - Mathematical Methods for Physics
- PHYS 205 - Mathematical Methods of Physics (usually taken concurrently with PHYS 233 in the fall of the sophomore year)
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Intro Electricity & Magnetism (usually taken concurrently with PHYS 205)
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity (usually taken concurrently with PHYS 336 in spring term of sophomore year)
- PHYS 336 - Electronics (usually taken concurrently with PHYS 334 in spring term of sophomore year)
- PHYS 410 - Advanced Topics and Experiments (taken in the fall term of senior year)
- Three additional upper-level courses (300 or 400 level, excluding PHYS 334, PHYS 336, PHYS 392, PHYS 492, ASTR 312, ASTR 392, and ASTR 492)

These courses must be taken as soon as possible:

- MATH 161 - Calculus I
- MATH 163 - Calculus III

Minimum Grade and GPA requirement

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in each of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Physics and Astronomy department page.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Physics Minor

Minor Requirements

The minor in physics requires 5 courses, as described below.

Required Courses

All of the following:

- PHYS 125 - How Physics Sees the World and PHYS 125L
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Intro Electricity & Magnetism and PHYS 232L

Electives

- Two additional physics courses that count towards the physics major
    - at least one must be at the 300- or 400-level

GPA Requirement

A grade of C– or better in all courses that count toward the minor is required.

Physics and Astronomy department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Physics and Astronomy department catalog page.

Political Science

Faculty
Professors Brubaker, Byrnes, Chernoff, Kraynak, N. Moore, Shain *Associate Professors* Dauber, Fogarty *(Chair)*, Koter, Lupton, Luttig, Morkevičius, Murshid, Nam, Rosenfeld, Rutherford *Assistant Professors* Benn, Berk, Hedberg, Ibarra del Cueto, Siddiqi, Wang *Visiting Assistant Professors* Irons, Mull, Tekinirk *Charles Evans Hughes Visiting Chair of Government & Jurisprudence* Miner *A Lindsay O'Connor Visiting Professor of Political Science* Bierman

The department's program is designed to provide students with an understanding and appreciation of politics in the broadest sense and to introduce them to the skills needed for research and analysis. The curriculum includes courses in the principal fields of the discipline, including American and comparative government and politics, international relations, and political theory. Through coursework and independent study

projects, students confront some of the enduring questions of politics while studying political institutions, processes, behavior, and theory. Internships in Washington on the D.C. study group combine rigorous analysis of politics and government with direct exposure to Congress, the national executive, political parties, interest groups, think tanks, and media. Similarly, study and internships in Geneva, Switzerland, on the department's other study group, provide students with the opportunity to travel widely in Europe and to become immersed in the world of international organizations. The honors colloquium, in addition, offers students the opportunity to conduct significant research under the supervision of a faculty member. Students who major in political science are likely to be well prepared for future careers or graduate study in such fields as law, public service, international affairs, business management, teaching, journalism, and many others.

Course Information

Course classifications:

American politics (AM)
Comparative politics (CO)
International relations (IR)
Political theory (TH)

Awards

Colgate's chapter of Pi Sigma Alpha is a national honorary society that recognizes the accomplishments of undergraduate political science students.

The Dr. William L. Boyle Jr. Award — given annually for academic excellence to a junior political science major.

The Herbert J. Storing Memorial Award — established as an annual award to a senior political science major for superior academic achievement.

Advanced Placement

Advanced placement credits are not accepted for credit in the political science major or minor programs.

Transfer Credit

Colgate students planning to study off-campus or abroad: The department will accept for major credit a maximum of two political science courses taken at other institutions. Only one transfer credit will be accepted toward the minor. These courses must have been approved for transfer credit by the Colgate registrar and by the member of the Department of Political Science designated to evaluate them. In all instances, courses accepted for major or minor credit must be comparable in quality, quantity of reading and writing, and scope of coverage to courses offered in the department. Transfer credits will not ordinarily be offered for POSC-100 level courses or POSC 232. 400-level courses will not be accepted under any circumstances. Students who anticipate applying for major or minor credit for a course or courses to be taken at another institution should consult with the department's transfer credit representative before enrolling elsewhere.

Students transferring to Colgate from other universities: The department will accept for major credit up to four political science courses at the 100-, 200- or 300-level taken at a student's prior academic institution.

Up to two courses may be accepted toward the minor. In all instances, courses accepted for major or minor credit must be comparable in quality, quantity of reading and writing, and scope of coverage to courses offered in the department. 400-level courses will not be accepted under any circumstances. Transfer students who anticipate applying for major or minor credit for a course or courses they have already taken at another institution should consult with the department's transfer credit representative before declaring political science as their major or minor.

Honors and High Honors

Students with outstanding records in political science may pursue honors. To qualify, a student must have, at graduation, an overall GPA of 3.40 and a departmental GPA of 3.60 in the eleven or more courses taken to satisfy the major requirement for honors. A student must enroll in the year-long honors colloquium (POSC 498 and POSC 499). Both courses are used in determining departmental GPA, however, only one may count toward major requirements. Each student in the fall while enrolled in POSC 498 will complete an in-depth written literature review of his or her subject of interest; then, in the spring while enrolled in POSC 499, students will write a lengthy thesis. Each course is graded separately, but enrollment in POSC 499 is contingent on the successful completion of POSC 498, and the recommendation of the seminar director and the student's primary adviser. Although these courses are designed for and required of those hoping to stand for honors or high honors at graduation, neither is restricted to them; rising seniors with a strong interest in some area of political science and a proven academic record of accomplishment who would like to explore further a chosen area of research in a collaborative environment should also consider enrolling. It is critically important that juniors interested in doing an honors thesis in their senior year, speak both with their advisers and members of the faculty conducting research in an area of common interest while searching for a primary adviser to guide their independent research during their senior year.

All students who have successfully completed the honors sequence will be eligible for honors or high honors. Whether a student receives honors or high honors ultimately depends upon the outcome of their thesis research. To be awarded honors, a thesis must be judged superior both by the faculty member guiding the student's research and the seminar director of POSC 499. A thesis judged by these readers to be potentially worthy of high honors will, with the agreement of the student, be submitted to a third reader. An oral defense will then be scheduled at which time the student is examined both on the content of the thesis and his or her knowledge of the general field of inquiry. The three readers then make the final decision as to whether the student will receive high honors at graduation.

Related Majors

- Asian Studies Students may select a topical major in Asian studies with a focus on India, China, or Japan, including related departmental courses in political science.
- International Relations Students with a singular focus on the international political realm take, in conjunction with those in political science, courses in the languages, economics, history, and allied fields.
- Peace and Conflict Studies Students interested in this major may enroll in the interdisciplinary Peace and Conflict Studies Program.

Study Groups

Washington

The Washington Study Group, conducted in the spring term each year, provides a unique opportunity for a select group of Colgate students to study the working processes of the American national government at close range. See "Undergraduate Program". Study group members take four courses during their term in Washington, one of which is an internship. Students receive three course credits toward completing the political science major (POSC 410, POSC 412, and POSC 414) and one university credit toward graduation (POSC 413). Prerequisites: POSC 150, POSC 210, or POSC 211.

Geneva, Switzerland

The Geneva Study Group, conducted in the fall and/or spring terms of each year, provides a rewarding opportunity for a highly select group of Colgate students to study the workings of international organizations, the politics of the European Union and of Western European nations, and other related matters while living and traveling in the heart of Western Europe. Intensive language and cultural immersion in a French homestay, and internship opportunities working in international and non-governmental organizations are important parts of the program.

At least one college-level French course is a prerequisite. Study group directors may specify other prerequisites, but as a general rule students are required to take POSC 232 prior to the start of the program. Students are also strongly encouraged to take at least one other political science or history course in the politics, culture, history, international relations, or economies of Europe.

For further information, please see Off-Campus Study.

Political Science Major

Major Requirements

Ten courses are required to complete a major in political science. The requirements are as follows:

Political Science Courses

American Politics

Courses fulfilling this requirement have an attribute of POAP in the course offerings.

One of the following:

- POSC 150 - Introduction to American Politics
- POSC 210 - Congress
- POSC 211 - Presidency & Executive Leadership
- POSC 212 - The Politics of Race and Ethnicity (AM)

Comparative Politics

Courses fulfilling this requirement have an attribute of POCP in the course offerings.

One of the following:

- POSC 153 - Introduction to Comparative Politics
- POSC 208 - Comparative Democracies (CO)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215 - Comparative Politics: Middle East
- POSC 216 - Comparative Politics: Latin America

International Relations

Courses fulfilling this requirement have an attribute of POIR in the course offerings.

One of the following:

- POSC 152 - Global Peace and War (IR)
- POSC 232 - Fundamentals of International Relations (IR)
  Restrictions:
- No student can count both POSC 152 and POSC 232 toward the POSC major
- No student can take POSC 152 after having taken POSC 232
- No student can take these courses simultaneously

Political Theory

Courses fulfilling this requirement have an attribute of POPT in the course offerings.

One of the following:

- POSC 151 - Politics and Moral Vision
- POSC 260 - Foundations of Political Thought

Electives

Courses fulfilling this requirement have an attribute of POEL in the course offerings.

- One additional political science course at any level
- Four additional 300- or 400-level political science courses
  - Note: Only *one* of the two honors seminar courses - POSC 498 or POSC 499 - can count as an elective for major credit.

400-level Seminar

One 400-level seminar course. Note that study group courses, POSC 498, and POSC 499 do not fulfill this requirement.

Additional Stipulations

- No course with a grade below C will count for political science major credit.
- Double counting courses for political science and international relations:
  - For students electing a double major in political science and international relations, no more than two courses may be counted for completion of both majors.

    - For students seeking a major in political science and a minor in international relations, no courses may be double-counted.
- Transfer credit:
    - For the two study groups sponsored by the Department of Political Science, in Geneva, Switzerland, and in Washington, D.C., up to three course credits may automatically be applied toward fulfilling departmental major credit. For more information about transfer credit, refer to the Political Science Department page.
    - Normally, no more than two independent study courses or political science courses taken on an off-campus study group are accepted for major credit.
    - For more information about transfer credit, refer to the Political Science Department page.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Political Science department page.

Recommendations for Majors and Other Students

Those interested in studying political science may begin at any course level but are likely to find it most convenient to start with those at the 100 or 200 levels. In consultation with their faculty advisers, students should plan course sequences that fulfill major requirements while allowing them, if so desired, to develop particular interests in some depth while still gaining a well-rounded grounding in the discipline. All majors are encouraged, as well, to take electives in other closely allied social sciences.

The 100-level courses are designed for students likely to major in other fields of study as well as those considering a major or minor in political science. The 200-level courses are intended to serve as gateway courses to the major as well as to particular subfields. Both the 100- and 200-level courses, then, serve as general introductions providing a broad foundation in the discipline and are particularly suitable for first - and second - year students. The 300- and 400-level courses are, in most instances, somewhat more demanding and less general than lower-level courses and allow students to explore a specific topic in greater depth. These courses are generally directed, but not limited, to the needs of juniors and seniors. Majors and others interested in one particular area of the discipline, for example in international relations, can take up to seven courses, seminars, or independent studies in that area of interest, especially in classes at the 300 and 400 level.

Political Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Political Science department catalog page.

Political Science Minor

Minor Requirements

The minor consists of five political science courses, as described below.

Lower Level Subfield Electives

Courses fulfilling this requirement are the 100- and 200-level and have an attribute of POAP (American politics), POCP (comparative politics), POIR (international relations), or POPT (political theory) in the course offerings.

- Two courses at the 100- or 200-level
    - The two courses must come from different subfields:
        - American politics
        - comparative politics
        - international relations
        - political theory

Upper Level Electives

Courses fulfilling this requirement are the 300- and 400-level and have an attribute of POAP (American politics), POCP (comparative politics), POIR (international relations), or POPT (political theory) in the course offerings.

- Three courses at the 300- or 400-level
    - These may come from any subfield

Additional Stipulations

- No course with a grade below C will count toward the minor.
- Normally, no more than one independent study course, transfer credit, or political science course taken while participating in a Colgate off-campus study group (except those study groups sponsored by the Department of Political Science) is accepted for credit toward a minor. Requests for exceptions must be approved in advance by the faculty member designated to authorize transfer credits.
- A student may not count courses toward a political science minor, which are being counted toward a major in international relations.

Political Science Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Political Science department catalog page.

Psychological and Brain Sciences

Faculty
Professors Braaten, Hansen, D. Johnson, Kelly, R. Shiner *(Chair)*, Tierney *Associate Professors* Conti, Cooley, Liu, Martinez, Philbrook, J. Tomlinson *Assistant Professors* Ferrara, Galaj, Niraula *Visiting Assistant Professors* Akua, Brawner, Depowski *Lecturers* Albert, Webb

Psychological science is the scientific study of behavior, emition, and cognition in humans and other animals. As a discipline, it seeks to identify and understand basic and complex processes including sensation and perception, learning and memory, thought and language, motivation and emotion,

development, personality, psychopathology, and social interaction. These processes are examined from a variety of levels of analysis: from genetic and neural mechanisms to physiological and cognitive systems, and from individual behavior to interpersonal, cultural, and societal dynamics. Because it addresses fundamental aspects of human experience, psychological science has wide-ranging relevance to personal, social, and global challenges.

The Department of Psychological and Brain Sciences is the home of Colgate's interdisciplinary Neuroscience Program. For more information about the Neuroscience program, please visit the Neuroscience program page.

Psychological Science

Psychological science offers two introductory courses: PSYC 109, a topics course designed for non-majors, and PSYC 150 - Introduction to Psychological Science. Students must complete PSYC 150 to be eligible to enter the major.

The department offers a wide range of courses covering topical areas in the field as well as Research Methods (PSYC 200), Quantitative Methods (PSYC 309), Biological Psychology (PSYC 275), and senior thesis projects (PSYC 498/PSYC 499). In consultation with their departmental advisers, majors are encouraged to select 200- and 300-level courses that offer a breadth of exposure to the broad content and methodologies comprising psychological science.

Awards

Kevin Carlsmith Prize — in recognition of an outstanding senior interested in social, personality, or clinical psychology.

The Sarah Kulkofsky Award — established in memory of Sarah Kulkofsky '02, to be awarded each year to an outstanding senior interested in cognitive or developmental psychology.

The Phil R. Miller Prize — established in memory of Lt. Phil R. Miller '41, who lost his life in the service of his country in World War II, and awarded to a junior or senior psychology major demonstrating unusual interest in and capacity for work in psychology.

The Psychological and Brain Sciences Citizenship Award — awarded by the department for outstanding contributions to the Psychological and Brain Sciences department through exemplary leadership, service, and achievement.

Advanced Placement

Entering students who receive scores of 5 on the Advanced Placement examination in psychology are eligible to receive one psychology course credit toward graduation, which will be recorded as PSYC 109 - Contemporary Issues in Psychological Science.

Honors and High Honors

The requirements for achieving honors and high honors in psychological science are as follows:

Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of high quality
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields.

High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of very high quality
4. An oral examination performance that demonstrates mastery of the senior thesis and related fields.

International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but *may* count towards the major.

Transfer Credit and Study Groups

Transfer of psychological science credit from other institutions by students already matriculated at Colgate requires *prior written permission* from the registrar *and* the department. Normally, no more than one transfer course or one Colgate Study Group course may count toward the major/minor.

Credit for PSYC 150, 200, 275, and 309 may be granted only in exceptional cases for summer or study abroad coursework. Students must obtain prior approval from the department to be considered for such exceptions. Students who are transferring into Colgate may receive credit for these courses if they were completed prior to matriculation, subject to departmental review.

Colgate sponsors study-abroad programs in the natural sciences and mathematics at the University of Galway in Ireland. The department also accepts transfer credit from the University of Otago in Dundin, New Zealand. See Off-Campus Study.

Contact psychological and brain sciences for more information regarding transfer credit within the department.

Related

- Neuroscience Program
- Neuroscience Major
- Neuroscience Courses

Psychological Science Major

Major Requirement

The program (at least nine courses) required of majors is as follows (no more than two 300-level *elective courses* - excluding PSYC 309 - per term can be counted towards the major):

Required Courses

- PSYC 150 - Introduction to Psychological Science (should be taken by the end of the sophomore year.)
- PSYC 200 - Research Methods in Psychological Science (should be completed by the end of the sophomore year.)
- PSYC 275 - Biological Psychology (should be completed by the end of the junior year.)
- PSYC 309 - Quantitative Methods in Behavioral Research (should ideally be taken by the end of the junior year.)
- PSYC 498 - Senior Research

Four Additional Courses

- These courses must be selected from the following areas:
    - Cognitive Psychology (PSYC 250–259, PSYC 300CO/301CO, PSYC 350–359)
    - Developmental/Social/Personality/Clinical Psychology (PSYC 260–269, PSYC 300SO/301SO, PSYC 340–349, PSYC 360–PSYC 369)
    - Neuroscience (PSYC 370–PSYC 379, PSYC 380–PSYC 389, PSYC 300NE)
- At least one of the courses must be taken at the 200 level, and at least two of the courses must be taken at the 300 level.
- Students must take at least one course in the area of Cognitive and at least one course in the area of Developmental/Social/Personality/Clinical.
- Note that PSYC 291, PSYC 391, PSYC 491, and PSYC 499 do not count as one of these four additional courses.

Senior Thesis

PSYC 498 - Senior Research must be taken in the fall or spring term of the senior year. During the spring term of the junior year, students identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources. Most students will take PSYC 498; on the rare occasions when PSYC 450 or PSYC 460 is offered, students may substitute that seminar for PSYC 498. Students planning honors research are required to enroll in PSYC 498 in the fall of the senior year, followed by PSYC 499 in the spring of the senior year. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science major. A passing grade must be received for a course to satisfy a major requirement.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Psychological and Brain Sciences department page.

Psychological and Brain Sciences

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Psychological and Brain Sciences department catalog page.

Psychological Science Minor

Minor Requirements

The minor in psychological science requires 6 courses, as described below.

Required Courses

All of the following:

- PSYC 150 - Introduction to Psychological Science
- PSYC 200 - Research Methods in Psychological Science
- PSYC 275 - Biological Psychology
- PSYC 309 - Quantitative Methods in Behavioral Research

Electives

- Two additional PSYC electives
  - one must be at the 300 level or higher
  - independent studies (PSYC 291, PSYC 391, and PSYC 491) do not fulfill this requirement

GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science minor. A passing grade (D- or higher) must be received in all courses taken to satisfy the requirements for successful completion of a minor.

Psychological and Brain Sciences

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Psychological and Brain Sciences department catalog page.

Religion

Faculty
Professors Cushing, Frank, Martin, Sindima, Vecsey *Associate Professors* Abbas *(Chair)*, Reinbold, Sullivan *Assistant Professor* Davenport *Visiting Assistant Professor* Blackshear *Senior Lecturer* Stahlberg

The Department of Religion at Colgate offers a program of study that challenges students to explore the role of religion across cultures and historical periods, and to think critically about the nature and expression of religiousness. Religion courses offer training in a unique combination of skills, including close textual analysis, direct observation, critical thinking, and cross-cultural understanding.

Beyond the introductory 100-level courses, the department offers a variety of courses regarding diverse African, Buddhist, Christian, Hindu, Islamic, Jewish, and Native American traditions. These "Tradition" courses (RELG 201 to RELG 219) provide students with a strong foundation in the study of a particular religion. The department also offers courses (RELG 220 to RELG 269) on the many dimensions of religion, including its intersections with existential questions, contemporary culture, the environment, war and peace, terrorism, medicine, gender, technology, and the law, and courses on seminal religious texts (RELG 270 to RELG 279). Our more advanced 300- and 400-level courses emphasize theoretical approaches to the study of religion.

The study of religion is necessarily interdisciplinary, making reflective use of the full variety of liberal arts methods. It engages related issues in philosophy, ethics, society, spirituality, science, gender, sexuality, arts, and politics. Thus, a major or minor in religion may serve as a natural complement to other majors. Students in the arts and humanities, for instance, will find that the study of religious texts and worlds affords them greater insight into literature and visual art.

Students in political science, history, environmental studies, and other social science fields will find that our courses enable them to explore significant religious approaches to law and politics and to think deeply about the role of ethics and morality in public life. Students interested in careers in medicine and the health sciences will find that courses in religion equip them to cultivate greater cross-cultural sensitivity and to evaluate the moral complexity of current scientific advances.

The success of our graduates indicates that a major in religion provides excellent preparation for a number of careers, including education, government, journalism, medicine, finance, law, social work, and professional service in non-profit organizations and religious institutions.

Awards

The M. Holmes Hartshorne Memorial Awards for Excellence — established as an award for students who, in the judgment of the department, have done exceptional work in philosophy and/or religion.

The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

The Robinson Essay Prize — established in honor of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

Advanced Placement

Advanced Placement cannot be presumed since examinations in this area are not given

Transfer Credit

Transfer credit for graduation requirements may be awarded by the registrar. Transfer of credit toward major or minor requirements requires prior written permission from both the registrar and the department. Normally no more than two transfer credits may count toward major or minor requirements. Seminar credit is not transferable.

Honors

Religion

All candidates for honors in religion who wish to write on a religious theme are required to take an advanced course in religion in the fall of the senior year. At the end of the course, the faculty member may recommend that a student's paper be reworked into an honors thesis.

In the spring of the senior year, candidates for honors normally take an independent study (RELG 490) with their honors adviser. The honors thesis — a substantial piece of research, analysis, or critique — is turned in to the adviser several weeks before the end of the term. If the adviser decides that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and two other faculty readers and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. For the Class of 2026, no student can be awarded honors, however, who does not have at least a GPA of 3.40 in his or her major. For the Class of 2027 and later years, no student can be awarded honors, however, who does not have at least a GPA of 3.60 in his or her major.

Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during the spring term of their senior year. The honors thesis - a substantial piece of research, analysis, or critique - is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and the two other faculty readers - a committee consisting of Philosophy and Religion faculty - and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

Study Groups

During the spring semester the Department of Religion, in conjunction with the Department of Philosophy, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1413. Other than the director's course, which is taught by a Colgate faculty member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. For more information see Off-Campus Study and Extended Study.

Religion Major

Major Requirements

A major in religion consists of ten courses, a minimum of eight of which must be departmental courses. Only one of the total number of courses may be an independent study.

The requirements for the major are as follows:

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- RELG 352 - Theory and Method in the Study of Religion
- At least one 400-level course, typically RELG 411
- Seven electives, at least two of which must be at the 300 or 400 level.

Additional Information

In consultation with the student's adviser and the department chair, a student may elect to count up to two Colgate courses from outside the program in religion for religion major credit. These courses may be in the study of a language, provided that the student has planned these courses in advance and in consultation with his or her adviser and the department chair. A student who has received approval from the registrar to transfer credit for a language course not taught at Colgate (e.g., Biblical Hebrew, Hindi, Sanskrit), may petition the chair for the approved transfer credit to count toward the major. Relevance to the student's program of study in religion must be demonstrated. Required Core courses cannot be counted toward religion requirements.

GPA Requirement

For graduation, the religion department requires a minimum GPA of 2.00 in courses chosen to count toward the major.

Honors

Students interested in pursuing honors can find the additional requirements on the Religion department page.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Religion Minor

Minor Requirements

A minor in religion consists of five courses in religion. The structure of the minor can be designed in consultation with the student's adviser. The department strongly recommends that minor concentrators take at least one 300-level course.

GPA Requirement

The religion department requires a minimum GPA of 2.00 in courses chosen to count toward the minor.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Religion: Philosophy and Religion Major

Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

One of the Following

- PHIL 101 - Intro Philosophical Problems
- PHIL 111 - Ethics

One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion, Power, and Politics

All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

One of the Following

- PHIL 335 - Contemporary Epistemology
- PHIL 340 - Metaphysics

400-level Seminar in Philosophy and Religion

Two 400-level seminars:

- One 400-level seminar in philosophy
- One 400-level course in religion, typically RELG 411 Senior Seminar in Religion

Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

Honors

Students interested in pursuing honors can find the additional requirements on the Religion department page.

Religion Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Religion department catalog page.

Romance Languages and Literatures

Faculty
Professors Julien, Plata Parga *Associate Professors* Facchini, Pérez-Carbonell, Riley (*Chair*), Sandoval-Leon, Stolova, Zegarra *Assistant Professors* Brown, Ramirez Velazquez *Senior Lecturers* Escudero Moro, Mejía-Barrera, Merklin, Ramakrishnan *Lecturers* Llorente *Visiting Assistant Professors* Atkinson, Medin Doce

The Department of Romance Languages and Literatures offers classes in French, Italian, and Spanish at the 100 and 200 levels, with major and minor programs consisting of classes at the 300 and 400 levels. All classes are open to any student who meets the appropriate requirements. Students may pursue a major or a minor in French or Spanish, or a minor in Italian.

All courses are offered in the target language, which enables students to develop increasingly sophisticated levels of language proficiency, disciplinary expertise, and cultural knowledge. From the beginning language courses to advanced literature seminars, the curriculum is designed with geographic and cultural diversity in mind. Advanced courses, using different interdisciplinary lenses, focus more specifically on literature as well as linguistics and film as an object of study and a scholarly discipline with its specialized methodologies and modes of thought. Literature also offers a unique conduit for learning about languages, cultures, and histories.

A major in a Romance language offers an excellent basis not only for a graduate degree in literature, but also for a professional program in other fields such as international relations, law, any of the sciences, medicine, education, or business. Regardless of their career path, students of Romance languages are exceptionally well equipped to navigate the cultural and linguistic diversity of today's world and become active and engaged global citizens.

Awards

The Award for Excellence in French Studies — awarded in recognition of consistently outstanding performance in French.

The Award for Excellence in Italian Studies — awarded in recognition of consistently outstanding performance in Italian.

The Award for Excellence in Spanish Studies — awarded in recognition of exceptional contributions to the life of the Spanish program within the Department of Romance Languages and Literatures.

The Charles A. Choquette Memorial Prize — established in honor of Charles Choquette, professor of French and Spanish from 1927 to 1967 and chair from 1953 to 1962. This prize is awarded to one or more students for excellence in French language and literature.

David B. Jutten Prize for Romance Languages — established in 1914 for a prize for excellence in Romance languages.

Advanced Placement and Transfer Credit

University credit is automatically granted to entering students who achieve a score of 4 or higher on AP examinations in French language and Spanish language or literature. Major credit is granted for a score of 5.

The following course equivalents are established: In French, language grade of 4 = 202; language grade of 5 = 361. In Spanish, language grade of 4 = 202; language grade of 5 = 361; literature grade of 4 = 202; literature grade of 5 = 202, and exemption from a major credit at the 350 level.

Students with an AP language grade of 3 may take FREN 202 or SPAN 202 or higher. Students with an AP language or literature grade of 4 or higher must register at the 300 level to continue their study of French or Spanish. No more than two AP or transfer credits, or combination of the two, may be counted for a French or Spanish major or minor.

Students wishing to transfer International Baccalaureate (IB) credit must have the official International Baccalaureate transcript filed with the registrar's office prior to course registration during the fourth semester. Students having received a score of 6 or 7 on the IB French HL exam may receive credit for FREN 202 and enroll in a 300-level class. Students having received a score of 6 or 7 on the IB Spanish HL exam may receive credit for SPAN 202 and enroll in a 300-level class.

No more than two major or one minor credit may be transferred from an approved program in French, no more than one major or minor credit in Spanish, and no more than one minor credit in Italian. To be accepted, such courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer a credit from an approved program must provide the department chair with documentation about the course for approval prior to enrolling in that program, and may be asked to present their work to the chair for evaluation upon return.

Honors and High Honors

French

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.50. After selecting a topic and adviser, the student registers for FREN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for FREN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for FREN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher) or honors (A–).

A 490-course registration must be *in addition* to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser and is normally 45 pages for honors and 75 pages for high honors.

Spanish

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.50. After selecting a topic and adviser, the student registers for SPAN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for SPAN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for SPAN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher)or honors (A–).

A 490-course registration must be *in addition* to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser in consultation with the department chair.

Study Group

Spain

The Spain Study Group operates in Santiago de Compostela and Madrid each fall semester. In order to be eligible, a student must satisfactorily complete at least one 350-level survey and SPAN 361.

The study group experience is an integral part of the Spanish program, and all qualified majors are expected to participate. Preference is given to majors and minors, but qualified non-majors are encouraged to apply.

The department has established the following policies for its study group in Madrid: two credits toward the Spanish major or minor will be earned; students must register for a full load of courses; students may not take a fifth course; all courses must be taken for a standard letter grade. Only in unusual circumstances will the department chair grant exceptions to these rules.

La Casa Pan-Latina Americana

Students have an additional opportunity for language and cultural study through residence in La Casa Pan-Latina Americana. The house provides a focal point for Latino students and a way for other students to share cultural knowledge and language skills.

Language Placement Regulations

Students wishing to continue a Romance language studied in secondary school should register for the appropriate courses indicated by the prerequisites. For help determining placement see Language Placement or Course Descriptions. Credit will not be granted to a student taking a course at a lower level than a course for which the prerequisites have been completed. Students who have taken a class at the 100 or 200 level in the department may not skip a class in the 121-202 sequence. In all matters of language placement, the department makes the final determination.

French Major

Major Requirements

A major in French is a program of study of French language and literature. It consists of a minimum of eight courses at the 300 and 400 levels.

350-Level Electives

- Two FREN courses at the 350-level are required

NOTE: These courses must be taken before any 400-level literature course. A student who has completed a 400-level course may not take a 350-level survey course.

Advanced Composition, Grammar, and Conversation

- FREN 361 - Advanced French Composition, Grammar, and Conversation
  Note: This course may be taken for major credit *on campus only*. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

- Five FREN 400-level electives:
  - two must come from the Pre-1800 (category 1) list
  - two must come from the Post-1800 (category 2) list

Pre-1800 (category 1)

Courses fulfilling this requirement have an attribute of FRPR in the course offerings.

- FREN 423 - The 18th-Century Epistolary Novel in France
- FREN 425 - Libertine Fiction of the French 18th Century
- FREN 429 - The Age of Enlightenment
- FREN 434 - Storytelling: Medieval and Early Modern Short Stories
- FREN 436 - Crossroads: Literature of Medieval and Early Modern Voyages
- FREN 481 - Special Topics in French (pre-1800)

Post-1800 (category 2)

Courses fulfilling this requirement have an attribute of FRPO in the course offerings.

- FREN 432 - Twilight Zone: The "Fantastique" in 19th-Century French Literature
- FREN 445 - Writing the Self in the 20th Century: Autobiography in French
- FREN 450 - 20th-Century French Literature
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- FREN 482 - Special Topics in French (post-1800)

Additional Regulations

The following regulations apply:

1. Only 300- and 400-level courses in language and literature may be counted.
2. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
3. No more than two departmental courses counting toward a major may be taken in any one term.
4. Independent study courses are permitted only when the 400-level distribution requirements are met.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Romance Languages and Literatures department page.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

French Minor

Minor Requirements

A minor in French consists of a minimum of six courses at the 300 and 400 levels.

350-Level Courses

- Two FREN courses at the 350-level

NOTE: These courses must be taken before any 400-level literature course. A student who has completed a 400-level course may not take a 350-level survey course.

Advanced French Composition, Grammar, and Conversation

- FREN 361 - Advanced French Composition, Grammar, and Conversation
  Note: This course may be taken for major credit on campus only. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

Courses fulfilling this requirement have an attribute of FRPR and FRPO in the course offerings.

- Three FREN 400-level electives:
  - one must come from the Pre-1800 (category 1) list
  - one must come from the Post-1800 (category 2) list

See the French Major for the Category 1 and Category 2 lists, or the course offerings for term-based options.

Additional Regulations

The following regulations apply:

1. Only 300- and 400-level courses in language and literature may be counted.
2. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.
3. No more than two departmental courses counting toward a minor may be taken in any one term.
4. Independent study courses are permitted only when the 400-level distribution requirements are met.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Italian Minor

Minor Requirements

A minor in Italian is a program of study in Italian language, literature, and culture. It consists of a minimum of six courses. At least five of these courses must be entirely in Italian at the 200, 300, and 400 level, from the list below. One must be ITAL 361 and one must be ITAL 491. No more than one elective course not taught in Italian may be counted.

Required Courses

- ITAL 361 - Advanced Grammar, Composition, and Conversation
- ITAL 491 - Independent Study

Italian Courses

Courses fulfilling this requirement have an attribute of ITLA in the course offerings.

Three or four ITAL courses from list below:

- ITAL 201 - Intermediate Italian
- ITAL 202 - Intermediate Italian: Language and Literature
- ITAL 353 - Introduction to the Study of Italian Literature: Modern and Contemporary Italian Literature
- ITAL 354 - Modern Italian Culture
- ITAL 359 - From the Page to the Screen (and Vice-Versa)

Electives

Courses fulfilling this requirement have an attribute of ITEL in the course offerings.

If only three courses taken from list above, students may use one course from the list below to complete the requirements:

- ALST 284/HIST 284 - Decolonization in Africa
- ARTH 207 - Roman Art
- ARTH 216 - Nature's Mirror: Renaissance Arts 1400-1550
- ARTH 226 - Nature's Order: Baroque Arts 1550-1750
- ARTH 280 - Visual Culture of Fascism
- CLAS 235 - Archaeology of Italy
- CLAS 237 - Roman History I: The Roman Republic
- CLAS 253 - Excavating Ancient Greeks and Romans in Southern Italy
- CORE C138 - Black Italy
- CORE S106 - Saving the Appearances: Galileo, the Church, and the Scientific Endeavor
- FMST 224 - Introduction to Italian Cinema
- FMST 334 - Film Festivals and Exhibitions
- HIST 102 - Europe in Crisis Since 1815
- HIST 202 - Europe in the Middle Ages, c. 300 - 1500
- HIST 331 - Medieval Italy, c. 1000 - 1500
- JWST 204 - Jewish Fiction since Holocaust
- LATN 121 - Elementary Latin I
- LATN 122 - Elementary Latin II
- LATN 123 - Intensive Elementary Latin
- LATN 195 - Elementary-Level Latin Language Abroad
- LATN 201 - Intermediate Latin I

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Languages and Literatures department catalog page.

Spanish Major

Major Requirements

A major in Spanish is a program of study of Hispanic language and literature. It consists of a minimum of eight courses at the 300 and 400 levels.

350-level Electives

- Two SPAN courses at the 350-level

NOTE: These courses must be taken before any 400-level literature course. Exceptions to this rule can be made only with the approval of the department chair.

Advanced Composition and Stylistics

- SPAN 361 - Advanced Composition and Stylistics
  Note: This course may be taken for major credit on campus only. An exception is made forstudents who have received credit for this course by scoring 5 on the AP language exam

400-level Electives

Five 400-level electives

- At least two must come from the Pre-1900 (category 1) list

Pre-1900 (category 1)

Courses fulfilling this requirement have an attribute of SPC1 in the course offerings.

Spanish majors must take at least two courses from category 1.

- SPAN 459 - 'Nuns Having Fun' in Colonial Latin America
- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 467 - Latin American Romanticism
- SPAN 468 - Vision/Revision: Span Conquest
- SPAN 476 - Linguistic History of Spain
- SPAN 481 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises

Post-1900 (category 2)

Courses fulfilling this requirement have an attribute of SPC2 in the course offerings.

- SPAN 470 - Subject and the City: Imagined and Real
- SPAN 473 - Women and Censorship in Contemporary Spanish Novels
- SPAN 474 - Contemporary Short Fiction in Spanish
- SPAN 475 - Spanish as a Global Language
- SPAN 478 - Literature of the Caribbean
- SPAN 479 - Spanish in the United States
- SPAN 482 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises
- SPAN 485 - Latin American Novels Before the Boom (1910-1950)
- SPAN 486 - Latin American Dictatorship Theater
- SPAN 487 - Postdictatorial Transatlantic Theater
- SPAN 488 - Latin American Women Dramatists

Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for major credit *on campus only.* An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 300-level course.
4. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
5. No more than two departmental courses counting toward a major may be taken in any one term.
6. Independent study courses are permitted only when the major distribution requirements are met.
7. SPAN 490 is open only to candidates who are studying independently for honors.
8. Majors who qualify are strongly encouraged to participate in the Madrid Study Group.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Romance Languages and Literatures department page.

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Spanish Minor

Minor Requirements

A minor in Spanish consists of a minimum of six courses at the 300 and 400 levels. The requirements are as follows:

Advanced Composition and Stylistics

- SPAN 361 - Advanced Composition and Stylistics

Literature Courses

- Two 300- or 400-level SPAN literature courses
- Three additional 400-level SPAN literature courses
    - Must include at least one course from Category 1 (attribute = SPC1), as described in the Spanish major

Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for minor credit *on campus only.* An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 300-level course.
4. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.
5. No more than two departmental courses counting toward a minor or may be taken in any one term.
6. No independent study courses (SPAN 291, SPAN 391, SPAN 491) may be counted toward the minor

Romance Languages and Literatures Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Romance Language and Literatures department catalog page.

Russian and Eurasian Studies

Faculty
Professors Graybill, Helfant *Associate Professor* Erley *(Director)* *Senior Lecturer* Domashenko *Visiting Assistant Professor* Budnitsky

Russian and Eurasian Studies (REST) is a multi- and interdisciplinary program that aims to give students an understanding of the history, politics, literature, environment, and culture of Russian, East European and Eurasian places, along with proficiency in the Russian language. Students in this program benefit from the expertise of instructors in diverse fields, including literary and cultural studies, art history, anthropology, history, geography, Jewish studies, environmental studies, and political science. Prospective majors, and those with an interest in Russian language, should begin REST 121 as soon as possible. The major requires a minimum of two years of language. Students who continue into advanced Russian are encouraged to spend a semester studying Russian abroad on one of Colgate's approved programs. Courses throughout the curriculum are interdisciplinary and culminate in a senior seminar in which majors pursue advanced research in a collaborative environment. Many of our students choose to combine Russian and Eurasian studies with a wide range of second majors or minors. Recent graduates have found work in government,

journalism, law, NGOs, education, finance, and many other fields; some have gone to the Peace Corps, and a significant number have pursued graduate study.

Language Placement and GPA Requirements

Students with two or more years of high school Russian, and students who have taken an introductory level summer session course at another university, will normally matriculate into REST 122 or REST 201. Students with such previous Russian study, transfer students with coursework in Russian, and students from Russian-speaking families (heritage speakers) should consult with faculty for advice on placement.

An average of C (2.00) is required for graduation in the major or minor. All REST courses taken at Colgate are counted toward the cumulative grade.

Awards

The Robert L. Murray Award in Russian and Eurasian Studies — awarded by the program for excellence and originality in Russian and Eurasian studies at Colgate.

The Albert Parry Prize — awarded by the program for contributions to the Russian and Eurasian studies community.

The Richard Sylvester Award for First-Year Students — awarded by the department to a first-year student who has demonstrated superior progress and promise in Russian and Eurasian studies.

Honors and High Honors

Students apply in the fall of their senior year to pursue Honors in the spring semester. A minimum overall GPA in the major of 3.30 for honors and 3.70 for high honors is required, plus a written thesis of 40 to 60 pages. Students who write an honors thesis are required to complete an honors independent study (REST 490) in the semester following the senior seminar. Students may find additional requirements for Honors on the program site.

Study Abroad

The Russian and Eurasian studies faculty and Off-Campus Study/International Programs have collaborated to identify a small number of approved programs for students with at least two years of college Russian who wish to spend a semester abroad studying Russian. Two course credits toward the major or minor can be earned through study in Russia. Consult with the Russian and Eurasian studies faculty for further details.

Courses

The courses listed below are offered by the REST program. As an interdisciplinary program, select courses from other departments/programs may also count toward the REST major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Russian and Eurasian Studies Major

Major Requirements

The Russian and Eurasian studies major consists of ten courses.

If a student double majors, only one shared course can count for Russian and Eurasian studies.

The ten courses must include:

Introductory Course

- CORE C187 - Russia at the Crossroads

Russian Language

Courses fulfilling this requirement have an attribute of RELA in the course offerings.

A minimum of four semesters of Russian language:

- REST 121 - Elementary Russian I
- REST 122 - Elementary Russian II
- REST 201 - Intermediate Russian I
- REST 202 - Intermediate Russian II

Note:

Students are encouraged to pursue upper-level language study and to strive for interdisciplinary breadth, as well as to place Russia in a broader comparative context.

Four Electives

Courses fulfilling this requirement have an attribute of REEL in the course offerings.

Four additional courses, at least two of which must be at the 300 level or above.

- CORE C179 - Central Asia
- REST 150 - Russian Popaganda
- REST 210 - Oil and Water: Globalization and Resource Control in Central Asia (Extended Study)
- REST 250 - Cyborgs, Unite! Sci-Fi for Post-Humans
- REST 253 - Lust, Murder, Redemption
- REST 254/JWST 254 - Hope and Reality, Delusion and Dissent: Story-telling in the age of Communism, Nazism and Exile
- REST 255 - Courage, Conformity, Atrocity: Ukraine and Russia
- REST 358 - Russian Revolutions
- REST 303 - Russian in Context
- REST 306 - Advanced Russian
- REST 323/GEOG 323 - Arctic Transformations
- REST 333 - Human Rights in Russia and Eurasia
- REST 359/POSC 359 - Power in Russia from Gorbachev to Putin

Senior Seminar

- REST 412 - Senior Seminar

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Russian and Eurasian Studies program page.

Russian and Eurasian Studies Program

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Russian and Eurasian Studies program catalog page.

Russian and Eurasian Studies Minor

Minor Requirements

The Minor in Russian and Eurasian Studies consists of five courses, as described below.

Introductory Course

One of the following:

- CORE C187 - Russia at the Crossroads
- CORE C179 - Central Asia

Russian Language

- Two semesters of Russian language

Divisional Courses

Courses that fulfill this requirement have an attribute of REHU (Humanities) or RESO (Social Sciences) in the course offerings.

- one 200- or 300-level Humanities course focused on Russian studies
- one 200- or 300-level Social Sciences course focused on Russian studies

Russian and Eurasian Studies Program

For more information about the department, including faculty, transfer credit, awards, etc., please visit the Russian and Eurasian Studies program catalog page.

Sociology and Anthropology

Faculty
Professors Benson, Bigenho, Henke, Hsu, Loe, Lopes *Associate Professors* Abdul-Malak, De Lucia, Juarez, Russo *(Chair)*, Shever, Simmons, Spadola, Villarrubia *Assistant Professors* Avera, Helepololei *Visiting Assistant Professor* Bullock *Visiting Instructors* Gronert, Heath

Sociology and anthropology study human cultures and societies, past and present, on a comparative basis. These disciplines are concerned with analyzing and understanding the social structures and values that shape our lives, as well as the institutions and social forces of our own and other societies. The major in sociology or anthropology provides an excellent preparation for graduate study and a variety of careers, including law, education, business, public policy, communication, journalism, health, counseling, and social work. Sociology and anthropology graduates also pursue careers in local, national, and international non-profit organizations. The department offers two majors, an Anthropology Major and a Sociology Major.

In keeping with the University's policy, no declarations of major or minor will be accepted after the fall full-term withdrawal period of a student's senior year.

Honors and High Honors

See the Anthropology Major and the Sociology Major pages for honors and high honors information.

Awards

The Award for Excellence in Sociology and Anthropology — awarded by the department to a student on the basis of outstanding academic performance in coursework within the department.

The Ramshaw Service Award — established by Warren C. and Molly Ramshaw. Warren Ramshaw taught in the Department of Sociology and Anthropology from 1961 to 1992. The award is presented to an undergraduate student in recognition of outstanding community service and academic achievement.

Off-Campus Study

Students are strongly encouraged to expand the scope of their academic experiences by studying off campus. SOAN faculty help guide each student toward the off-campus study experiences that complement and build on his or her overall course plan; we encourage students not to think of off-campus study as a semester-long break from Colgate but rather as a way to enhance on-campus course work. Students often use off-campus study as a way to collect data for use in senior seminars and honors projects. Since Anthropology majors are encouraged to complete fieldwork, off-campus study can often be rewarding and useful in this way. More information on off-campus study can be found on the Sociology and Anthropology web page.

Transfer Credit

Sociology will accept major/minor transfer credit only from Approved Programs or Colgate Study Groups. Sociology majors may use two transfer credits to satisfy their elective requirements; sociology minors may

use one. The following courses cannot be transferred for major credit: SOCI 101, SOCI 201, SOCI 250, SOCI 453, SOCI 494, and SOCI 495. Exceptions for students transferring to Colgate from another college or university or taking courses at another institution over the summer or while on leave from Colgate are made on a case-by-case basis. AP credit may not count toward major or minor requirements.

Anthropology will accept major/minor transfer credit only from Approved Programs or Colgate Study Groups. Anthropology majors may use for major credit no more than two courses taken at another institution and no more than one independent study course in the department, except in special circumstances as approved by the department. Exceptions for students transferring to Colgate from another college or university or taking courses at another institution over the summer or while on leave from Colgate are made on a case-by-case basis. AP credit may not count toward major or minor requirements.

Anthropology Major

Anthropology is the study of human beings in all their complexity. The scope of anthropology is truly global, as it aims to describe and analyze the full diversity of the human experience and cultural creativity across time and space. Anthropology recognizes that human beings are, simultaneously, social actors who create cultures and the products of those cultures. Using a broad array of research methods, including participant-observation and archaeological excavation, anthropologists investigate the historical composition of societies, their transformations, and their contemporary forms. We seek to understand the commonalities and differences in the identities, experiences, and beliefs of people around the world. We connect the details of people's everyday lives to large-scale social systems and cultural forces and reveal that seemingly innate or natural differences among human groups are the result of historical, social, and political-economic processes.

The curriculum integrates classroom and out-of-classroom learning, encouraging students to pursue off-campus study and independent research, hands-on learning activities, and/or community-engaged learning.

Major Requirements

The anthropology major consists of 9 courses. (See the Sociology and Anthropology department page for transfer credit limitations.)

Required Courses

Students must take each of the following:

- ANTH 102 - Culture, Diversity, and Inequality or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 350 - Theorizing Contemporary Cultures (Students are strongly encouraged to take this course in the junior year.)
- ANTH 452 - Senior Seminar in Anthropology (offered only in the fall semester)
  Students not meeting the above grade requirements must consult with the department chair before continuing in the major.

Methods Course

Courses fulfilling this requirement have an attribute of ANME in the course offerings

Students must take one of the following:

- ANTH 211 - Ethnographic Methods
- ANTH 253 - Field Methods and Interpretation in Archaeology
  This requirement may be fulfilled through an equivalent off-campus study course, with the approval of the department.

Four Electives

Courses fulfilling this requirement have an attribute of ANEL in the course offerings

Students must take four from the list of Elective Options below.

- At least two of these anthropology electives must be at the 300 level.
- One elective may be a Core course taught by an Anthropology professor.
- No more than two courses (methods and/or electives) taken on a Colgate study group or approved program may be counted toward the major.

Electives Options:

- ALST 219/MUSE 219 - Healing Arts: The Idea of Africa in Medicine and Museums
- ANTH 205 - Archaeology of Warfare
- ANTH 210 - Otherworldly Selves in Science Fiction and Anthropology
- ANTH 211 - Ethnographic Methods
- ANTH 216 - Men, Masculinities, and Power
- ANTH 222 - Medical Anthropology: Culture, Health, and Social Justice
- ANTH 226 - Critical Global Health
- ANTH 228 - Women and Gender in Prehistory
- ANTH 244 - Who Owns Culture?
- ANTH 245/SOCI 245 - Nature, Culture & Politics
- ANTH 252 - Muslim Societies in Motion
- ANTH 253 - Field Methods and Interpretation in Archaeology
- ANTH 305 - Science and Society
- ANTH 315 - Gender and Culture
- ANTH 316 - Religion, Culture, and Media
- ANTH 323 - Language and Medicine
- ANTH 339 - Corporations and Power
- ANTH 341 - Archaeology of Death & Burial
- ANTH 342 - Cultures of Incarceration
- ANTH 343 - Race in Biosciences and Technologies of Empire
- ANTH 355 - Ancient Aztec Civilization
- ANTH 356 - Ethical Issues-Nat Amer Arch
- ANTH 358 - Native American Cultures
- ANTH 361 - Ancient Environments and Human Legacies
- ANTH 378 - Social Theory-Everyday Life
- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age

- CORE C127 - Prisons
- CORE C161 - Transnational Afro-Asia
- CORE C199 - Bolivia
- EDUC 246 - Forced Migration and Education
- SOCI 201 - Classical Social Theory

Thesis

To complete the thesis requirement, students must enroll in ANTH 452 in the fall semester of the senior year and must have completed the following requirements: ANTH 102, ANTH 103, and ANTH 211 or ANTH 253. Students are expected to design substantive research projects grounded in recent anthropological theory and relevant literature on their topics and collect and analyze appropriate ethnographic or cultural data.

GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

Honors and High Honors

Majors may qualify for honors in anthropology by achieving at graduation a GPA of 3.50 in all courses counted toward the anthropology major, or for high honors by achieving at graduation a GPA of 3.70 in all courses count toward the anthropology major, and submitting a thesis judged by department faculty to be worthy of honors or high honors.

Any student in the junior year who believes he or she will reach the qualifying GPA is strongly encouraged to discuss potential honors or high honors projects with departmental faculty. All seniors will enroll in ANTH 452 - Senior Seminar in Anthropology in the fall of their senior year and begin work on a thesis of their own design. To continue to pursue honors or high honors, students must receive at least an A- on the final thesis of the senior seminar. Those students pursuing honors or high honors will significantly revise and expand their seminar theses by enrolling in ANTH 495 - Independent Study for Honors and High Honors, in the spring semester (if a substantial number of students are pursuing honors and high honors in a given year, the group may be organized into a formal honors seminar). They will work with a primary advisor and a secondary reader to complete the project.

Certification of honors and high honors is primarily based on the quality of the written thesis and participation in a public presentation. To receive honors, a three-person faculty committee must determine that it is strong in each of the following areas: asking and answering a clear anthropological research question, engaging deeply with social theory, collecting and analyzing empirical materials, and writing in a well-organized and professional style. To receive high honors, the committee must determine that the thesis is excellent in each area. *Note: ANTH 495 is an additional requirement for students pursuing honors and high honors and cannot be counted as one of the electives required for the major.*

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

Anthropology Minor

Minor Requirements

Required Courses

- ANTH 102 - Culture, Diversity, and Inequality or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology or FSEM equivalent (completed by the end of the sophomore year with a grade of C or better)
- Three additional ANTH electives, at least 2 must be at the 300 level

  The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department.

GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

Sociology Major

Sociology is the scientific study of the organization and functioning of societies, their major institutions, groups, and values. Sociologists are particularly interested in understanding and explaining social issues and problems, and the sources of stress and change in contemporary and historical societies. Our courses provide students with critical perspectives on a wide range of major social issues, including social inequality, race/ethnicity, gender/sexuality, the media, immigration, social movements, globalization, crime/deviance, education, war, and environmental issues. In addition, students take courses on classical and contemporary sociological theory, research design, and qualitative and quantitative research methods. The culmination of our curriculum is the required senior seminar. This course provides an opportunity for students to draw on their substantive and methodological training to complete an independent research project on a topic of their choice. Students majoring or minoring in sociology go on to careers in fields such as communications, marketing, business, management, education, law, medicine/public health, and the nonprofit sector.

Major Requirements

The sociology major consists of nine courses, only one of which may be outside of sociology. Successful completion requires a minimum cumulative GPA of 2.00 across all courses counting toward the major. At least three courses must be at the 300-level.

Required Courses

- SOCI 101 - Introduction to Sociology or FSEM equivalent (must be completed by the end of the sophomore year with a grade of C or better)
- SOCI 201 - Classical Social Theory (must be completed by the end of junior year)

- SOCI 250 - Sociological Research Design and Methods (must be completed by the end of junior year)

Research-Intensive Course

Courses fulfilling this requirement have an attribute of SORI in the course offerings.

One research-intensive course from the following list should be completed by the end of junior year. Research-intensive courses (RI) are built around analysis of quantitative and/or qualitative sociological data to help understand key social institutions and issues. RI courses provide in-depth experience with research methods and students use those methods to develop class-based research projects on the topic of the course. Students who have completed a research methods course in another department or program may petition their advisor to use that course to fulfill the requirement.

- ANTH 211 - Ethnographic Methods
- CORE S143 - Statistics in Real Life
- ECON 375 - Applied Econometrics
- EDUC 226 - Uses and Abuses of Educational Research
- GEOG 245 - Geographic Information Systems
- MATH 105 - Introduction to Statistics
- PSYC 200 - Research Methods in Psychological Science
- PSYC 309 - Quantitative Methods in Behavioral Research
- SOCI 214 - Stories of Our Lives: Narratives, Meanings, and Identities
- SOCI 303 - Sociology of Education
- SOCI 324 - Medical Sociology
- SOCI 333 - Sociology of the Life Course
- SOCI 335 - Sociology of Death, Dying and Grieving
- WGSS 301 - Feminist Methodologies: Theory and Praxis

Four Electives

Courses fulfilling this requirement have an attribute of SOEL in the course offerings.

Students may use one 200- or 300-level anthropology course to fulfill this requirement. (This can be in addition to using ANTH 211 as a research-intensive course.) No more than one independent study in the department may be used to fulfill this requirement.

Four courses chosen from the following list:

- GEOG 318 - International Migration, U.S. Immigration, and Immigrants
- SOCI 212 - Power, Racism, and Privilege
- SOCI 214 - Stories of Our Lives: Narratives, Meanings, and Identities
- SOCI 220 - Gender, Sexuality, & Society
- SOCI 222 - Media and Modern Society
- SOCI 228 - Immigration
- SOCI 245/ANTH 245 - Nature, Culture, and Politics
- SOCI 303 - Sociology of Education
- SOCI 305 - Urban Sociology
- SOCI 310 - Sociology of the Body
- SOCI 312 - Social Inequality

- SOCI 318/GEOG 318 - International Migration, U.S. Immigration, and Immigrants
- SOCI 319/ENST 319 - Food
- SOCI 320 - Social Deviance
- SOCI 321/ALST 321 - Black Communities
- SOCI 324 - Medical Sociology
- SOCI 326 - Nations and Nationalism
- SOCI 328 - Criminology
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- SOCI 335 - Sociology of Death, Dying and Grieving
- SOCI 348 - Contested identities: Popular Culture in America
- SOCI 367 - Sociology of Gender
- SOCI 368 - Power, Politics, and Social Change
- SOCI 369 - Women, Health, & Medicine

Senior Seminar in Sociology

- SOCI 453 - Senior Seminar in Sociology
  or
- SOCI 494 - Honors Seminar (must be completed during the fall of senior year) **and** SOCI 495 - Honors Thesis Workshop (must be completed during the spring of the senior year)

GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

Honors and High Honors

To be invited to apply for departmental honors, students must have a minimum GPA of 3.50 across all courses counting toward the major.

To achieve departmental honors, students must complete the year-long honors seminar (SOCI 494 and SOCI 495) in lieu of SOCI 453. Working with the seminar professor and at least one additional adviser, students shall write and defend an extended project proposal in the fall and complete a substantial research paper during the spring semester. As part of the coursework, students shall present the faculty with an oral defense of their proposal, an academic poster reporting their preliminary results, a thesis manuscript, and a final oral presentation. Students enrolling in SOCI 494 must also enroll in SOCI 495 and complete a senior thesis, regardless of whether they continue to pursue honors. SOCI 495 is an additional requirement for students pursuing honors, and cannot be counted as an elective.

Certification of honors and high honors is primarily based on the quality of the written thesis. To receive honors, a three-person faculty committee must determine that it is strong in each of the following areas: asking and answering a clear sociological research question, engaging deeply with social theory, collecting and analyzing empirical materials, and writing in a well-organized and professional style. To receive high honors, the committee must determine that the thesis is excellent in each area.

At graduation, candidates must have a minimum GPA of 3.50 across all courses counting toward the major overall to qualify for honors.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology Department catalog page.

Sociology Minor

Minor Requirements

The sociology minor requires 5 courses, as described below.

Introductory Course

- SOCI 101 - Introduction to Sociology (completed by the end of the sophomore year with a grade of C or better)

One of the Following

- SOCI 201 - Classical Social Theory
- SOCI 250 - Sociological Research Design and Methods

Electives

Courses fulfilling this requirement have an attribute of SOEL in the course offerings.

- Three additional, full-credit electives
    - At least two of these courses must be at the 300-level

Additional Stipulations

- The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department chair.

GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

Sociology and Anthropology Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Sociology and Anthropology department catalog page.

The Classics

Faculty
Professors R. Ammerman *Associate Professors* Benson (*Chair*), Rood, Stull, Tober *Visiting Assistant Professor* Owens

The Department of the Classics fosters a multifaceted approach to the ancient Greek and Roman world, with courses not only in language and literature but also history, art, archaeology, religion, politics, philosophy, and anthropology. Students may pursue a major in Latin, Greek, the Classics, or Classical Studies. Majors in Latin, Greek, or the Classics make language and literature their main focus; majors in Classical Studies give less emphasis to the languages but acquire a broad understanding of different aspects of ancient civilization. Recent graduates from the Department of the Classics are pursuing diverse careers in fields such as law, medicine, advertising, computer science, and education. Many, too, have gone on to do graduate work in classics or related disciplines.

Courses listed as CLAS typically require no knowledge of Greek or Latin language. These courses are open to all students, but are subject to limitations in enrollment set by the instructor.

Major Programs in the Classics

There are four possible majors in the department: Greek, Latin, the Classics, and Classical Studies. All majors require a minimum of eight courses but vary in the amount and level of language study required. In addition, all majors require the senior seminar (CLAS 401), taken in the fall of senior year.

Awards

The Newton Lloyd Andrews Prize — established in memory of Newton Lloyd Andrews, a member of the class of 1862, to support the study of the art and monuments of ancient Greece and Italy, Gothic architecture, or Renaissance painting.

The J. Curtiss Austin Latin Prize — established as a memorial to Dr. J. Curtiss Austin in honor of his 40 years on the Colgate faculty, and awarded by the Department of the Classics to the student whose performance in Latin has been the most outstanding.

The Award for Excellence — awarded annually to that first-year or sophomore student who shows the best promise in a course in Latin or Greek and who achieves the best record among his/her peers in Latin or Greek.

The Baldwin Greek Prize — established for the sophomore class for the examination in writing upon some author, or work of an author, read by the class. No student may compete unless his/her standing in all departments averages at least B (3.00). The award is made by a committee not associated with the university.

Advanced Placement and Transfer Credit

To evaluate a student's qualifications for advanced placement, the department requires the submission of an Advanced Placement Examination in Latin. Students who submit a grade of 4 or 5 and complete LATN 201 or a higher-level course in Latin will receive one credit for LATN 122 for the AP examination that may count toward a major in the department.

Transfer credit for a major is granted for courses comparable to those required for the classics major at Colgate on an individual basis. Evidence of course content may be required.

Honors and High Honors

The minimum departmental GPA required for honors in the classics, classical studies, Greek, or Latin is 3.50; for high honors 3.80. In addition, successful completion of an honors thesis and an oral examination is required. Honors candidates usually take CLAS 490, GREK 490 or LATN 490 in the fall of their senior year while writing their theses. Proposals for theses should be prepared in the spring of the junior year in consultation with the thesis adviser. Theses are then revised during the first half of the spring semester of the senior year and defended in April.

Extended Studies

Greece

The department offers students who are enrolled in GREK 121 or who have completed GREK 122 (or higher), an opportunity to explore the material culture of Greece through a course that culminates in a three-week trip to Greece in May. For further information, see the course descriptions for CLAS 251 and consult with a faculty member in the department.

Rome and Pompeii

The department offers students who are enrolled in LATN 122 or have completed LATN 122 (or higher), an opportunity to explore the material culture of Rome and Pompeii through a course that culminates in a three-week trip to Italy in May. For further information, consult with a faculty member in the department.

Sicily and Southern Italy

The department offers students who are enrolled in, or have completed, GREK 121 or LATN 122 (or higher), an opportunity to explore the material culture of Sicily and Southern Italy through a course that culminates in a three-week trip to Italy in which students participate in excavations at the Graeco-Roman site of Paestum in May. For further information, see the course descriptions of CLAS 253 and CLAS 253E and consult with a faculty member in the department.

The Venice Study Group

The Venice Study Group offers majors who have had one or more years of Latin or Greek at Colgate the opportunity to explore sites and monuments of the classical world. The archaeology of Italy forms a major component of this interdisciplinary study group. For further information, see Off-Campus Study.

Classical Studies in Rome

The department is a member institution of the Intercollegiate Center for Classical Studies in Rome, which offers a full schedule of classics- and archaeology-related courses each fall and spring. For further information, consult with a member of the department.

Classical Studies Major

Major Requirements

The specific requirements for the Classical Studies major are:

- four courses in Latin or four courses in Greek,
- four additional courses in the department (or outside the department with departmental approval)
- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for classical studies.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

Greek Major

Major Requirements

The specific requirements for the Greek major are:

Greek Electives at the 300- or 400-level

- Four Greek electives at the 300- or 400-level

Greek Electives at any level

- Four Greek electives at any level

Senior Seminar

- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Greek courses taken and CLAS 401 are used to calculate the major GPA for Greek.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

Latin Major

Major Requirements

The specific requirements for the Latin major are:

- Eight courses in Latin, with at least four courses at the 300 level or higher
- CLAS 401 - Senior Seminar in the Classics

Latin majors are encouraged to take at least one 400-level Latin seminar, and those intending to pursue graduate study should do so by the fall of their senior year.

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Latin courses taken and CLAS 401 are used to calculate the major GPA for Latin.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

The Classics Major

Major Requirements

In addition to the requirements outlined below, majors in the Classics are encouraged to take at least two CLAS courses and are also encouraged to take at least one 400-level Latin seminar. Those intending to pursue graduate study should take a 400-level Latin seminar by the fall of their senior year.

Greek and Latin Electives

- Two 300-level Greek Electives
- Two 300-level Latin Electives

Additional Upper Level Electives

- Two Additional Upper Level (300- or 400-level) Greek or Latin Electives

Classics Electives

- Two Additional Classics Electives

Senior Seminar

- CLAS 401 - Senior Seminar in the Classics

GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for the classics.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the The Classics department page.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

The Classics Minor

Minor Requirements

Six courses are required for The Classics minor. The requirements are as follows:

Greek or Latin Courses

- Four courses in Greek or four courses in Latin

Electives

- Two additional courses in the Classics department
    - With chair approval, relevant courses outside of the department may be approved to count toward the minor. Such courses may include literature, art, archaeology, mythology, history, or philosophy.

Classics Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Classics department catalog page.

Theater

Faculty
Chair Godfrey *Professor* A. Giurgea, Sweeney *Associate Professors* Bass, DuComb *Senior Lecturer* S. Giurgea *Senior Lecturer,Technical Director* Burlew *Visiting Assistant Professor* Bamberger, Poston *Visiting Instructor* Aguilar

Theater predates recorded history and remains a vital mode of artistic expression in the modern world. The Department of Theater educates students in the interdisciplinary practice of theater through required courses in acting, directing, stagecraft, and stage design, as well as elective courses in playwriting, screenwriting, and dance. Students also study theater as a social and cultural institution through courses in theater history and dramatic literature. Each semester, the department mounts a major production in the University Theater, directed either by a member of the theater faculty or a distinguished guest artist. Theater courses and University Theater productions are open not only to theater majors and minors but to all students on campus.

Theater students at Colgate learn by doing in the intellectually and physically rigorous environment of studio courses, rehearsals, and public performances. The curriculum transcends the artificial split of mind and body, encouraging students to develop skills in both logic and intuition that apply to any field of endeavor. A major or minor in theater fosters students' ability to read closely, think critically, and communicate clearly -- not only through speech and writing, but also through embodied presence. Students of theater are trained to integrate analytical, physical, emotional, and interpersonal intelligence in a way that few other courses of study demand.

By making and studying theater, Colgate students act out a variety of perspectives on the world, learning to problem solve and self-start through immersion in the challenges of the creative process. Students have opportunities both to lead and to collaborate. Graduates regularly pursue successful careers not only in theater but also in communications, media, business, law, and technology. Students interested in majoring or minoring in theater should discuss their plans with an adviser, and consider courses in music, art and art history, film and media studies, English, and foreign languages and cultures to complement their theater education.

Awards

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Senior—awarded to a senior concentrator who has demonstrated extensive scholarship, daring originality, and exceptional commitment to the art of theater.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Junior—awarded to a junior concentrator or minor for their commitment and contribution to the department of theater and/or an outstanding artistic accomplishment in a curricular project.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Technical Theater— awarded to a student who has exhibited sustained commitment to technical theater and production support or an outstanding contribution in a design capacity during their time at Colgate.

Howard W. & Anne T. Pike Memorial Prize / Est. 1993 - Essay—awarded for the best essay written in a Department of Theater course in each academic year. Open to all class years. Nominations, which may be made by students or members of the theater faculty, are ordinarily due around March 15.

Advanced Placement

The Department of Theater does not award Advanced Placement credit.

Transfer Credit

Because transferred courses must conform in content and rigor to Colgate's curriculum, students intending to take a course in theater at another institution must discuss their plans with the department chair before enrolling. Transfer credit for a theater course taken at another college or university will be granted only by the approval of the department. The department chair grants preliminary approval for appropriate courses, which generally must resemble 300- or 400-level courses at Colgate. Upon return to campus, the student brings the course syllabus, all papers written for the course, and a transcript registering its completion to the department chair to receive final approval. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may not use a transferred course to fulfill the 400-level seminar requirement of the major.

Honors and High Honors

Seniors with an average GPA of 3.5 or above in courses counted toward the Theater major may apply to pursue an honors project. The application process for honors will be discussed in THEA 495 - Senior Seminar in Theater. Proposals for honors projects should build on the student's previous work in the Theater major. Proposals are normally due in October and must be approved by the Theater faculty.

Students pursuing an honors project are enrolled in THEA 496 - Special Studies for Honors Candidates in Theater, during the spring term of their senior year. This course will ordinarily take the form of an independent study with the supervisor of the student's honors project. THEA 496 must be taken in addition to THEA 495 and to the minimum number of courses required for the Theater major. Students must complete their honors projects by a date specified by the Department of Theater. If the Theater faculty approves a completed project for honors, the student receives a grade in THEA 496. If a student withdraws from the program, or if the final project is not approved for honors, THEA 496 is converted to THEA 491 - Independent Study, and a grade is assigned by the student's faculty supervisor. Students are awarded high honors on the basis of the quality of their chosen artistic project, thesis, and the oral presentation.

Students with further questions should contact the chair of the Department of Theater.

Preparation for Graduate Study

Students interested in graduate study should consult with their advisers early in their programs to be advised about preparation for advanced work.

Theater Major

Major Requirements

The minimum of nine courses must include the following:

Acting and Directing

All of the following:

- THEA 254 - Acting I (should be completed by the end of the sophomore year.)
- THEA 354 - Directing I

Theater History and Dramatic Literature

Courses fulfilling this requirement have an attribute of THHD in the course offerings.

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 266/ENGL 266 - Introduction to Theater History: Rituals & Revolutions
- THEA 267/ENGL 267 - Introduction to Theater History: Manifestos & New Medias

Stagecraft and Design

Courses fulfilling this requirement have an attribute of THSD in the course offerings.

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 250 - Stagecraft

Choose one of the following:

- THEA 252 - Scenic Design
- THEA 253 - Costume Design

Electives

Courses fulfilling this requirement have an attribute of THEL in the course offerings.

Two additional full-credit courses (or the equivalent of two full credits):

- ENGL 326 - Shakespeare's Contemporaries
- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Theater for Young Audiences Workshop
- THEA 259 - Performance I: Performance Workshop
- THEA 270 - Introduction to Dance Studies
  THEA 271 - Introduction to Contemporary Dance
- THEA 273/ALST 273 - Contemporary African American Drama
- THEA 276 - Playwriting I
- THEA 321 /ENGL 321 - Shakespeare
- THEA 322/ENGL 322 - Shakespeare
- THEA 349/ENGL 349 - Global Theater
- THEA 350 - Theater Practicum
- THEA 353 - Theater, Play, and Improvisation
- THEA 355 - Acting II
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Performance for the Stage
- THEA 371 - Contemporary Dance in Performance
- THEA 376 - Playwriting II
- THEA 454 - Directing II
- THEA 491 - Independent Study
- THEA 496 - Special Studies for Honors Candidates in Theater
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history, and selected courses in music may also count towards the theater major.

Senior Seminar

- THEA 495 - Senior Seminar in Theater

Backstage or Technical Work

A total of 40 hours of backstage or technical work beyond what is required in any theater courses. The first 20 hours must be completed by the end of junior year and no more than 20 hours may be completed in a single semester.

University Theater Production

Participation in at least one University Theater production as a performer, dramaturg, designer, stage manager, assistant director, or in another capacity, as approved by the chair of the Department of Theater.

GPA Requirement

A minimum cumulative GPA of 2.00 is required in all courses counted toward the theater major.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the theater department catalog page.

Theater Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Theater department catalog page.

Theater Minor

Minor Requirements

The minimum of five courses must include the following:

Acting

- THEA 254 - Acting I

Theater History and Dramatic Literature

Courses fulfilling this requirement have an attribute of THHD in the course offerings.

One course from the following:

- THEA 266/ENGL 266 Introduction to Theater History: Rituals & Revolutions
- THEA 267/ENGL 267 Introduction to Theater History: Manifestos & New Medias

Stagecraft or Design

Courses fulfilling this requirement have an attribute of THSD in the course offerings.

One course from the following:

- THEA 250 - Stagecraft
- THEA 252 - Scenic Design
- THEA 253 - Costume Design

Electives

Courses fulfilling this requirement have an attribute of THEL in the course offerings.

One additional full-credit course (or the equivalent of one full credit) from a list of approved electives:

- ENGL 326 - Shakespeare's Contemporaries
- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Theater for Young Audiences Workshop
- THEA 259 - Performance I: Performance Workshop
- THEA 270 - Introduction to Dance Studies
- THEA 271 - Introduction to Contemporary Dance
- THEA 273/ALST 273 - Contemporary African American Drama
- THEA 276 - Playwriting I
- THEA 321 /ENGL 321 - Shakespeare
- THEA 322/ENGL 322 - Shakespeare
- THEA 349/ENGL 349 - Global Theater
- THEA 350 - Theater Practicum
- THEA 353 - Theater, Play, and Improvisation
- THEA 355 - Acting II
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Performance for the Stage
- THEA 376/ENGL 376 - Playwriting II
- THEA 371 - Contemporary Dance in Performance
- THEA 454 - Directing II
- THEA 491 - Independent Study
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history (such as ARTS 221 and FMST 287), and selected courses in music may also count towards the theater major.

Senior Seminar

- THEA 495 - Senior Seminar in Theater

Backstage or Technical Work

A total of 20 hours of backstage or technical work beyond what is required in any theater courses. The first 10 hours must be completed by the end of junior year.

GPA Requirement

A minimum GPA of 2.0 is required in all courses counted toward the theater minor.

Theater Department

For more information about the department, including Faculty, transfer credit, awards, etc., please visit the Theater department catalog page.

Women's, Gender, and Sexuality Studies

Faculty
Professors Julien, Loe, Simonson *Associate Professors* Rajasingham (*Director*), Rios-Rojas *Assistant Professors* Hill, Jordan *Visiting Instructor* Alsayyed

The Women's, Gender, and Sexuality Studies Program (WGSS) recognizes gender and sexuality as primary categories of human knowledge and action. WGSS understands the complexity of human lives as gender and sexuality intersect with race, class, ability, nationality, ethnicity, religion, and age in the constitution of experience and identities. Centering underrepresented voices and knowledge, our students analyze how social power and cultural norms shape the ways in which class, gender, race, and sexuality assign value to bodies, and why this matters.

The program is interdisciplinary, integrating knowledge from different disciplines to encourage critical engagement with all forms of experience from feminist perspectives. Interdisciplinarity leads students to question existing frameworks, concepts, and methods, enabling them to understand better both the past and the contemporary world while also envisioning a future beyond traditional roles and inequities. In other words, WGSS classes teach students to unlearn what they have been taught about institutions, people and places, a valuable lifelong skill.

Women's, Gender, and Sexuality courses are anchored in five pillars: praxis, self-reflexivity, intersectionality, gender lens, and context. In emphasizing interdisciplinarity, the program helps students acquire the intellectual and praxis-based tools to allow them to critically analyze the societal, cultural, global, and personal issues that shape their lives, and challenge them to look at these issues from multiple perspectives and with a gendered lens, across time and space.

Program courses are intersectional, meaning we encourage students to reflect on the ways in which knowledge is produced within different, intersecting, and oftentimes unrecognized systems of oppression and to examine categories that are presented as natural and permanent in their cultural and historical context. In this way, the program prioritizes self-reflexivity. Lastly, the program aims to help students acquire the skills of critical analysis and imagine alternatives that challenge the naturalizing of inequalities, by reading deeply and writing well as the basis of praxis. Our senior capstone experience invites majors and minors to move from theory to practice, and translate their values into a final praxis project that can generate dialogue and action in their communities.

Honors and High Honors

To be considered for Honors, concentrators must have a cumulative GPA of 3.30 in Women's Studies. Students who choose to pursue honors must announce their intention to do so by submitting proposals preceding their final term of study at Colgate. Additionally, these honors projects must be completed and approved by faculty sponsors and by the program's director. High honors in women's studies may be awarded to successful honors candidates who have been invited to present the results of their written projects in oral form to the Women's, Gender, and Sexuality Studies faculty. A committee of faculty will vote on granting high honors for exceptionally strong intersectional projects that engage feminist theory and communicate across disciplines.

Related Minor

- Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor

Awards

The Combahee River Collective Feminist Praxis Award — awarded to graduating seniors who have demonstrated sustained intersectional leadership and coalition-building that highlight and challenge the ways major systems of oppression are interlocking. It recognizes them for working toward a nonhierarchical distribution of power on our campus and in our community as they promote the vision of a revolutionary society.

The Women's Studies Award for Academic Excellence — awarded by the program to a senior major in women's studies on the basis of the highest grade point average within the Women's, Gender and Sexuality Studies Program.

Courses

The courses listed below are offered by the WGSS program. As an interdisciplinary program, select courses from other departments/programs may also count toward the major and minor requirements. Use the major/minor links below to find other courses that count toward these requirements.

Women's, Gender, and Sexuality Studies Major

Major Requirements

A minimum of eight courses in the following areas:

Introductory Course in Women's, Gender, and Sexuality Studies

- WGSS 202 - Women's, Gender and Sexuality Studies
  A student must receive a minimum grade of C in WGSS 202 in order to be admitted to the major program.

Feminist Methodology

Courses fulfilling this requirement have an attribute of WSFM in the course offerings.

One course in Feminist Methodology:

- WGSS 301 - Feminist Methodologies: Theory and Praxis

Feminist Theory

Courses fulfilling this requirement have an attribute of WSFT in the course offerings.

One course in feminist theory:

- WGSS 260 - Intersectionality in Theory and Practice

- WGSS 279 - Black Feminist Thinkers
- WGSS 341/ALST 341 - Corridors of Black Girlhood

Divisions

- At least four more courses from the following lists
- Must have two courses from each list
- At least one must count towards LGBTQ Studies (WGSS 202 does not fulfill this requirement)

List A

Courses fulfilling this requirement have an attribute of WSDA in the course offerings.

- ALST 242/LGBT 242 - Religions of Resistance: Gender, Sexuality and Performance in the Caribbean
- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- ENGL 208 - Sex and the Global City
- ENGL 305 - The Female Protagonist
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 158 - South Asian Fiction and Food
- ENGL 405 - The Brontes
- ENGL 408 - Literature of Medieval Women
- FMST 350 - Hollywood and the World: Performing Gender and Sexuality Onscreen
- FREN 353 - Introduction to Literature in French: Literary Innovations in the 20th to 21st Centuries
- FREN 453 - Contemporary Literature in French
- FREN 455 - Francophone Voices from North Africa
- JWST 213/RELG 273 - The Bible as/and Literature
- JWST 343/RELG 343 - Gender and Judaism
- LGBT 227 - Machismo: Masculinity in Hispanic Cultures
- LGBT 303 - Queer Identities and Global Discourses
- LGBT 321 - Gay's Anatomy
- PHIL 360 - Feminist Philosophy
- RELG 253 - Love, God, and Sex
- SPAN 474 - Contemporary Short Fiction in Spanish
- SPAN 488 - Latin American Women Dramatists
- WGSS 260 - Intersectionality in Theory and Practice
- WGSS 279 - Black Feminist Thinkers
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 345 - Crafting Bodies: Movement, Gender, and Performance

List B

Courses fulfilling this requirement have an attribute of WSDB in the course offerings.

- ANTH 216 - Men, Masculinities, and Power
- ANTH 228 - Women and Gender in Prehistory
- ANTH 315 - Gender and Culture
- ECON 234 - Gender in the Economy

- ECON 410 - Seminar in Gender and Development
- EDUC 303 - Decolonizing Development: Gender, Power & Education in International Development
- EDUC 319 - Dreams, Love, and Education Futurities
- EDUC 339/ WGSS 339 - Critical and Feminist Disability Studies
- GEOG 321 - Transnational Feminist Geography
- HIST 211 - Women's Rights in US History
- HIST 213 - Women in the City
- HIST 304 - Sex and Sexualities in U.S. History
- LGBT 220 - Exploration in LGBTQ Studies
- LGBT 321 - Gay's Anatomy
- LGBT 350 - Sexuality, Gender, & the Law
- NAST 310 - Indigenous LGBTQ and Feminist Studies
- PCON 160 - Gender (In)Security
- SOCI 212 - Power, Racism, and Privilege
- SOCI 220 - Gender, Sexuality, & Society
- SOCI 310 - Sociology of the Body
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- SOCI 367 - Sociology of Gender
- SOCI 369 - Women, Health, & Medicine
- WGSS 302 - Special Topics: Women's, Gender and Sexuality Studies
- WGSS 312/ALST 312 - Gender, Race and Punishment: Toward an Inclusive History of the American Carceral State
- WGSS 341/ALST 341 - Corridors of Black Girlhood

Senior Seminar

- WGSS 490 - Women's, Gender and Sexuality Studies Senior Seminar

Other Courses

Courses fulfilling this requirement have an attribute of WSPR in the course offerings.

Other courses may count toward a Women's, Gender, and Sexuality Studies major, depending on the orientation of the course, the instructor's choice of syllabus, and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the Women's, Gender, and Sexuality Studies director to be counted toward a Women's, Gender, and Sexuality Studies major. Students must check with their WGSS adviser about which of the following courses meet WGSS concentration requirements. WGSS credit cannot be granted once the course is completed with a non-approved instructor.

These courses include:

- CORE C166 - India
- CORE S172 - The Biology of Women: Sex, Gender, Reproduction, and Disease
- EDUC 204 - Child and Adolescent Development
- EDUC 310 - Racial Capitalism and Education Policy
- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 363 - Contemporary Fiction
- ENGL 461 - Studies in the Renaissance

- JWST 208/RELG 272 - Hebrew Bible in America
- LGBT 220 - Exploration in LGBTQ Studies
- RELG 202 - Introduction to Islam
- SOCI 312 - Social Inequality
- SOCI 333 - Sociology of the Life Course and SOCI 333L
- WGSS 291 - Independent Study
- WGSS 391 - Independent Study
- WGSS 491 - Independent Study
- WGSS 499 - Honors in Women's, Gender, and Sexuality Studies

Additional Information

Students' relationships with their advisers are a critical part of the Women's, Gender, and Sexuality Studies program. Following admission to the program, students, in consultation with their advisers, may develop a sequence of required and elective courses related to a particular topic. Some suggested topics are postcolonial and critical race studies; family studies; women in the United States; global perspectives on women; women, work, and family; women and social change; women and religion; and women, knowledge, and text.

Honors and High Honors

Students interested in pursuing honors can find the additional requirements on the Women's, Gender, and Sexuality Studies program page.

Women's Studies Program

For more information about the department, including Faculty, transfer credit, awards, and more, please visit the Women's Studies program catalog page.

Women's, Gender, and Sexuality Studies Minor

Minor Requirements

The women's, gender, and sexuality studies minor requires 5 courses, as described below.

Required Courses

All of the following:

- WGSS 202 - Women's, Gender and Sexuality Studies
- WGSS 301 - Feminist Methodologies: Theory and Praxis

Electives

- At least two elective courses from the list approved for the Women's, Gender, and Sexuality Studies Major .

- These are taken in at least two different departments and are *chosen in consultation with an adviser selected from the Women's, Gender and Sexuality Studies Program staff*.

Senior Seminar

- WGSS 490 - Women's, Gender and Sexuality Studies Senior Seminar

Women's, Gender and Sexuality Studies Program

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Writing and Rhetoric

Faculty
Associate Professors Campbell, LeMesurier (*Chair*), Worley *Assistant Professors* Mills, Popli *Senior Lecturer* Spires *Visiting Assistant Professors* Ingham, Tanquary *Instructor* Walden

Rhetoric is the study of language and symbol use in written, oral, and visual communication. With roots in ancient Greece and branches in the most recent media technologies, rhetoric is simultaneously one of the oldest and newest academic disciplines, critically engaging with language, culture, and a broad range of compositional practices. As a discipline, rhetoric demonstrates how discourse generates knowledge, mediates power, and enacts social change.

Courses in Writing and Rhetoric prepare students to become critical language users and effective communicators across cultures. The department offers courses that engage the multiple histories, cultures, theories, and methods of rhetoric, public address, and writing.

Awards

The Joseph '63 and Carol Trimmer Awards for Excellence in Expository Writing — established as prizes to be awarded by the Department of Writing and Rhetoric.

The Trimmer Senior Scholar Award for Outstanding Achievement in Writing and Rhetoric — established as a prize to be awarded by the Writing and Rhetoric department to a senior for being an exceptional scholar and citizen in the discipline of Writing and Rhetoric.

Courses

The courses listed below are offered by the WRIT program. One course taken as part of a study-abroad program may count toward the minor with the approval of the chair.

Writing and Rhetoric Minor

The minor is designed to enhance students' ability to think and write critically as they explore the connections between the theory and practice of rhetoric. Students in the minor demonstrate proficiency at crafting a suitable message as they deepen their understanding of rhetoric as an art and as a disciplinary subject of study. A minor in Writing and Rhetoric provides valuable intellectual resources and practical skills for students from across the University who are considering careers that call for excellence in speaking and writing. The minor is also ideally suited for students with interest in public life and civic responsibility in the evolving context of a global culture.

Minor Requirements

With a variety of course options available, students are encouraged to tailor their minor to fit their individual interests, career goals, and majors. Students should seek advice from a member of the department when planning their course selections.

The minor requires a minimum of five courses:

- No more than one course may be at the 100 level
- At least one course must be at the 300 or 400 level

Additional Stipulations

- No more than one course from another institution may count toward the minor.
- Where appropriate, one full-credit semester of independent study in Writing and Rhetoric (WRIT 291, 391 or 491) may count as a course toward the minor.

WRIT department courses:

- WRIT 102 - Rhetoric in Liberal Arts Trad
- WRIT 103 - Rhetoric and Writing
- WRIT 110 - Academic Persuasions
- WRIT 203 - Argumentation
- WRIT 210 - The Rhetoric of Style
- WRIT 215 - Public Speaking
- WRIT 220 - Text + Analysis
- WRIT 225 - Visual Rhetorics
- WRIT 231 - Ethos and the Personal Essay
- WRIT 232 - Digital Narrative Craft
- WRIT 241 - Politics of Public Memory
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 248 - Discourses of Race and Racism
- WRIT 250 - Kairos: The Art of Rhetoric
- WRIT 260 - Biblical Rhetoric
- WRIT 280 - Rhetorical "Borderlands": Introduction to Comparative Intercultural Rhetoric
- WRIT 300 - Topics in Cultural Rhetorics
- WRIT 301 - Creativity, Exploration, and the Essay
- WRIT 303 - The Rhetoric of Data Visualization & Infographics
- WRIT 342 - Rhetoric in Black & White
- WRIT 345 - Crafting Bodies: Movement, Gender, and Performance
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 348 - Discourses of Whiteness

- WRIT 354 - Dialogue and Deliberation in Democratic Life
- WRIT 363 - Pirate Rhetoric
- WRIT 371 - The Rhetoric of Comics

GPA Requirement

A minimum GPA of 2.00 is required in all courses counted for the minor.

Department of Writing and Rhetoric

For more information about the department, transfer credit, etc., visit the Writing and Rhetoric department page.