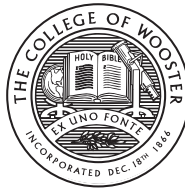

THE COLLEGE OF
WOOSTER

CATALOGUE
2011 - 2012



WOOSTER, OHIO

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Photo by Scott Jones

THE COLLEGE OF WOOSTER



Wooster was founded in 1866 by Presbyterians who wanted to do “their proper part in the great work of educating those who are to mold society and give shape to all its institutions.” The goal of the first Board of Trustees was to “establish an institution with broad foundations and facilities equal to the best in the land, capable of preparing men and women for every department of life, for the highest walks of science and all its forms.” A citizen of Wooster, Ephraim Quinby, donated a venerable oak grove set on twenty-two acres on a hill overlooking the Killbuck Valley, and the Trustees of the fledgling institution spent the next four years raising funds so that the school might open with buildings, books, a laboratory, scientific equipment, experienced faculty members, and an adequate endowment.

On September 8, 1870, Wooster opened its doors as a university, with a faculty of five and a student body of thirty men and four women. By 1915 there were eight divisions, including a medical school whose faculty outnumbered those in the college of arts and sciences. Gradually, however, the institution’s definition as a liberal arts college had been evolving. In 1915 a traumatic episode occurred: there was a bitter fight over whether Wooster should establish yet another division within its structure. At first, the Trustees sided with the minority of the faculty which favored the new division, and then, after the resignation of President Holden, reversed themselves and supported the majority of the faculty which wished to devote itself entirely to undergraduates in the liberal arts. It was an angry struggle in which friends and colleagues of thirty years parted company. Speaking in Chapel in 1930, Howard Lowry, who was to become Wooster’s seventh President, gave some sense of the conflict which had occurred. As he recalled it, those who had triumphed in 1915 had told his entering class in 1919 that Wooster was “not a university nor a vocational school but a college of the liberal arts. . . . They told us to postpone for four years all training which would be directly useful and assured us that upon graduation we should be quite good for nothing. They summoned us to a way that was long and hard and full of grief. For ours was the impatience of youth and we could scarcely wait to give the world our impress. There were fortunes to be made, bridges to be built, and marriages to be contracted. We were in a frenzy to go places and do things. For many of us it meant entering seriously into debt and accepting questionable sacrifices from our loved ones, but down in our hearts we knew somehow that, if the world had in it truly educated men and women, here they were and they were worth attending to.” Thus, after the great conflict, Wooster, in the words of Dean Elias Compton, gradually “lopped off one appendage after another” and became a college of the liberal arts devoting itself exclusively to undergraduates.

An aspiration for excellence marked the College from its inception. Jonas Notestein, a student in Wooster’s first graduating class, wrote that “a kind of prophetic feeling possessed us all that this was to be a great institution after a time, that we were starting ideals and setting standards and that it became us to do our

very best so that the after generations of students would have something to be proud of." The refrain of "something to be proud of" echoes through the years: the "habit of mastery" which became the trademark of the early faculty; the rebuilding of the College after the great fire of 1901, five buildings replacing one within a year's time; President Wishart's vigorous defense of the freedom of inquiry in a clash with William Jennings Bryan over the examination at Wooster of the subject of evolution; the practice of student research projects which led Karl Compton to work with George Bacon on x-rays in the early 1900s; Arthur Compton's receipt of a Nobel Prize in 1927; and the establishment by Howard Lowry of Independent Study and the faculty leave program in the 1940s.

Another important dimension of Wooster's history is its early dedication to the education of women. Willis Lord, the first President, made a strong commitment to coeducation, warning the early classes that Wooster had the same expectations of its women as it had of its men and that men and women would be taught in the same classes and pursue the same curriculum. In 1870 this was a controversial policy, and a diary of one of the students who heard the announcement on the first day recorded the following observation: "Coeducation is announced as a feature of the institution. I think favorably of it myself but hear a great many saying that it will be a failure. I have heard ten reasons this afternoon why it must fail." It did not fail, however, and women quickly assumed positions of leadership in the student body. The first Ph.D. granted by Wooster was given to a woman, Annie Irish, in 1882, and many of the early women graduates made careers for themselves in foreign missions, doing abroad what they could not easily do in this country — founding colleges, administering hospitals, and managing printing houses. Wooster's concern for the education of women has remained unabated, and more recent women graduates have entered path-breaking careers in business, higher education, and the diplomatic corps.

Likewise, on the matter of race, Wooster was clear from the beginning. The first President declared that Wooster should be a place of studies for all: "The sameness of our origin as men and women carries with it our original and essential equality. Had our national life been the true expression of our national creed, slavery would have been forever impossible. Caste, in whatever name, strikes at the soul of our humanity and liberty." The first African-American student, Clarence Allen, entered the College in the 1880s, and the promise of the early vision still inspires the College. Today approximately seven percent of Wooster's student body is African-American. In 1988, Wooster's Board of Trustees created The Clarence Allen Scholarships to be awarded on the basis of academic merit. These scholarships commemorate the achievements of Wooster's first African-American graduate a century ago.

Wooster has long emphasized international education. An unusually high percentage of its early graduates went overseas as missionaries, and soon not only their sons and daughters but also the students from their schools were enrolling at Wooster as students. There were special houses for these students where every occupant spoke two or three languages and where friendships developed among students from Asia, Africa, and Latin America. A student living in one of these houses observed: "For much of the time, we were as far removed from the ordinary atmosphere of the surrounding Ohio farm country as if we had actually been transplanted to Asia." This international presence affected the entire campus, establishing a tradition which continues to influence the College. Today approximately six percent of the student body is international in origin, representing more than 32 different countries. The College supports Modern Foreign Language and Cultural Studies in Chinese, French, German, Hebrew, Russian, and Spanish. In addition, there are programs in East Asian, South Asian, and Latin American Studies. The Comparative Literature and International Relations majors facilitate students' global understanding through

the study of literature, culture, history, economics, and politics. The College supports faculty and curriculum on global issues through the Hales Fund, which has recently funded faculty trips to India, China, Iceland, Cuba, Ghana, and Mexico. Off-campus study provides students with the opportunity to study in more than 60 countries. The recently opened Center for Diversity and Global Engagement, housed in Babcock Hall, provides an array of resources and helps students obtain an integrated view of issues relating to diversity and global understanding.

Religion also played a vital part in the creation of the College. The Articles of Incorporation specify that the purpose of the institution is “the promotion of sound learning and education under religious influences.” Moreover, the College’s motto — *Scientia et religio ex uno fonte* (Science and religion from one source) — emphasizes the integrated life. For its first hundred years, the College was owned by the Synod of Ohio. In 1969, the Synod of Ohio voted to release ownership of the College and its assets to Wooster’s Board of Trustees, and thus today the College is a fully independent institution which, however, has voluntarily chosen to continue its relationship with The Presbyterian Church (USA) through a Memorandum of Understanding with The Synod of the Covenant.

Wooster was a college born of a faith, a faith that education ought to be concerned with the total implication of things, both with those questions which may be empirically tested and those for which there are no definitive answers. Wooster has always possessed a strong Department of Religious Studies as well as the conviction that there is something beyond men and women which may confer a sense of proportion and worth on their lives and give them purpose and direction, a faith which Arthur Compton defined as “the best we know, on which we would willingly bet our lives.” The expressions of this religious spirit have been many and varied, and in each decade there have been student projects which express the ethical concerns of the time. In the midst of the Depression, Wooster students raised funds to send a graduating senior to India to teach, a tradition which continued until the 1970s. There were rice meals to raise money to assist international students and to bring refugees to this country from Nazi Germany. Today, approximately two-thirds of the College’s students are involved in volunteer service through the Wooster Volunteer Network, an umbrella organization that links College of Wooster students to volunteer organizations in the Wooster, Ohio, national, and international communities. Wooster’s graduates have continued the tradition of being oriented toward service and finding the purpose of their lives in fields through which they can enrich the lives of others. The aspiration to join the ability to think logically with the ability to act morally, to link science with service, to educate the heart as well as the mind, was present from the beginning and continues to inform the College and its graduates today.

From the beginning, science was given a prominent place at the College because it was believed that scientific discovery could only lend greater weight to moral truth; science could, in President Lord’s words, give “silent but eloquent witness to the uncreated and the infinite.” There could be no conflict between reason and faith because of their common source, and whatever the unfettered mind found to be true would be in tune with the infinite harmony of the cosmos; the physical sciences should, therefore, be strong at Wooster. It is extraordinary, given the fierce religious convictions of the women and men who shaped Wooster and the conflict between science and religion in the late nineteenth century, to find the intensity with which these same religious convictions supported a scientific establishment at the College. There was nothing backward about Wooster’s physical sciences whose early graduates included Nobel laureate Arthur Compton and his brother Karl, who became President of Massachusetts Institute of Technology. This commitment to the sciences has endured in the progressive programs of quality in the departments of Biology,

Geology, Physics, Mathematical Sciences, and Chemistry, which, for example, ranks in the top ten in the nation in the percentage of its graduates who eventually receive Ph.D.s.

These are the memories of the past to which the College is entitled: “the habit of mastery,” the faith in liberal learning, the commitment to “put its students in the way of great things,” the commitment to offer studies for all regardless of gender or race, the international and religious dimensions of the College, and the strong commitment to the physical sciences. As Jonas Notestein understood more than a century ago, “It is our glory to dwell, to make a home and to become a part of an order which will go on after our time is finished.” Wooster and its more than 30,000 graduates have inherited this inspiring tradition. In a visit to Wooster, Robert Frost once said that if you had to love something, you could do worse than to give your heart to a college, and that those who attend Wooster have a sense of belonging to a succession of generations originating in the past and stretching into the future.

INSTITUTIONAL ACCREDITATION AND MEMBERSHIPS

The College is accredited by national, regional, and state agencies for academic excellence. It is accredited by the Higher Learning Commission and is a member of the North Central Association (www.ncahlc.org). Individuals may contact the Commission at:

The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Phone: 1-800-621-7440 / 312-263-0456
Fax: 312-263-7462

The State of Ohio Department of Education, the American Chemical Society, the National Association of Schools of Music, and the American Association of University Women have, for their various purposes, officially approved the academic standards of the College.

The College is an institutional member of the American Council on Education, the Association of American Colleges and Universities, the Association of Independent Colleges and Universities of Ohio, the Association of Presbyterian Colleges and Universities, Council for the Advancement and Support of Education, the Great Lakes Colleges Association, Inc. (GLCA), the National Association of Independent Colleges and Universities, the Ohio College Association, and the Ohio Foundation of Independent Colleges, Incorporated.

LOCATION AND ASSETS

Wooster is in north-central Ohio. Cleveland is about 60 miles northeast, Columbus 90 miles southwest, and Pittsburgh 120 miles east. Five principal highways run through Wooster — U.S. Routes 30 and 250, and State Routes 3, 585, and 83. Bus service connects Wooster with all parts of the country.

By air, Wooster may be reached through either the Cleveland or Akron-Canton airports. Cleveland-Hopkins Airport is about 50 miles due north of the campus, while Akron-Canton is about 35 miles east and north. The Wayne County Airport is about 5 miles northeast of Wooster and has a 5,200-foot paved east-west runway. A city of 26,000, Wooster is the county seat of Wayne County. It has representative industrial activity and is the business center for a rich agricultural district. The College grounds, comprising some 240 acres, are in a residential section about a mile north and east of the public square. On the south side of town is the Ohio Agricultural Research and Development Center, an integral part of The Ohio State University.

As of June 30, 2010, the assets of the College were valued at \$435 million. Investment in buildings, equipment, and grounds at the time amounted to approximately \$126 million. The Endowment Funds at current market value, including trustee-designated endowment funds, totaled \$229 million.

ABOUT THE COLLEGE

The College of Wooster draws together approximately 2,000 students and 160 faculty from diverse cultural backgrounds into an academic community committed to intellectual achievement, personal integrity, and respect for others.

The liberal arts involve the study of human achievements in extending the boundaries of knowledge — of efforts to comprehend the unknown, to formulate values, to evolve and express a sense of human understanding. Wooster believes that such study will provide the best means of acquiring the capacity and perspective necessary in our complex and ever-changing world and the insight and vision to shape the future.

The College believes, moreover, that all liberal education must be a continuing education that offers increase and renewal to the end of life. It does not assume that everything can and must be taught. It seeks, rather, a liberal education that will truly free undergraduates for a lifetime of intellectual adventure, one that will help them meet new situations as they arise, one that will allow them to develop harmoniously and independently.

Students should expect to discover new worlds, both in courses and in the experiences they will have on the campus and in off-campus study. They will be expected to explore the intellectual life beyond the course work and experiences described elsewhere in this catalogue. They will discover the necessity of submitting their own patterns of thought to the rigors of analysis so that they are aware of identifiable criteria of growth.

From their origin the liberal arts have been the essential preparation for the professions and for roles of leadership in society. They remain so. Wooster students who discover they are fascinated by chemistry or geology may pursue their work in medical school or in graduate study leading to a career in industry. The painter, the writer, the actor, or the musician may go on to a lifetime of performance and creation. Others will enter law, business, social work, teaching, the ministry, or foreign service. Whatever their choices, students will gain a deepened awareness of the possibilities available to them; Wooster's educational program is designed to give flexibility in pursuing differing paths toward competence and achievement.

Wooster has chosen to remain a small and predominantly residential college because its primary educational purpose is the intellectual fulfillment of the individual. We believe that the easy and informal association between students and faculty possible in this kind of institution fosters intellectual growth.

A number of interdependent groups enhance the educational aims of the College. While students have the greatest share in the regulation of life within the residence halls and in matters relating to student government, members of the faculty and administrative staff, through the Campus Council, also participate in the governance of the social life of the College. Students in turn have a significant influence on the academic program through membership on faculty committees dealing with the structure of the curriculum and the educational life of the College.

Wooster values its religious heritage and is committed to exploring its meaning for today's world. The College's commitment to the spiritual development and religious understanding of students is embodied in a religious perspectives requirement for all students, active student religious groups, and a covenantal relationship with the regional synod of the Presbyterian Church, USA. Westminster Presbyterian Church is the congregation-in-residence on the campus and assists in encouraging students to continue active participation in congregational life. Other congregations, the local Synagogue and Unitarian Fellowship also welcome students. Annual programs like the Clergy Academy of Religion, Theologian-in-Residence and Lay Academy of Religion provide opportunities for students to participate in discussion and exploration of important issues with members of the wider religious community. Active student groups like the Fellowship of Christian Athletes, Hillel at The College of Wooster, the Muslim Student Association, the Newman Catholic Student Association, Sisters in Spirit, and Wooster Christian Fellowship encourage both a fuller appreciation of one's own religious heritage and a better understanding of the traditions and beliefs of others, as do courses in the Department of Religious Studies. This religious dimension lends an important tone to campus life and provides students an opportunity to make their own informed choices and to experience religion as a vital option for the creative person.

As partners in liberal learning, Wooster students and faculty attempt in their individual pursuit of knowledge to acquire a sense of the relatedness of its parts, a perspective on its past, a basis for critical judgment, and an ability to bring informed and rigorous reflection to bear on contemporary problems. Through all their work students attempt to identify those values that give direction to human conduct. They grow in mind and spirit as they become increasingly aware of the complexity of human existence and as they learn to cope with ambiguity. They learn to ask the important question, to cut through irrelevance to the heart of issues, and ultimately to shape knowledge into vision and action. These observations and those which follow are an expression of the Mission Statement of the College as adopted by its Board of Trustees.

Mission Statement

Our institutional purpose – Why we exist and what we seek to accomplish:

The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community. We engage motivated students in a rigorous and dynamic liberal education. Mentored by a faculty nationally recognized for excellence in teaching, Wooster graduates are creative and independent thinkers with exceptional abilities to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight.

Wooster's Core Values

The values that govern our shared pursuits and the ideas that we hold true:

- ***Education in the Liberal Arts Tradition***

We believe that the most valuable approach to undergraduate education engages each student in a course of study that cultivates curiosity and develops independent judgment, creativity, breadth, depth, integration of knowledge, and intellectual skills in the tradition of liberal education tuned for the contemporary era.

- ***A Focus on Research and Collaboration***

At Wooster, faculty and students are co-learners, collaborating in liberal inquiry. Our faculty's commitment to excellence in teaching is nationally recognized for enabling students to realize their full potential as engaged scholars. We embrace unique pedagogical principles at Wooster: that research and teaching are integrated forms of inquiry, and that faculty and students share a common purpose in their pursuits of knowledge, insight, and creative expression.

- ***A Community of Learners***

Wooster is a residential liberal arts college. As such, we believe the learning process unfolds on our campus and beyond, in conversations in classrooms and residence halls, libraries and studios, laboratories and on playing fields, and through the relationships that develop between and among students, faculty and staff and which endure long after graduation. We recognize that the very process of living together educates, and that much of the learning that is part of our mission takes place through artistic expression, the performance of music, theater, and dance, athletics, community involvement, and in the myriad student organizations that infuse vitality in campus life. We embrace a holistic philosophy of education and seek to nurture the physical, social, and spiritual well-being of our students.

- ***Independence of Thought***

We are a community of independent minds, working together. We place the highest value on collegiality, collaboration, openness to persons and ideas in all of their variety, and the free exchange of different points of view. We vigorously champion academic freedom, and seek to sustain a campus culture where the understanding of each is made more complete through an on-going process of dialogue with others who think differently.

- ***Social and Intellectual Responsibility***

As a community of learners, we hold ourselves to high standards of sound evidence, careful reasoning, proper attribution, and intellectual and personal integrity in all activities of teaching, learning, research, and governance. We recognize the privilege of being able, collectively, to pursue the mission of the College. We therefore seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment.

- ***Diversity and Inclusivity***

Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation.

Graduate Qualities

Graduates of the College should demonstrate the following personal and intellectual qualities:

- ***Independent Thinking***, through the ability to:

- Engage in critical and creative thinking

- Devise, formulate, research, and bring to fruition a complex and creative project

- Embody the intellectual curiosity, passion, and self-confidence necessary for life-long learning

- ***Integrative and Collaborative Inquiry***, through the ability to:
 - Synthesize knowledge from multiple disciplines
 - Actively integrate theory and practice
 - Engage in effective intellectual collaboration
- ***Dynamic Understanding of the Liberal Arts***, through the ability to:
 - Understand disciplinary knowledge in arts, humanities, social sciences, mathematics, and physical and natural sciences
 - Evaluate evidence using methodologies from multiple disciplines
 - Demonstrate quantitative, textual, visual, and digital literacy
 - Employ deep knowledge, insight, and judgment to solve real world problems
- ***Effective Communication***, through the ability to:
 - Exhibit skill in oral, written, and digital communication
 - Engage in effective discourse through active listening, questioning, and reasoning
- ***Global Engagement and Respect for Diversity***, through the ability to:
 - Understand the histories, causes, and implications of global processes
 - Engage with the global community through knowledge of a second language
 - Understand and respect diverse cultural and religious traditions
 - Display self-reflective awareness of their role as citizens in a diverse local, national, and global community
- ***Civic and Social Responsibility***, through the ability to:
 - Appreciate and critique values and beliefs including their own
 - Demonstrate ethical citizenship and leadership and embody a concern for social justice
 - Exhibit a commitment to community and serving others

INDEPENDENT STUDY

The College of Wooster is nationally recognized for mentored undergraduate research, and for more than sixty years the Independent Study program has required that every graduate engage in mentored research and create an original scholarly work. The capacity for individual inquiry and expression marks the liberally educated person, and the Independent Study program at Wooster provides an opportunity through which this capacity may be nurtured. Describing the challenge of the program, President Lowry, out of whose vision the program was established, said, “**it invites all students to come to their best in terms of their own talents.**”

Independent Study provides all students the opportunity to engage in an activity both personally meaningful and appropriate to their individual fields and interests. It is not reserved for the few. Independent Study is an integral part of a Wooster education and provides the basis for a lifetime of independent learning. Students begin in their first year to develop their abilities in writing, reading, and critical thinking required for the project and explore various areas of intellectual interest. Ideas for Independent Study are stimulated not only by course work in the major but also by courses in other areas, informal exchanges with faculty and students, visiting lectures and arts events, off-campus study, volunteer work, and internship experiences.

Students beginning Independent Study are assigned a faculty adviser to serve as mentor, guide, and critic. Department or curriculum committee chairpersons will

assign advisers after consultation with the student and appropriate faculty and consideration of the topic the student wishes to investigate. Each student works closely with his or her adviser through regularly scheduled meetings designed to assist, encourage, and challenge the student. Learning is approached as an exploration shared by student and adviser, each enjoying the opportunity to collaboratively search for solutions.

Specific format and procedures vary from program to program. The *Handbook for Independent Study* provides general information on the program, and the Departmental/Program *Independent Study Handbook* for each major gives more specific details. Students should request a current copy of the Departmental/Program *Independent Study Handbook* when declaring a major. The first unit of Independent Study often consists of a seminar or a tutorial program, designed to explore the possible range of research and creative projects in the chosen field and to initiate the student into a methodology of research or the techniques necessary for creative work. Usually elected during the junior year, this introduction stresses the development of the student's confidence and ability to carry out a more substantial project in the senior year. During the latter part of the first unit of Independent Study, a preliminary survey of exploration of the subject of the senior project may be undertaken.

In the senior year the student spends two semesters working on a major investigative or creative project which culminates in the writing of a thesis or the production of a substantial creative work. Attention is given to the method, form, and content of intellectual activity, and there is an emphasis on the communication of the results of the individual's own intellectual and creative achievement. Competitive grants from the Henry J. Copeland Fund for Independent Study make available funds to assist students with unusual expenses associated with their projects and to complete projects of exceptional distinction. Examples of Independent Study projects over the last few years include:

- in Africana Studies, *God and the Gods: Two Black Theologies of Liberation*
- in Archaeology, "Wait, Are We Related?" *A Critical Analysis of the Neanderthals and the Ancestry of Modern Humans With Regards to the Child from Abrigo do Lagar Velho, Portugal*
- in Art and Art History, *An Exploration of Memory: A Grandfather's Past, A Grandchild's Present*
- in Biochemistry & Molecular Biology, *An Investigation Into the Role of Creatine in Muscle Toxicity Associated with Statin-Use*
- in Chemistry, *The Photophysical Behavior of Sunscreen Active Ingredients: A Combined Computational and Spectroscopic Study*
- in Comparative Literature, *Resisting the Faust Myth: A Study of Two Post-Goethe Faustian Texts*
- in Communication Studies, *To Entertain or to Inform: Mainland Chinese Audiences' Perceptions of Entertainment Oriented Television News Programs*
- in Economics, *The Effect of Foreign Direct Investment on Income Inequality*
- in English, *Looking for Watts and Other Stories*
- in French, *L'abecedaire de trois documentaires d'Agnes Varda*
- in Geology, *Decline in Alaskan Yellow-Cedar: Tree-Ring Investigations into Climate Responses and Possible Causes, Glacier Bay, Alaska*
- in History, *From "Big Jack" to "Bugsy": Jewish Gangsters and the Jewish Immigrant Communities of Chicago and New York City, 1900-1933*

- in Mathematics, *Using Math to Play Like a Champion: How Game Theory Can Be Used to Predict Behavior in International Relations, Biology, Politics and Economics*
- in Music Education/History, *To Boldly Go Where No Country Has Gone Before: Star Trek and American Values in the Late Twentieth Century*
- in Philosophy, *Environmental Ethics in the Arctic: Investigating the Source of Moral Obligations to Wilderness*
- in Physics, *Percolation Via Electrical Conduction*
- in Political Science, *Refugees and the Likelihood of Conflict: Does a High Influx of Refugees Increase the Likelihood of Conflict in a Host Country?*
- in Psychology, *The Effects of Motivational Orientation in the Context of Competitive and Non-Competitive Environments*
- in Religious Studies, *Lutheran, Methodist, Presbyterian . . . Does It Really Matter? A Study of the Changing Face of Mainline Protestant Denominationalism in the United States*
- in Sociology, *Colorblind Youth: An Analysis of Black Youth's Understanding of Racism in Contemporary American Society*
- in Spanish, *La torre de Babel: Un estudio sobre la política lingüística de Franco y sus efectos nacionales y mundiales*
- in Theatre and Dance, *Creating Authentic Fiction: An Examination of and Exercise in Mockumentary*
- in Women's Studies, *It Is A Wild Thing: Using the Connection Between Women and Horses to Ride Into Myth*

A full list of Independent Study titles for the current year is available on the College website. Each student is required to submit to The College of Wooster a digital copy of his or her thesis for archiving, granting to the College and its employees a nonexclusive, royalty-free license to archive it and make it accessible, in whole or in part, in any medium. The student retains all other ownership rights to the copyright of the thesis.

THE ACADEMIC PROGRAM

THE CURRICULUM: A WOOSTER EDUCATION

A liberal arts education is not for four years but for a lifetime. As such, it should provide an intellectual experience that is both inherently valuable and also provides the resources necessary for a lifetime of inquiry, discovery, and responsible citizenship. These resources involve not the study of any particular discipline but the acquiring of certain intellectual abilities, including a critical disposition, an understanding of the nature of academic knowledge and the different ways of knowing that are reflected in the disciplines, the necessary skills to communicate effectively, an openness to inquiry in all its forms, and an appreciation of cultures and perspectives

that are different from one's own. These abilities will help students to become independent learners for whom education is a life-long process and whose lives are marked by their commitment to knowledge and their ability to contribute meaningfully to their communities.

The College of Wooster seeks to create such independent learners. A Wooster education can be characterized by how it identifies the goals of a liberal arts curriculum and how these goals relate to the process of creating engaged and independent learners and informed and involved citizens.

- A liberal arts education should be rich in content and intellectually rigorous, to engage the minds and the imaginations of students and faculty alike. It should enable students to respond critically and creatively to the range of human inquiry into the nature of the physical world, society, and the human self, and to share their ideas orally, in writing, and through the forms of artistic expression.
- A liberal arts education should help students to appreciate the nature of the academic disciplines—as intellectual tools that enable us to think in structured and systematic ways, and for the depth of inquiry they allow. By study in a number of disciplines, students should come to understand the different ways of knowing that are embodied in the disciplines, and by coming to know at least one discipline in depth, students should equip themselves to become scholars engaged in the creation of knowledge. By reflecting on the connections among the disciplines, students should appreciate how the understanding of a subject may be enlarged by different disciplinary approaches, how different kinds of knowledge are interrelated, and how work in one field is affected by developments in others.
- A liberal arts education should prepare students for lives of responsibility in a pluralistic society and instill a breadth of understanding, concern, and commitment. It should provide opportunities to examine values, to reflect upon the richness and diversity of human experience, and to develop the necessary skills to contribute to the discussion of contemporary issues and to communicate effectively to individuals and across cultural differences.

The kind of independence which Wooster seeks to inspire is epitomized in the program of Independent Study, in which students are required to demonstrate their capacity for critical inquiry, their ability to create new knowledge in a disciplinary context, and the necessary skills to share their learning with a larger community. While Independent Study represents the culmination of one's learning in a discipline, the goals of the program go beyond disciplinary training. By engaging in the process of Independent Study, students come to regard learning as a process that requires a strong commitment, painstaking research, and the careful development of one's approach to a subject. Through I.S., students come to understand not only their chosen subject but also the nature of learning itself, and they can bring this approach to other situations in their lives and careers. Because they have developed the resources necessary for independent learning, they can become effective citizens able to respond to the needs of their societies.

These curricular goals find expression in the graduation requirements for each of the degrees the College offers: Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education — see *Degree Requirements*. The College has emphasized its expectation that all students will complete academic coursework in a number of areas: First-Year Seminar, writing, global and cultural perspectives, religious perspectives, quantitative reasoning, learning across the disciplines, learning in the major, and Independent Study.

In addition to its departments and interdepartmental programs and courses, curricular opportunities are available through two College-wide programs, the Program in Writing and the Program in Interdisciplinary Studies.

THE PROGRAM IN WRITING

The College of Wooster has achieved a national reputation for its program of writing instruction, which extends from a student's first year at the College through the senior year. This regimen, focused on the student as both an individual and a member of an academic community, is predicated upon the understanding that to write well involves a life-long learning process and that all students can improve their writing. A college education can enhance a student's journey toward good writing, serving as a stage in that journey rather than an endpoint. The Program in Writing emphasizes the understanding that throughout this journey many forms of writing are possible and that writing can serve many different purposes. In keeping with this philosophy, the Program encourages students to use writing as a learning tool and to view their efforts through the complementary processes of writing-to-learn and learning-to-write.

Specifically, the Program in Writing is designed to help students learn and practice the following characteristics of effective writing:

- Range — Students should learn to write well in a variety of forms for a range of different kinds of readers.
- Audience — Student writers should learn rhetorical strategies appropriate for the audience and purpose.
- Argument — If the rhetorical strategy involves an argument, it should contain a thesis and develop that thesis with coherence, logic, and evidence.
- Coherence — Whatever the purpose, the parts of a paper should contribute to a greater, connected whole.
- Editing — Writing should be edited to address surface error, including irregularities in grammar, syntax, diction, and punctuation.

To achieve these goals, the Program in Writing features four major components:

- *First-Year Seminar in Critical Inquiry* (IDPT 10100), a writing-intensive course required of all entering students;
- The *College Writing Course* (IDPT 11000), small group instruction to address problems in basic writing and required of some first-year students based on College assessment procedures;
- The *Writing-Intensive Course*, a course offered by all departments and a requirement that students complete at least one such course before beginning Junior Independent Study;
- *Independent Study*, a junior and senior year capstone experience requiring significant writing from students within their majors.

For further information, contact *the Dean for Curriculum and Academic Engagement*.

TEAM-TAUGHT INTERDISCIPLINARY COURSES

Wooster has a long and proud tradition of courses and programs that are inter-departmental, interdisciplinary, and collaborative in nature. These courses and programs give students a window into the extent to which different disciplines cross-fertilize each other, incorporating materials, methods, and perspectives from each other. Each year the College will aim to offer six courses on a range of topics that will benefit from or require an interdisciplinary approach. Courses are typically team-taught by two faculty members from different departments or programs and provide opportunities for both students and faculty to experiment with new ideas, materials, and

pedagogies. These courses provide opportunities for students across the College to do course work that is integrative in nature and which can serve to model the making of such connections elsewhere in their academic programs. This kind of work also encourages students to think creatively and ambitiously as they plan for Independent Study, taking them into areas where exciting and even original projects can be undertaken. Enrollment in courses will be limited to 20.

For courses to be offered annually through the Program, see *Interdepartmental Courses*. For further information, contact the *Dean for Curriculum and Academic Engagement*.

EDUCATIONAL ASSESSMENT

The College of Wooster assesses each student's learning as they progress through the curriculum. Senior Independent Study is a particular focus for assessment as it represents the culmination of a student's undergraduate academic journey. In addition to the individual-level assessment of learning, the College also has a formal program of systematic assessment of student learning. The inception of this program coincided with faculty approval and adoption of the academic curriculum, *A Wooster Education*. Out of an initial focus on the general education curriculum has grown an evolving program of assessment of student learning and development that includes general education, graduate qualities, high-impact educational practices, majors and minors, courses, and co-curricular and extra-curricular activities and functions. Departments and programs use their assessment findings to improve pedagogy, enhance programs, and shape Wooster's curricular and co-curricular offerings. Ultimately, The College of Wooster is committed to continual improvement of student learning and development through assessment as it relates to the educational mission of the College.

Wooster's program of assessment is a shared experience, characterized by collaborative engagement by faculty, staff, and administration. The College's Assessment Committee, whose membership is comprised of faculty, staff, administrators, and students, has an advisory and resource role. The College shares its assessment practices and findings externally as well as internally, and has contributed to the national conversation on assessment in higher education. The president of the College has joined the President's Alliance of the New Leadership Alliance for Student Learning and Accountability and is a signatory to the Consortium on Financing Higher Education's (COFHE) statement on assessment in higher education. By joining the Presidents' Alliance, he has committed the College to improving significantly its assessment of, and accountability for, student learning.

Faculty and staff have published promising practices and findings about assessment in teaching, assessment, and research journals, and have presented innovations in teaching, learning and assessment at professional conferences. The College has been awarded multi-institutional grants to assess several aspects of a liberal education, and faculty and staff have further participated in other college and university's multi-institutional grants to assess student learning in the liberal arts. The College has also been a partner campus to the Association for American Colleges and Universities (AAC&U) for its Valid Assessment of Learning in Undergraduate Education (VALUE) project, as part of its Liberal Education and America's Promise (LEAP) initiative.

The educational assessment weblog of the College is an important source of assessment news, practices, findings, and resources for both internal and external audiences (<http://assessment.voices.wooster.edu>).

ACADEMIC RESOURCES

The College's commitment to an academic program of the highest quality and to the program in Independent Study is reflected in the excellence of the resources that are available to students and faculty. These resources include a talented and dedicated staff, facilities and equipment that incorporate the most modern technologies, and a traditional campus of exceptional beauty.

FACULTY

A strong teaching faculty is Wooster's paramount asset. All courses are taught by regular faculty members, with senior faculty often teaching introductory courses. The faculty numbers approximately 160 members holding advanced degrees from institutions across the United States and abroad.

While teaching is the pre-eminent commitment of the faculty, the College regards continuing education as a necessity for its faculty no less than its graduates. The benefits students derive from studying with faculty who are committed to developing as teachers and scholars, growing in their respective fields and often exploring new areas in and out of their disciplines, are an essential element of a Wooster education. Wooster's faculty is professionally active and productive, as reflected in an outstanding record of publications, papers, performances, and other measures of scholarly accomplishment. To support the intellectual life of the faculty, the College has established a generous program of research and study leaves that recognizes the importance of the faculty's ability to employ new materials, concepts, and technologies in directing student research.

EDUCATIONAL PLANNING AND ACADEMIC ADVISING

At The College of Wooster, all academic advising is done by members of the faculty, and the adviser-advisee relationship is among the most important relationships a student will form. The adviser assists the advisee in the construction of his or her academic program in a number of important ways: by providing information about requirements, policies, procedures, and educational options; by assisting students in planning a program that is consistent with their interests and abilities; and by helping students to integrate the resources of the College to meet their educational needs and aspirations. *Although decisions about policies, course selection, and construction of an educational program are ultimately the responsibility of the student, the adviser provides an essential resource.*

For entering students, the student's instructor in *First-Year Seminar in Critical Inquiry* is also his or her faculty adviser; as such, the adviser will have special insight into the student's background and interests, goals and needs, strengths and weaknesses. When the student declares a major, a new adviser is assigned who will help to introduce the student into the discipline as a professional, socialize the student into the culture of the department or program, mentor the student closely in the development of an appropriate academic program, and look for special opportunities that will help the student to grow both as a major in the discipline and as a liberally educated person. When the student undertakes the senior project in Independent Study, the adviser will work extremely closely with the student and mentor his or her final development as a student-scholar in the discipline and prepare the student for graduation. The adviser will also counsel the student and offer assistance as he or she plans for life and a career after Wooster.

In Fall 2010, the College established a new Educational Planning and Advising Center (EPAC) to supplement faculty advising of first-years and sophomores. For

more information, please contact *Alison Schmidt, Department of Education, Associate Dean for Educational Planning and Advising*, or *Karen Parthemore, Administrative Coordinator*, at 330-263-2428.

THE COLLEGE OF WOOSTER ART MUSEUM IN EBERT ART CENTER

The College of Wooster Art Museum has been located in the Ebert Art Center since 1998, and presents six to eight exhibitions each academic year in two galleries—the Sussel Gallery and the Burton D. Morgan Gallery. The museum's permanent collections are comprised of over 8,500 objects, and although the facility operates much like a *kunsthalle* (art hall) by mounting temporary exhibitions, at least one exhibition each year is dedicated to presenting collection materials. Additionally, collection materials are available for study, classroom, and other teaching and research purposes.

The art museum supports and enhances the College's goals of teaching, research, and service through exhibitions, scholarship, collection preservation, and public engagement. Because artists play a crucial role in all aspects of culture and society, direct experiences with original works of art actively supports the teaching of critical thinking and visual literacy through engagement with art forms—from ancient to contemporary—presented within a social and historical context. The museum program also promotes campus-wide collaborations and interdisciplinary dialogue, and acts a catalyst for creative engagement both on campus and between the College and regional and national audiences.

For more information about The College of Wooster Art Museum and its program visit: artmuseum.wooster.edu or contact *Kitty Zurko, Director*, or the Administrative Coordinator at 330-263-2388.

INFORMATION TECHNOLOGY

Information Technology (IT) at Wooster facilitates access to and use of information, communication, and collaboration technologies. IT strives to provide technology resources that are appropriate in the context of Wooster's liberal arts tradition, its mission, and its core values. The use of information technology resources is integral to students' development in each of Wooster's Graduate Qualities.

Students, faculty, and staff have access to information resources, communications and multimedia tools, software applications, and specialized computing environments. They are supported in their endeavors by a team of professional staff and a team of Student Technology Assistants.

Wooster's campus network provides access to campus technology and Internet resources. Pervasive wired and wireless networks make it possible for students to use their notebook computers anywhere on campus for research, study, work, communications, and entertainment.

For additional information about Information Technology at Wooster, please visit the Information Technology section of the College's website.

LIBRARIES

The College of Wooster Libraries consist of the Andrews Library (1962), made possible largely through a gift from the late Mabel Shields (Mrs. Matthew) Andrews of Cleveland; the Flo K. Gault Library for Independent Study (1995), made possible by a major gift from Stanley and Flo K. Gault of Wooster; and the Timken Science Library in Frick Hall, the original University of Wooster Library (1900-62), the gift of Henry Clay Frick of Pittsburgh, and renovated in 1998 largely through the gift of the Timken Foundation of Canton, Ohio. The libraries provide seating for nearly 800 library users, including over 350 carrels for seniors engaged in Independent Study. Eight group study rooms allow small groups of students to work collaboratively. All libraries have secure wireless access to the Internet.

The libraries contain approximately one million items including books, periodicals, microforms, recorded materials, newspapers, and government publications. The libraries are a selective depository for United States government publications. There are several special collections. Most notable is the Wallace Notestein Library of English History; others include the McGregor Collection of Americana, the Homer E. McMaster Lincoln Collection, the Paul O. Peters Collection on rightist American politics, the Gregg D. Wolfe Memorial Library of the Theatre, and the Josephine Long Wishart Collection of women's advice literature, "Mother, Home, and Heaven." The extensive microtext collections include the Atlanta University-Bell & Howell Black Culture Collection, the Library of American Civilization, Herstory, and the Greenwood Science Fiction Collection.

Wooster's library catalog is part of CONSORT, an electronic catalog shared with Denison University, Kenyon College, and Ohio Wesleyan University. CONSORT, in turn, is part of OhioLINK, a network of 88 academic and public libraries throughout the state. Wooster faculty and students may order any of over 48 million books and other materials directly from any CONSORT or OhioLINK library via the online catalog and receive them within 2-3 working days. Interlibrary loan of books from out-of-state libraries or periodical articles is also available.

The CONSORT and OhioLINK catalogs, as well as more than 200 other electronic reference databases and more than 60,000 electronic journals, are available in residence halls and faculty offices via the campus computer network. The campus' Virtual Private Network provides Wooster faculty, staff, and students with world-wide access to electronic library resources.

The libraries also include classrooms, computer labs, and the Media Library, which houses the libraries' collection of recorded materials and listening and viewing stations.

Librarians are available to assist users in locating information. Aid is given at the reference desk, in course-related presentations, or in individual consultations. An active information fluency program equips students at all levels for independent research.

For more information, please contact *Mark Christel, Director*, or *Sharon Bodle, Administrative Coordinator*, at 330-263-2152.

DEPARTMENTS, PROGRAMS, AND COURSES OF INSTRUCTION

COURSE NUMBERING

The College of Wooster uses a five-digit course numbering system. The first three digits indicate the primary course number. The next two digits are the secondary course number and indicate whether there is a special focus for the course. For example:



The first letters are the department or program abbreviation. The next three digits are the primary course number (101 is the primary course number for all *Introduction to Historical Study* courses). The last two digits are the secondary course number. These two digits indicate that the special focus for this HIST 101 course is *The History of Islam*. A course with a given three-digit primary course number can only be taken once for credit unless specifically indicated otherwise by the department.

The following policy has been used in assigning primary course numbers:

- 100-level courses are usually introductory courses; some 100-level courses do have prerequisites, and students are advised to consult the description for each course.
- 200-level courses are usually beyond the introductory level, although many 200-level courses are open to first-year students and to majors and non-majors.
- 300-level courses are seminars and courses primarily for majors but open to other students with the consent of the instructor.
- The following numbers are for Independent Study: I.S. 40100 (Junior Independent Study), I.S. 45100 and I.S. 45200 (Senior Independent Study).

In addition to the regular course offerings, many departments offer individual tutorials under the number 40000 and internships under 40700-40800. On occasion, departments will offer a course on a special topic as approved by the Educational Policy Committee, designated 19900, 29900, or 39900.

ABBREVIATIONS

In keeping with the general education requirements of the College's curriculum (see *Degree Requirements*), course listings employ the following abbreviations:

- W** Writing Intensive (**W†** indicates that not all sections are Writing Intensive)
- C** Studies in Cultural Difference
- R** Religious Perspectives
- Q** Quantitative Reasoning
- AH** Learning Across the Disciplines: Arts and Humanities
- HSS** Learning Across the Disciplines: History and Social Sciences
- MNS** Learning Across the Disciplines: Mathematical and Natural Sciences

Except where otherwise noted, all courses carry one course credit.

AFRICANA STUDIES

Josephine Wright, Chair
Boubacar N'Diaye
Charles Peterson

Black Studies began at The College of Wooster in 1968 as an interdisciplinary Program, examining the history and culture of peoples of the African diaspora from an African-centered perspective. It moved to departmental status in 2000.

The fundamental mission of Africana Studies is critical study of peoples of African ancestry from social, historical, and cultural perspectives not covered by traditional disciplines. It seeks to provide students comprehensive exposure to the experiences of Black people, wherever they reside, from multiple theoretical and methodological approaches designed to help them think critically about issues related to the African diaspora and educate global citizens who understand the intellectual history, origin, purpose, and challenges of Africana Studies as a distinct discipline within the liberal arts.

By the end of the senior year, a Wooster Africana Studies graduate should be able to: identify and articulate the intellectual history, origin, purposes, and challenges of Africana Studies within the academy; identify and explain the connections between Africana Studies to historic Africa and the contemporary experiences of people of African descent around the world; identify and explain major historical events crucial to African people and their experiences in Africa, North America, the Caribbean, Europe, and other parts of the world; identify, articulate, and apply relevant African-centered theories and methodologies to the investigation or critical analysis of topics, texts, artistic productions, events, or phenomena related to the African diaspora; and conceptualize, research, organize, and write an independent study project that meets the learning outcomes of the department.

Major in Africana Studies

Consists of twelve courses:

- AFST 10000
- Four 200-level Africana Studies courses taken within the Department of Africana Studies
- One 300-level Africana Studies course taken within the Department of Africana Studies
- Three electives from the Department of Africana Studies or cross-listed courses accepted for AFST credit
- Junior Independent Study: AFST 40100
- Senior Independent Study: AFST 45100
- Senior Independent Study: AFST 45200

Minor in Africana Studies

Consists of six courses:

- AFST 10000
- Three 200-level Africana Studies courses taken within the Department of Africana Studies
- One 300-level Africana Studies course taken within the Department of Africana Studies
- One elective from the Department of Africana Studies or cross-listed courses accepted for AFST credit

Special Notes

- Course sequence suggestions for majors:

First Year:	AFST 10000, 20000-20019
Sophomore Year:	AFST 21300 One AFST 200-level course One elective from AFST or cross-listed courses
Junior Year:	One AFST 200-level course One AFST 300-level course One elective from AFST or cross-listed courses AFST 40100
Senior Year:	AFST 45100, 45200 One elective from AFST or cross-listed courses

- S/NC courses are not permitted in either the major or minor.
- Only grades of C- or better are accepted for the major or minor.

AFRICANA STUDIES COURSES

AFST 10000. INTRODUCTION TO AFRICANA STUDIES (Education)

Interdisciplinary foundation course presents overview of the historical, social, psychological, political, economic, and cultural experiences of all the major branches of people of African descent. Course focuses on the contributions and achievements of Africana people, with some emphasis on African Americans, and it explores the concerns as well as the challenges they face. Students are introduced to African-centered perspectives of prominent continental and diasporic scholars, artists, and activists, who mostly challenge the tenets and assumptions of the dominant cultural and intellectual paradigms. *Annually, Fall and Spring. [C, AH, or HSS]*

AFST 20000-20019. SPECIAL TOPICS IN AFRICANA STUDIES (some sections cross-listed with Women's, Gender, and Sexuality Studies)

An in-depth examination of an issue or topic relevant to the Black experience. Possible topics include Black biography and autobiography, post-colonial struggles, Maroon communities, civil rights, anti-colonial resistance movements, and Blacks in science and society. Topics vary and will be designated to meet the Learning Across the Disciplines requirement as appropriate. *Annually, Fall and Spring. [Depending on the topic, Wt, C, AH, or HSS]*

AFST 21200. SURVEY OF AFRICAN-AMERICAN FOLKLORE: THE CREATIVE AND PERFORMING ARTS (Music)

Study of African American folklore in the United States. Focuses on the contextual and historical framework in which folk music, tales, religious practices, and the visual arts evolved. Examines the impact of these traditions on contemporary American society. Open to non-music majors. No technical knowledge required. *Prerequisite: AFST 10000 or permission of the instructor. Not offered 2011-2012. [C, AH]*

AFST 21300. RACISM 101

Americans have historically found it difficult to discuss issues of racism openly. This course examines from historical perspectives the foundations of racism towards Blacks as a vestige of chattel slavery in the United States, and it explores various manifestations of racism in Black-White relationships in contemporary American society. *Prerequisite: AFST 10000 or permission of the instructor. Annually, Fall 2011 and Spring 2012. [Wt, C, HSS]*

AFST 23100. SURVEY OF CONTEMPORARY AFRICA

Course surveys the major areas and issues in contemporary Africa using an interdisciplinary approach. It explores in some detail the major post-colonial cultural, economic, political, and societal structures, dynamics, ideas, and trends that depict contemporary Africa as shaped by its recent colonial history and international environment. The course critically examines these realities, the potential, and the challenges facing African soci-

eties in this new century. Connections are made between these features and the globalizing world community, with special focus on U.S.-African multiform relations. *Prerequisite: AFST 10000 or permission of the instructor. Fall 2011. [C, HSS]*

AFST 24000. AFRICANA WOMEN IN NORTH AMERICA: EARLIEST TIMES THROUGH THE CIVIL RIGHTS MOVEMENT (Women's, Gender, and Sexuality Studies)

Africana women in North America have historically suffered from racial, class, and gender oppression. Historically their oppression in American society resulted from exploitation of their labor, historical patterns of disenfranchisement from institutions controlled by the dominant society, as well as persistent stereotyping by mainstream U.S. society as justification for this exclusion. Course critically examines historic Africana women from colonial times to the Civil Rights Movement through the lens of black feminist theory, investigates their responses to such oppression, and explores the contributions these women made to social, intellectual, and cultural history of the United States. Emphasizes primary readings. *Prerequisite: AFST 10000 or permission of the instructor. Not offered 2011-2012. [C, HSS]*

AFST 24100. AFRICANA WOMEN IN CONTEMPORARY SOCIETY (Women's, Gender, and Sexuality Studies)

Course examines the ways in which contemporary society since the 1960s has shaped the lives of Africana women and how these women have influenced U.S. society. Examines such issues as family life, education, career opportunities, political activities, Africana male/female relationships, societal constraints on their lives, and Africana women's roles in civil rights and feminist movements. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Not offered 2011-2012. [C, HSS]*

AFST 24200. MARTIN, MALCOLM, AND MANDELA

Course examines the lives, philosophies, contributions, and legacies of three outstanding leaders to the struggles of people of African descent for civil and human rights in the 20th century. The course will focus on comparing and contrasting their lives, ideas, and actions while situating these in the historical and socio-political contexts that shaped them. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Spring 2012. [C, HSS]*

AFST 24400. CINEMA OF AFRICA AND THE AFRICAN DIASPORA (Film Studies)

This Course explores issues of race, class, culture, the colonial, and the anti-colonial thought through an examination of cinema created within and focusing on continental and diasporic African life. Accompanying the cinematic texts will be an array of written texts that contribute to the class discussion across the fields of history, post-colonial theory, and film theory. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Not offered 2011-2012. [C, AH]*

AFST 24500. PAN-AFRICANISM

Course focuses on the political, cultural, and social articulations of the Pan-African idea by major scholars, leaders, and activists who sought to create global unity among peoples of African ancestry, where ever they resided, as well as the various attempts to implement their theories in practice in Africa, the Caribbean, and the United States throughout the twentieth century. The successes and failures of the unfolding experiments on the African continent since independence and the similar efforts in the diaspora are examined with an eye toward identifying their implications for the future of Pan-Africanism. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Spring 2012. [C, HSS]*

AFST 24600. SURVEY OF AFRICANA POPULAR CULTURE

Course surveys the historical evolution and cultural consequences of Africana popular culture. The antecedents of "Gangsta Rap," "Hip Hop," "Reggae-Rastas," and contemporary modes of "attitude," behavior, dress, speech, and public representation are part of a self-reinforcing African-Black New World dialectic. In this course contemporary Black urban youth culture is analyzed as aesthetic and socio-cultural vehicles for personal and public critique and transformation. Africa and its various diasporas have created a world-view that transcends global boundaries of class, culture, gender, race, and society. This culture, now universally recognized, has been marketed for global public consumption. The course explores this phenomenon. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Not offered 2011-2012. [C, AH]*

AFST 24700. BLACK NATIONALISM

Course examines from a geographic-specific context the political, cultural, and theoretical aspects of historic and contemporary African diasporic nationalist movements. By examining major figures, texts, and movements, the course investigates the ways in which race, class, and culture inform Black nationalist theory and practice. *Prerequisite: AFST 10000 or permission of the instructor. Alternate years. Spring 2012. [C, HSS]*

AFST 30000. CRITICAL READINGS IN AFRICANA STUDIES

Advanced special topics seminar focuses on critical issues in a variety of locations and time periods crucial to understanding Africana Studies. Possible readings include the works of John Bracey, W.E.B. Du Bois, Frantz Fanon, C.L.R. James, John Hope Franklin, Fannie Lou Hammer, Vincent Harding, Benjamin Mays, August Meier, Joanne Robinson, Carter G. Woodson, C. Van Woodward, etc. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor. Alternate years. Not offered 2011-2012.*

AFST 30100. AFRICANA RESISTANCES

Surveys social, cultural, and political movements, individual and group thoughts, and actions in the historical and ongoing struggle against oppression. Examines multiform resistances by Africana people against enslavement, colonization, and other forms of oppression and discrimination. Explores these rich traditions as unique expressions and illustrations of the human spirit that inexorably strives for freedom, justice, and dignity. Examines and critically analyzes resistances to enslavement in Africa, the Americas, and Europe, as well as the fight for emancipation and civil rights in these regions throughout the 20th century. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor. Alternate years. Not offered 2011-2012. [C, HSS]*

AFST 30200. MARXISM AND AFRICANA RADICAL THOUGHT

Course offers students an in-depth opportunity to read and examine major thinkers and works of the “Black Radical Tradition.” More specifically, the course will contrast and examine the ways African continental and diasporic thinkers and activists engage, borrow from, contribute to, and expand the theories of Karl Marx, Friedrich Engels, and Vladimir L. Lenin. The goal is to show the various ways in which Africana radical thought has re-calibrated Marxian thought and activism through the particularities of the Africana experience. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor. Alternate years. Fall 2011. [HSS]*

AFST 40000. TUTORIAL

Offered to individual students under the supervision of an Africana Studies faculty member on a selected topic. Permission of the chair of Africana Studies is required. Arrangements must be made with the supervising faculty member before registration. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

AFST 40100. INDEPENDENT STUDY

Group tutorial taken during one semester of the junior year includes bibliographic and methodological instruction and a written essay/project designed by the student. Special attention will be given to the disciplinary concerns in the humanities and social science areas of Africana Studies. *Prerequisite: AFST 10000 and three 200-level Africana Studies courses.*

AFST 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: AFST 40100.*

AFST 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: AFST 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR AFRICANA STUDIES CREDIT**

ART AND ART HISTORY

ARTD 22000. AFRICAN ART [C]

ARTD 23000. AFRICAN-AMERICAN ART [C, AH]

ENGLISH

ENGL 21007. BLACK LITERATURE AND CULTURE (this course only) [AH]

ENGL 23002. SURVEY OF AFRICAN AMERICAN LITERATURE (this course only) [AH]

FRENCH

FREN 23500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA [C]

HISTORY

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT [C, HSS]

HIST 10173. SOCIAL HISTORY OF HIP HOP

HIST 23100. AFRICA BEFORE 1800 [C, HSS]

HIST 23200. AFRICA SINCE 1800 [C, HSS]

HIST 24600. UNITED STATES URBAN HISTORY [HSS]

MUSIC

MUSC 16500. GOSPEL CHOIR (.125 CREDIT)

MUSC 21400. HISTORY OF AFRICAN AMERICAN MUSIC [C, AH]

MUSC 21700. SURVEY OF JAZZ [C, AH]

PHILOSOPHY

PHIL 23400. AFRICAN PHILOSOPHY [C, AH]

POLITICAL SCIENCE

PSCI 20800. RACE AND POLITICS [C, HSS]

PSCI 21300. THE CONSTITUTIONAL LAW OF CIVIL RIGHTS [C, HSS]

PSCI 24900. THE GOVERNMENT AND POLITICS OF AFRICA [C, HSS]

RELIGIOUS STUDIES

RELS 26100. BLACK RELIGIOUS EXPERIENCE IN AMERICA [C, R]

SOCIOLOGY

SOCI 20900. INEQUALITY IN AMERICA [HSS]

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY [C, HSS]

SOCI 21700. BLACKS IN CONTEMPORARY AMERICAN SOCIETY [C, HSS]

SPANISH

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN [C, AH]

THEATRE AND DANCE

THTD 24200. AFRICAN AMERICAN THEATRE HISTORY [W, C, AH]

ANCIENT MEDITERRANEAN STUDIES

The concentration in Ancient Mediterranean Studies is one of two within the major of Classical Studies. Through this concentration, students comparatively study multiple cultures in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece and Rome. (see *CLASSICAL STUDIES*)

ANTHROPOLOGY

Anthropology explores the variety of human groups and cultures that have developed across the globe and throughout time. Anthropologists hope that by seeing ourselves in the mirror of alternative cultural and historical possibilities, we can come to a better understanding of our own assumptions, values and patterns of behavior. (see *SOCIOLOGY AND ANTHROPOLOGY*)

ARCHAEOLOGY

CURRICULUM COMMITTEE:

P. Nick Kardulias (Archaeology), Chair

J. Heath Anderson (Archaeology)

Josephine Shaya (Classical Studies)

Gregory Wiles (Geology)

Archaeology is an interdisciplinary field of study that investigates the past by finding and analyzing evidence from material culture and the natural environment. Its history as an academic field in this country began in 1879, when scholars from a number of established academic disciplines – especially history, classical studies, anthropology, and art – founded the Archaeological Institute of America. Archaeologists draw on the humanities, history and the social sciences, and the physical sciences in their research to identify the unique achievements and common elements of past societies around the world.

Wooster's archaeology curriculum has been designed to reflect the interrelatedness of the participating fields and to promote appreciation of human diversity. The program is designed both for majors and for students with a more general interest in archaeology. Majors may view the degree in archaeology as partial preparation for a career in teaching, museum curatorship, or field archaeology. If so, they should secure as broad a background as possible in the liberal arts and plan to pursue their studies on a graduate level.

Major in Archaeology

Consists of fourteen courses:

- ARCH 10300
- ANTH 11000
- GEOL 10500
- ARCH 21900-21906
- ARCH 35000
- Four electives in one area of emphasis taken from cross-listed courses accepted for ARCH credit
- Two electives in a second area of emphasis taken from cross-listed courses accepted for ARCH credit
- Junior Independent Study: ARCH 40100
- Senior Independent Study: ARCH 45100
- Senior Independent Study: ARCH 45200

Minor in Archaeology

Consists of six courses:

- ARCH 10300
- ARCH 35000
- Four of the following courses: ANTH 11000, 20500, 21000, ARCH 21900-21906, SOAN 24000, GEOL 10500, 20000, 21000, 30000, GRK 20000-20001, HIST 20200-20201, 20300, LAT 20000, IDPT 24000 or 24100

Special Notes

- The chairperson of Archaeology will approve a substitute for ARCH 21900-21906 for majors and minors unable to schedule the course.
- Only grades of C- or better are accepted for the major or minor.

ARCHAEOLOGY COURSES

ARCH 10300. INTRODUCTION TO ARCHAEOLOGY

As an overview of the discipline, this includes study of historical development of archaeology, consideration of basic field and analytical methods, and a review of world prehistory beginning with the emergence of the first humans to the rise of civilization. Emphasis is on how archaeologists reconstruct past societies out of fragmentary evidence. Required prior to ARCH 35000 and recommended prior to other courses listed under Archaeological Perspectives and Methods, which best serve as specialized case studies. *Annually, Fall. [HSS]*

ARCH 21900-21906. TOPICS IN ARCHAEOLOGY

The course material will vary. Examples include models of explanation and the nature and biases of evidence in interpreting the past; North American archaeology; recent excavations of specific sites; spatial analysis; Old World prehistory. *May be taken more than once with permission of the chairperson. Prerequisite: a minimum of two courses in the major or permission of the instructor(s). Alternate years. Spring 2012. [C; depending on the topic, AH or HSS]*

ARCH 35000. ARCHAEOLOGICAL METHODS AND THEORY

This course is an in-depth study of the methodological and theoretical foundations of archaeology. The student becomes familiar with the process of archaeological reasoning — the assumptions, models, and techniques scholars use to analyze and interpret the material record. Topics include dating techniques, systems of classification, research design, and central debates in modern theory. Students work with materials in the Archaeology Lab. Students are strongly encouraged to complete ARCH 35000 prior to enrolling in ARCH 40100. *Prerequisite: ARCH 10300. Alternate years. Not offered 2011-2012. [HSS]*

ARCH 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

ARCH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ARCH 40100.*

ARCH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ARCH 45100.*

CROSS-LISTED COURSES ACCEPTED FOR ARCHAEOLOGY CREDIT BY AREA EMPHASIS

ART AND ART HISTORY

ARTD 12000. INTRODUCTION TO ART HISTORY [AH]

ARTD 15100. INTRODUCTION TO DRAWING [AH]

ARTD 15900. INTRODUCTION TO PHOTOGRAPHY [AH]

ARTD 20100. THE BRONZE AGE [AH]

ARTD 20600. EARLY MEDIEVAL ART [R, AH]

ARTD 22300. ARCHITECTURE I: STONEHENGE TO BEAUX-ARTS [R, AH]

IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

CLASSICAL STUDIES

GRK 20000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL I) [AH]

GRK 25000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL II) [AH]

HIST 20200. GREEK CIVILIZATION [HSS]

HIST 20300. ROMAN CIVILIZATION [HSS]

IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

LAT 20000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL I) [AH]

LAT 25000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL II) [AH]

GEOLOGY

- GEOL 10000. HISTORY OF LIFE [MNS]
- GEOL 10500. GEOLOGY OF NATURAL HAZARDS [MNS]
- GEOL 20000. PROCESSES AND CONCEPTS OF GEOLOGY [MNS]
- GEOL 20800. MINERALOGY [MNS]
- GEOL 21000. CLIMATE CHANGE [Q]
- GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)
- GEOL 26000. SEDIMENTOLOGY AND STRATIGRAPHY [W, MNS]
- GEOL 30000. GEOMORPHOLOGY AND HYDROGEOLOGY
- GEOL 30800. IGNEOUS AND METAMORPHIC PETROLOGY

HISTORY

- HIST 23400. TRADITIONAL CHINA [C, HSS]
- HIST 20400. GREEK CIVILIZATION [HSS]
- HIST 20500. ROMAN CIVILIZATION [HSS]
- HIST 20601. MEDIEVAL EUROPE, 500-1350 [HSS]

SOCIOLOGY AND ANTHROPOLOGY

- ANTH 11000. INTRODUCTION TO ANTHROPOLOGY [C, HSS]
- ANTH 20500. POLITICAL ANTHROPOLOGY [W†, C, HSS]
- ANTH 21000. PHYSICAL ANTHROPOLOGY [C, HSS, MNS]
- ANTH 22000. LINGUISTIC ANTHROPOLOGY [C, HSS]
- ANTH 23100-23112. PEOPLES AND CULTURES [C, HSS]
- ANTH 35200. CONTEMPORARY ANTHROPOLOGICAL THEORY [C, HSS]
- SOAN 24000. RESEARCH METHODS [HSS]
- SOCI 35000. CLASSICAL SOCIAL THEORY [HSS]

ART AND ART HISTORY

Marina Mangubi, Chair
Bridget Milligan
Kara Morrow
Diana Bullen Presciutti
John Siewert
Walter Zurko

The Department of Art and Art History offers majors in Studio Art and in Art History. Courses in both majors are designed to allow the student to develop a sensitive understanding of the visual arts past and present. In studio courses, students learn to conceive and express ideas in two- and three-dimensional media, to evaluate the aesthetic character of works of art, and to become more alert to their sociopolitical implications. Art history courses are concerned with the production and reception of the visual arts within their social, religious, cultural, and political contexts.

The Department of Art and Art History strongly urges students interested in off-campus experiences to take advantage of the New York Arts Program administered by the Great Lakes Colleges Association (GLCA). Other off-campus study programs, both in this country and abroad, are available to majors with adequate course preparation for advanced study. More information on such programs is available through the office of Off-Campus Studies.

Architecture: Students interested in a career in architecture should consider one of the following options, bearing in mind that Wooster does not offer a major in architecture: 1) a pre-architecture program of recommended coursework, preparing students for graduate study in architecture upon completion of the B.A. in any discipline

at Wooster; or 2) the Cooperative Program between The College of Wooster and Washington University in St. Louis, providing an opportunity to earn both a bachelor's degree from Wooster and, upon acceptance into the graduate program, a Master's of Architecture degree at Washington University. For either option, interested students should meet with one of the Pre-Architecture co-advisers, Professor John Siewert and Professor Walter Zurko, early in their undergraduate education (see *Pre-Professional and Dual Degree Programs* for additional information).

STUDIO ART

The program in Studio Art is designed to engage students in the creative process and to provide training necessary for graduate study and/or a professional career in visual art.

Majors normally choose upper-level courses that lead to an emphasis in one of the following areas: drawing, painting, printmaking, sculpture, ceramics, and photography. Studio art courses usually are restricted to fewer than twenty students so that the instructor may spend sufficient time with each member of the class. These classes will be organized by collective experiences — slide lectures, field trips to galleries and museums, group critiques — and for personal, creative work and individualized suggestions and criticism offered by the instructor.

Major in Studio Art

Consists of eleven courses:

- ARTD 12000
- ARTD 15100
- One of the following 100-level courses: ARTD 16100, 16300, or 16500
- One elective 100-level Studio Art course
- ARTD 25100
- One of the following courses: ARTD 21600, 22200, or 36000
- Two elective Studio Art courses at the 200-level or above
- Junior Independent Study: ARTD 40100
- Senior Independent Study: ARTD 45100
- Senior Independent Study: ARTD 45200

Minor in Studio Art

Consists of six courses:

- ARTD 15100
- One of the following 100-level courses: ARTD 16100, 16300, or 16500
- One elective 100-level Studio Art course
- One of the following courses: ARTD 12000, 21600, 22200, or 36000
- Two elective Studio Art courses at the 200-level or above

Special Notes

- AP credit in studio art is granted with a grade of 4 or 5 on the Studio Art General Portfolio or the Studio Art Drawing Portfolio, *and* a faculty portfolio review of artwork submitted to the AP Board.
- To declare a major in Studio Art, a student should have completed at least three courses in art, two of which must have been studio courses.
- Junior Independent Study in Studio Art (ARTD 40100) is a one-semester course that offers majors an opportunity to integrate techniques with creative concepts and serves as a preparatory experience for the two-semester Senior Independent Study (ARTD 45100 and 45200). ARTD 40100 is offered only in the Spring semester. Students must plan off-campus study so that it does not conflict with this course.

- Courses taken S/NC will not fulfill requirements for a major or a minor in Studio Art.
- Only grades of C- or better are accepted for the major or minor.

STUDIO ART COURSES

ARTD 15100. INTRODUCTION TO DRAWING (Archaeology)

This course introduces students to the various media and methods of freehand drawing. In order to advance their understanding of the visual and verbal language of drawing, students engage in a series of topical exercises, each combining a slide presentation, a group discussion, and a drawing assignment. Various approaches to representational drawing, including figure drawing, are explored. The course is required for the studio art major and is strongly recommended as the first course in studio art. There are six hours of weekly class time. Preference given to art majors. *Annually. Fall and Spring. [AH]*

ARTD 15300. INTRODUCTION TO PAINTING

Students are introduced to the fundamental painting techniques and principles of color. In the process, they explore issues of subject matter and content as well as the role of painting today. The course is organized around a schedule of studio work, critiques, and discussion of artists' works. Six hours of weekly class time. Preference given to art majors. *Prerequisite: ARTD 15100. Annually. Spring. [AH]*

ARTD 15500. INTRODUCTION TO PRINTMAKING

The course is organized around a schedule of technical demonstrations, studio work, critiques, and discussions of artists' works. Although intaglio techniques are emphasized in the course, students are also acquainted with monotype, relief and non-toxic printmaking media, including photo-etching. Six hours of weekly class time. Preference given to art majors. *Annually. Fall. [AH]*

ARTD 15700. INTRODUCTION TO TWO-DIMENSIONAL DESIGN AND COLOR

The course introduces students to the fundamentals of two-dimensional design and color theory. In it, we explore the properties and the interaction of formal elements in a composition and discuss their function in the works of artists, designers, and architects. Six hours of weekly class time that include lecture, demonstrations, slide presentations, group critiques, and in-class work time. Preference given to art majors. *Alternate years. Not offered 2011-2012. [AH]*

ARTD 15900. INTRODUCTION TO PHOTOGRAPHY (Archaeology, Film Studies)

This course introduces the student to the technical and aesthetic issues of basic black and white photography. The class assignments are designed to emphasize the versatility of the medium and to promote individual expression. Basic camera operation, black and white processing and printing techniques will be covered. Group critiques are scheduled regularly to develop analytical skills and to provide an arena for the photographer to discuss his or her intent. Six hours of weekly class time that include lecture, demonstrations, digital slide presentations, group critiques, and in-class work time. Preference given to art majors. *Annually. Fall and Spring. [AH]*

ARTD 16100. INTRODUCTION TO THREE-DIMENSIONAL DESIGN

This course is designed to explore the elements of visual organization as they apply to three-dimensional forms. The goal of this course is to familiarize students with a shared vocabulary, both visual and verbal. This language will serve as the basis for engaging in constructive criticism and the exchange of ideas. We will explore the properties and the interaction of formal elements in a three-dimensional structure and discuss their role in the works of artists, designers, and architects from around the globe. Six hours of weekly class time that include lecture, demonstrations, slide presentations, group critiques, and in-class work time. Preference given to art majors. *Alternate years. Not offered 2011-2012. [AH]*

ARTD 16300. INTRODUCTION TO SCULPTURE

This course investigates the concepts and practices of organizing three-dimensional form through such techniques as casting and mold making, assemblage, and carving. The range of materials in the course could include wood, plaster, stone, metal, paper products, and found objects. Six hours of weekly class time that include lecture, demonstrations, slide presentations, and in-class work time. Preference given to art majors. *Annually. Fall and Spring. [AH]*

ARTD 16500. INTRODUCTION TO CERAMICS

This course introduces clay as an art medium through a variety of fundamental forming, surface decoration, and firing techniques commonly used by potters and sculptors. Six hours of weekly class time that include lec-

ture, demonstrations, slide presentations, group critiques, and in-class work time. Preference given to art majors. *Annually. Spring. [AH]*

ARTD 17100. INTRODUCTION TO DIGITAL IMAGING

This course is designed to examine the concepts and practices of digital imaging as an art form. As part of that process, students will explore various techniques that include digital manipulation, digital collage, animation, and interactive website authoring. A special emphasis will be placed on understanding the practice of Adobe Creative Suite, specifically Adobe Photoshop in order to generate, collage and manipulate still images and text. Flash will be utilized to create interactive websites and animations that may incorporate video and sound effects. Six hours of weekly class time that include lecture, digital demonstrations, slide presentations, critiques, and in-class work time. Preference given to art majors. *Prerequisite: any ARTD 100-level studio art course. Annually. Spring. [AH]*

THTD 10000. ARTS AND ENTREPRENEURSHIP [AH]

THTD 10400. THE IMPULSE TO CREATE [AH]

ARTD 25100. INTERMEDIATE DRAWING

This course is designed to develop a more expressive visual vocabulary through the continued exploration of media, methods, and a wide range of subjects including life drawing. Seminars and visits to exhibitions will stress visual concepts and the role of drawing in contemporary art. *Prerequisite: ARTD 15100. Annually. Spring.*

ARTD 25300. INTERMEDIATE PAINTING

Advanced study in oil painting including representational and abstract subject matter. Students engage in conceptual problems, which characterize contemporary painting practices. Additional study through individual projects and field trips. *Prerequisite: ARTD 15300. Alternate years. Not offered 2011-2012.*

ARTD 25500. INTERMEDIATE PRINTMAKING

Advanced study in the media of printmaking and continued investigation of the ideas encountered in the initial printmaking course. Exhibitions, discussions, and field trips to museums are designed to acquaint the student with the role of printmaking in the world of contemporary art. *Prerequisite: ARTD 15500. Annually. Fall.*

ARTD 25900. INTERMEDIATE PHOTOGRAPHY

Continued study in the medium of photography, including an introduction to digital imaging that will include color images, fine-art digital prints, and outputting negatives for non-silver antiquated processes. The course may also incorporate camera formats and book arts. Running parallel to these technical investigations, assigned readings and discussions will address contemporary issues surrounding photography and digital imaging. Emphasis will be placed on developing creative projects and generating a cohesive body of work for each student. *Prerequisite: ARTD 15900. Annually. Fall.*

ARTD 26300. INTERMEDIATE SCULPTURE

Continued study of the medium of sculpture, including the study of theory and the creation of three-dimensional forms encountered in the initial sculpture course. Consideration of the possibilities of contemporary processes for creating and transforming three-dimensional forms and spaces. *Prerequisite: ARTD 16300. Alternate years. Not offered 2011-2012.*

ARTD 26500. INTERMEDIATE CERAMICS

Upper-level problems in creative ceramics, continuing the approaches of the initial course in ceramics with emphasis on throwing and instruction in glaze formulation. *Prerequisite: ARTD 16500. Alternate years. Fall.*

ARTD 27000-27005. SPECIAL TOPICS IN STUDIO ART

A course for students who have taken at least one ARTD 200-level course in studio art. It provides faculty and students opportunities to study and to create in a medium not regularly taught, or to enable faculty and students to focus on an issue in creative art that is not adequately addressed in listed courses. *Prerequisite: any ARTD 200-level studio art course. Fall 2011.*

ARTD 35100. ADVANCED DRAWING

Advanced exercises in traditional drawing media as well as experimental techniques not covered in earlier classes. There will be structured assignments along with numerous independent projects. *Prerequisite: ARTD 25100. Annually. Spring.*

ARTD 35300. ADVANCED PAINTING

Advanced study in various painting media to include structured assignments and independent work.

Continued investigation of contemporary issues in painting through field trips and readings of art criticism. Topics range from approaches to figure painting to open-ended conceptual problems. *Prerequisite: ARTD 25300. Alternate years. Not offered 2011-2012.*

ARTD 35500. ADVANCED PRINTMAKING

In this course students will explore further conventional and experimental printmaking techniques. Students may concentrate on editioning, or they may develop a portfolio of individual prints. *Prerequisite: ARTD 25500. Annually. Fall.*

ARTD 35900. ADVANCED PHOTOGRAPHY

This course is designed to develop an advanced understanding of the theory and practice of photography and digital imaging. A focus on advanced techniques will involve both structured projects with an emphasis on the development of an individual portfolio. *Prerequisite: ARTD 25900. Annually. Fall.*

ARTD 36300. ADVANCED SCULPTURE

This course will be comprised of both individually arranged and structured projects in advanced sculptural concepts and techniques. There will be an investigation of critical attitudes applicable to sculpture. Individual experimentation is encouraged. *Prerequisite: ARTD 26300. Alternate years. Not offered 2011-2012.*

ARTD 36500. ADVANCED CERAMICS

Concentration on advanced problems in both functional and sculptural ceramic design and techniques. A portion of the course will focus on plaster mold-making and slip-casting. Continued instruction in glaze formulation. Individual experimentation is encouraged. *Prerequisite: ARTD 26500. Alternate years. Fall 2011.*

ARTD 38500. MEDIA AND METHODS IN ART EDUCATION

Study of the creative and mental growth of children through art experience in various media. This course may not count toward a major in art but does count as a course for Visual Art licensure in education. *Prerequisite: PSYC 11000 and EDUC 10000. Alternate years. Not offered 2011-2012.*

ARTD 40000. TUTORIAL

Advanced work in an area in preparation for doing Independent Study. Permission must be obtained from the instructor offering an advanced course in the special area. The student must schedule the same instructor and class hours as the advanced course. *Prerequisite: previous coursework in the requested area; the approval of both the supervising faculty member and the chairperson are required prior to registration.*

ARTD 40100. INDEPENDENT STUDY

A creative, individual program, organized within a classroom structure to integrate techniques and artistic concepts as a preparatory experience for the senior project. Students and professors meet weekly in a seminar to discuss problems and to critique projects. *Prerequisite: two ARTD 100-level courses, two advanced-level courses, and one art history course. Annually. Spring.*

ARTD 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in the creation of a body of artwork and independent research guided by a faculty mentor, and which culminates in the presentation of a one- or two-person exhibition, a thesis, and an oral examination in the second semester. *Prerequisite: ARTD 40100.*

ARTD 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the presentation of a one- or two-person exhibition, the thesis, and an oral examination. *Prerequisite: ARTD 45100.*

ART HISTORY

The major in Art History exposes students to a wide variety of perspectives and academic fields and provides a good liberal arts foundation for careers in many different areas. It can also provide undergraduate preparation for graduate degrees leading to careers in teaching, research, criticism, library science, visual resources curating, museum or gallery work, art conservation (with substantial background in chemistry), community art programs, architecture, or historic preservation.

Art history courses are usually lecture-discussion classes primarily concerned with art's cultural and historical contexts; art as a revelation of human intelligence,

imagination, and skill; and the tools—vocabulary, methods, approaches—used to study cultures through their artistic achievements.

Major in Art History

Consists of twelve courses:

- ARTD 12000
- One of the following courses: ARTD 20100, IDPT 24000 or 24100
- One of the following courses: ARTD 20600 or 20700
- One of the following courses: ARTD 20800 or 21200
- One of the following courses: ARTD 20400, 21400, or 22200
- One of the following courses: ARTD 21600, 22000, 22100, 22300, 22400, or 23000
- Two elective 300-level Art History courses
- One elective course in Studio Art
- Junior Independent Study: ARTD 40100
- Senior Independent Study: ARTD 45100
- Senior Independent Study: ARTD 45200

Minor in Art History

Consists of six courses:

- ARTD 12000
- Four 200-level courses, one each in four of the following five areas:
 - ARTD 20100, IDPT 24000 or 24100
 - ARTD 20600 or 20700
 - ARTD 20800 or 21200
 - ARTD 20400, 21400, or 22200
 - ARTD 21600, 22000, 22100, 22300, 22400, or 23000
- One elective 300-level Art History course

Special Notes

- AP credit for ARTD 12000 is granted with a score of 4 or 5 on the AP Examination in Art History.
- Prospective majors are strongly encouraged to take ARTD 12000 as their first Art History course.
- At least one of the student's 200-level courses must be Writing-Intensive.
- Two courses in Studio Art are strongly recommended for the major.
- Junior Independent Study in Art History (ARTD 40100) is a one-semester seminar course, taught only in the Fall. Art History majors must plan off-campus study so that it does not conflict with this course.
- Courses taken S/NC will not fulfill requirements for a major or minor in Art History.
- Only grades of C- or better are accepted for the major or minor.

ART HISTORY COURSES

ARTD 12000. INTRODUCTION TO ART HISTORY (Archaeology)

This course introduces the student to the discipline of art history by focusing on several case studies, explored in chronological order and in depth. A cluster of readings from both primary and secondary sources will be utilized for each unit of the course material. Students will gain experience in viewing art objects and architecture, as well as an understanding of how art and architecture function in their historical contexts, both as expressions and instruments of the social forces operating in those contexts. Taught by lecture and discussion, this course is primarily for first-year students and sophomores, and is strongly recommended as the first course in art history. *Annually, Fall and Spring. [AH]*

THTD 10000. ARTS AND ENTREPRENEURIALISM [AH]

THTD 10400. THE IMPULSE TO CREATE [AH]

ARTD 20100. THE BRONZE AGE (Archaeology)

Explores the artistic and architectural achievements of the early civilizations of Mesopotamia, Egypt, and the Aegean prior to the rise of Greco-Roman culture (3500-500 BCE). Particular focus will be given to the role of intercultural exchange in the region. Students will be introduced to a variety of art historical and archaeological methods including traditional formal (stylistic, iconographic, structural) analysis of monuments as well as contextual (social, economic, gendered) approaches to material culture. ARTD 12000 and/or ARCH 10300 are recommended as prior courses. *Alternate years. Not offered 2011-2012. [AH]*

ARTD 20400. AMERICAN ART

This course examines social, ideological, and economic forces that shaped American painting, sculpture, and architecture from the colonial period to around 1940. Issues considered include representing “nation” in portrait, landscape, and genre painting; constructions of race in ante- and post-bellum America; the expatriation of American artists after the Civil War; the identification of an abstract style with political ascendancy in the U.S.; and tensions between the ideal and the real in American cultural expression. ARTD 12000 is recommended as a prior course. *Alternate years. Not offered 2011-2012. [AH]*

ARTD 20600. EARLY MEDIEVAL ART (Archaeology)

This course will trace the development of art and architecture in the Mediterranean basin and on the European continent, 200-1000 CE — a period that saw the fragmentation of the late Roman Empire, the rise of Christianity, and the migration and settlement of the Germanic peoples. Frequently characterized by the so-called “demise” of Greco-Roman visual culture, the period is best understood in terms of the dynamic intermingling of artistic styles and religious beliefs. Monuments such as the catacombs of early Christian Rome, the ship burials of the North Sea littoral, and the Celtic manuscripts of Ireland will be explored in depth. ARTD 12000 is recommended as a prior course. *Alternate years. Not offered 2011-2012. [R, AH]*

ARTD 20700. LATE MEDIEVAL ART

This course will introduce students to the art and architecture of the period c.1000-1400 CE in western Europe and the Byzantine Empire. Each week, lectures and discussion — focusing on a particular region, culture, or discrete chronological period — will consider a variety of art historical approaches toward the study of objects (style, iconography, technique, etc.) and their cultural context. Key socio-historical themes and their impact on the arts will be addressed including pilgrimage, the Crusades, monasticism, feudalism, the role of women as artists and patrons, and cross-cultural artistic exchange. The course will cover a wide range of monuments (monasteries, cathedrals, castles and palaces) and a variety of artistic media (manuscripts, textiles, mosaics, frescoes, ivory, and metalwork). ARTD 12000 is recommended as a prior course. *Alternate years. Fall 2011. [R, AH]*

ARTD 20800. RENAISSANCE ART, 1400-1550

This course introduces the student to the art and architecture of Italy and northern Europe during the fifteenth and early sixteenth centuries. Although “Renaissance” connotes the revival of Greco-Roman antiquity, classical culture was assimilated into a Christian context emphasizing an individualized and humanized spirituality that was manifested in various artistic forms, such as the altarpiece, the private devotional picture, the narrative fresco cycle, and the devotional print. The Renaissance intensification of individual piety culminated in the Reformation, which confronted the issues of how one is saved as well as the role of religious art. ARTD 12000 is recommended as a prior course. *Alternate years. Not offered 2011-2012. [W+, R, AH]*

ARTD 21200. BAROQUE ART, 1600-1700

The course will explore the art and architecture of the Baroque era, primarily in Italy, Spain, Flanders, and Holland. This includes such masters as Caravaggio, Bernini, Velázquez, Rubens, Rembrandt, and Vermeer. The works will be studied in the context of the social, political, and religious milieu of the Baroque period, an era of dynamic change and violent conflicts. ARTD 12000 is recommended as a prior course. *Alternate years. Spring 2012. [W+, AH]*

ARTD 21400. NINETEENTH-CENTURY ART

Surveys major movements and figures in painting, approximately 1789-1885, focusing primarily on France. Changing social and political conditions provide the context for investigating themes such as art’s engagement with history, nature, and urban experience; the place of gender and class in the formulation of artistic subjects; institutions of art exhibition and criticism; and the relationship between painting and other media such as sculpture, printmaking, and photography. ARTD 12000 is recommended as a prior course. *Alternate years. Fall 2011. [W, AH]*

ARTD 21600. GENDER IN TWENTIETH-CENTURY ART (Women's, Gender, and Sexuality Studies)

Explores the ideologies and implications of significant gender issues in Western visual culture since the early twentieth century. The goal of the course is to examine social, historical and visual constructions — femininity and masculinity, sexuality and the body, domesticity and the family — by focusing on the place of artistic representation in the modern and current debates about such theoretical and material categories. ARTD 12000 or WGSS 12000 is recommended as a prior course. *Alternate years. Not offered 2011-2012. [AH]*

ARTD 22000. AFRICAN ART (Africana Studies)

This course will introduce by region the art and architecture of the African continent from the prehistoric to early modern periods. Representative groups will be explored in depth by considering the impact of historical, geopolitical and social development on traditional art forms/visual culture. Emphasis will be placed on ubiquitous themes such as rulership/social status, gender, performance/ritual, and belief systems. ARTD 12000, AFST 10000, or HIST 23100 is recommended as a prior course. *Alternate years. Not offered 2011-2012. [C]*

ARTD 22100. ISLAMIC ART

This course will introduce students to the art and architecture of historical Islam from its rise following the death of Mohammed to the imperial age of the Ottomans, Persians, and Mughals, c. 650-1650. Particular attention will be given to the evolution of a distinctive Islamic material culture (calligraphy, textiles, mosques, and palaces), and the development of regional styles that resulted from artistic exchange with indigenous European, African, and Asian traditions. *Alternate Years. Not offered 2011-2012. [C, R, AH]*

ARTD 22200. MODERN ART

Examines developments in European painting and sculpture between approximately 1885 and 1945, including selected moments in American art after the turn of the twentieth century. The course will consider major modernist artists and movements that sought to revolutionize and renew vision and experience, from Symbolism to Surrealism. Issues include modernism's interest in primitivism and mass culture, theoretical rationales for abstraction, and the impact of industrial production and two world wars on the production and reception of art. ARTD 12000 is recommended as a prior course. *Annually. Spring. [AH]*

ARTD 22300. ARCHITECTURE I: STONEHENGE TO BEAUX-ARTS (Archaeology)

A chronological and contextual study of world architecture from its origins among Neolithic peoples to the revival-style architecture of nineteenth-century Europe and America. Themes addressed include: the definition of sacred space and the structure of worship in various traditions of religious architecture; the classical tradition and its permutations through Renaissance, Baroque, and nineteenth-century architecture; the medieval tradition and medievalism in nineteenth-century architecture; and architecture as it shapes and expresses political ideas. ARTD 12000 is recommended as a prior course. *Alternate years. Spring 2012. [R, AH]*

ARTD 22400. ARCHITECTURE II: CHICAGO SCHOOL TO POSTMODERNISM

A survey of developments in European and American architecture from the late nineteenth century to post-modernism. The course will examine structural innovations, the impact of the machine on theory and practice, the death and rebirth of ornament, the challenge of urban problems, and the responses of particular architects to the challenges facing designers in the twentieth century. *Prerequisite: ARTD 12400 or ARTD 12000 or permission of instructor (ARTD 12400 is the preferred prerequisite for students interested in graduate training in architecture).* *Alternate years. Not offered 2011-2012.*

ARTD 23000. AFRICAN-AMERICAN ART (Africana Studies)

Explores artistic production by and about peoples of African descent living in the United States, from emancipation to the present. Emphasis on the Harlem Renaissance, expatriate black experience in Paris, art and the New Deal, the civil rights movement and black nationalism, and recent identity politics. The course also considers the idea of a "black aesthetic" and its impact on American art. ARTD 12000 or AFST 10000 is recommended as a prior course. *Alternate years. Spring 2012. [C, AH]*

IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

ARTD 31000-31018. SEMINAR: SPECIAL TOPICS IN THE HISTORY OF ART (some sections cross-listed with Women's, Gender, and Sexuality Studies WGSS 3200)

A seminar on a specific artist or a limited number of artists, on a theme, problem, or methodological approach offered periodically for students who have taken at least one ARTD 200-level course in the history of art and who wish to concentrate on a defined issue in a collaborative effort by students and faculty. *Fall and Spring.*

ARTD 31800. HISTORY OF PRINTS

From their inception around 1400 in Europe, the graphic media have established social functions and aesthetic criteria that differ considerably from those of painting, sculpture, and architecture. This course surveys the techniques and development of printmaking, explores the various implications of the multiplied image on paper, and makes use of the College's print collection to give students firsthand experience in viewing and interpreting prints. Offered occasionally in conjunction with The College of Wooster Art Museum. *Prerequisite: any of the following art courses — ARTD 15500, 20800, 21200, 21400, 22200 — or permission of instructor. Not offered 2011-2012.* [AH]

ARTD 36000. CONTEMPORARY ART (Film Studies)

Examines practice and theory in American and European art since approximately 1945, from abstract expressionism to current trends. Topics include the critique of modernism and representation, the emergence of new media and multimedia art forms, and the questioning of agency, identity, and audience in the contemporary art world. Readings range from contemporary criticism to historical analysis from a variety of perspectives (e.g., formal, feminist, multicultural, deconstructive). *Prerequisite: any of the following — ARTD 21600, ARTD 22200, junior/senior studio major status, or permission of instructor. Alternate years. Fall.*

ARTD 40000. TUTORIAL

Independent research and writing under the direction of a faculty member of the department. For advanced students. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

ARTD 40100. INDEPENDENT STUDY

This seminar will focus on current methods used in art historical research, various approaches historians have employed in studying works of art, use of library resources, and writing about art. Coursework includes substantial reading and a variety of research and writing projects. *Annually. Fall.*

ARTD 40700, 40800. INTERNSHIP IN ART HISTORY/ARCHITECTURE

Supervised participation for art majors at an art museum or gallery, or with organizations providing pragmatic experience in architectural history, urban planning, or historic preservation. This experience may be student-designed, with the consultation of an art history faculty member and a site supervisor, or arranged in the context of an existing program, such as the Harvard Graduate School of Design Summer Career Discovery Program or Habitat for Humanity. Coursework includes a journal and regular communication with the supervising faculty member, and may culminate with a written analysis of the student's experience. *S/NC course. Prerequisite: Art History majors must have completed ARTD 12000 and at least two ARTD 200-level art history courses. Studio Art majors must have ARTD 12000 and one upper-level art history course. Prior consultation with the supervising faculty member or the Pre-architecture adviser is required.*

ARTD 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ARTD 40100.*

ARTD 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ARTD 45100.*

BIOCHEMISTRY AND MOLECULAR BIOLOGY

CURRICULUM COMMITTEE:

William Morgan (Biology), Chair

Paul Edmiston (Chemistry)

Dean Fraga (Biology)

Mark Snider (Chemistry)

Stephanie Strand (Biology)

James West (Biochemistry and Molecular Biology)

This interdisciplinary program, jointly administered by faculty from the Departments of Biology and Chemistry, enables students to ask and explore fundamental questions concerning the molecular events that occur in organisms. Students who complete this program will possess an understanding of the structures of biological molecules, the reactions involved in biological energy conversions, the formation and organization of complex cellular structures, and the communication of biological information spatially and temporally.

Major in Biochemistry and Molecular Biology

Consists of sixteen courses:

- CHEM 11000 (see note below)
- CHEM 12000
- MATH 11100 (see note below)
- BIOL 20000
- BIOL 20100
- CHEM 21100
- CHEM 21200
- PHYS 20300 or 10100
- BIOL 30500
- BIOL 30600
- BCMB 30300
- BCMB 33100
- One of the following courses: BCMB 33200 or 33300
- Junior Independent Study: BCMB 40100
- Senior Independent Study: BCMB 45100
- Senior Independent Study: BCMB 45200

Special Notes

- Refer to the catalogue section for *Chemistry* for information concerning CHEM 11000/12000 placement exams. Students who place out of CHEM 11000 must take one elective from the following: BCMB 33200, 33300, BIOL 30400, 30700, 33500, CHEM 21500, IDPT 20013, or NEUR 38000.
- The MATH 11100 requirement may be fulfilled by successful completion of both MATH 10700 and 10800.
- There is no minor in Biochemistry and Molecular Biology.
- A student may not double major in Biochemistry and Molecular Biology with Biology, Chemistry, or Neuroscience.
- To complete the Biochemistry and Molecular Biology major, students should follow the sequence below:

First Year:	CHEM 12000 (and 11000, if needed) BIOL 20000, 20100
Sophomore Year:	CHEM 21100, 21200 BIOL 30500, 30600 MATH 11100 (or 10700 and 10800) PHYS 20300 (or 10100)
Junior Year:	BCMB 30300, 33100, and either 33200 or 33300 BCMB 40100
Senior Year:	BCMB 45100, 45200 One required elective for students placing out of CHEM 11000

- A student who desires to replace a course listed above with a different course to count toward the major can petition the BCMB Curriculum Committee.
- A BCMB major who desires an American Chemical Society-Certified Biochemistry Degree is required to take the following courses in addition to the course requirements for the BCMB major: CHEM 21500, CHEM 31800, MATH 11200, and PHYS 20400. The A.C.S.-certified degree is encouraged for those students who plan to enter a graduate program in a biochemical discipline.
- Required courses in the major, including Physics and Mathematics, must be passed with a grade of C- or higher. All courses must be taken concurrently with the corresponding laboratory.

BIOCHEMISTRY AND MOLECULAR BIOLOGY COURSES

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY (Biology, Chemistry)

This laboratory-based course gives students hands-on experience with experimental methods used in biochemistry and molecular biology. It is organized around a semester-long project in which students design and work toward specific research goals. This course counts for major credit in Biology and Chemistry. BCMB majors are encouraged to have prior or concurrent enrollment in BCMB 33100. *Prerequisites:* C- or better in CHEM 12000 and BIOL 20100. *Annually. Fall.*

BCMB 33100. PRINCIPLES OF BIOCHEMISTRY (Biology, Chemistry)

This course focuses on the structural and chemical properties of the four main categories of biological molecules — amino acids, nucleic acids, carbohydrates, lipids — as a means of critically analyzing the functions of complex biological macromolecules and cellular processes at the molecular level. Structure, equilibria, thermodynamics, kinetics and reactivity of biological macromolecules, with emphasis on proteins and enzymes, are the course cornerstones. Principles of bioenergetics and intermediary metabolism (glycolysis, citric acid cycle, and oxidative phosphorylation) also discussed. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. Concurrent enrollment in BCMB 30300 highly recommended. Suggested previous courses: BIOL 20100, 30500 and 30600. *Prerequisite:* C- or better in CHEM 21200 and BIOL 20000 or by permission of instructor. *Annually. Fall. [MNS]*

BCMB 33200. BIOCHEMISTRY OF METABOLISM (Biology, Chemistry)

A continuation of BCMB 331 with molecular and mechanistic emphasis on advanced cellular metabolism, metabolomics, signal transduction, as well as DNA, RNA and protein metabolism. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. *Prerequisite:* C- or better in BCMB 33100 or permission of instructor. *Annually. Spring. [MNS]*

BCMB 33300. CHEMICAL BIOLOGY (Biology, Chemistry)

This course explores how chemistry can be utilized to examine and manipulate molecular events in biological systems. Specifically, the course is divided into different units, including proteomic profiling, enzyme activity profiling, metabolic engineering, and protein engineering. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. *Prerequisite:* C- or better in BCMB 33100 or permission of instructor. *Alternate years. Spring 2012.*

Biology

BCMB 40000. TUTORIAL

Special and advanced topics in Biochemistry & Molecular Biology. Evaluation of the student's accomplishment will be based on a contract with the supervising professor. Students apply to the program chairperson for this option. This course does not count toward a major in Biochemistry and Molecular Biology. (.5 - 1 course credit)
Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

BCMB 40100. INTRODUCTION TO INDEPENDENT STUDY

This course focuses on scientific writing, experimental design, and informational retrieval systems, including accessing and evaluating the growing collection of molecular databases. Students explore the literature related to their proposed senior I.S. thesis through a series of structured writing assignments that culminate in a research proposal for the senior project. In addition, students learn the mechanics of scientific presentations and give a brief seminar on their proposed project. *Annually. Spring.*

BCMB 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

An original investigation is conducted, culminating in a thesis and oral defense of the thesis in the second semester. During the year each student gives at least one research poster and oral presentation on the research topic. A student normally has one research advisor. *Prerequisite: C- or better in BCMB 40100.*

BCMB 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The thesis is evaluated by the research advisor and one other professor from the BCMB Curriculum Committee, in consultation with the other members of the BCMB Curriculum Committee. *Prerequisite: BCMB 45100.*

BIOLOGY

Dean Fraga, Chair

Patrick Crittenden

Julie Heck

Richard Lehtinen

Marilyn Loveless

Sharon Lynn

William Morgan

Sheryl Petersen

Laura Sirof

Stephanie Strand

James West

Biologists seek to understand the living world in all of its complexity through scientific methods of inquiry. Biology can be studied at different organizational levels, including cell biology, organismal biology, and population biology. The Department of Biology includes a group of committed faculty with expertise in diverse fields and sub-disciplines. Our curriculum provides majors with opportunities to explore the full breadth of biological organization and provides experiential learning opportunities that enhance students' understanding of content and techniques, as well as the limitations of scientific methods of inquiry.

The Biology curriculum is designed to give students a strong background in fundamental concepts of biology at the cellular, organismal, and population levels of organization. Student-generated investigations are built into the structure of courses throughout the Biology curriculum beginning in the Gateway courses and continuing through Independent Study. Students collaborate and communicate with peers and faculty as they progress through their courses and Independent Study. These opportunities develop students' oral and written communication skills as well as their capacity for self-education and problem-solving. These abilities, combined with a liberal arts education, are essential for remaining competitive in the rapidly developing life sciences.

Through its curriculum, the Biology Department seeks to develop students who:

- comprehend foundational and unifying biological principles and their implications;
- retain the knowledge essential to a broad understanding of Biology;
- can explain scientific methods of inquiry and the philosophy of science, including methodologies for distilling biological information;
- utilize scientific knowledge and methods of inquiry to make reasoned decisions and to critically evaluate the work of others;
- can articulate how new knowledge continues to alter pre-existing understandings and paradigms; and
- think, study and learn independently.

Major in Biology

Consists of fifteen courses:

- CHEM 12000
- One of the following courses: MATH 10700, 11100, CHEM 21100, PHYS 10100, or 20300
- BIOL 20000
- BIOL 20100
- BIOL 20200
- Six elective 300-level Biology courses
- One elective 300-level Biology course to satisfy the Breadth Requirement (see note below)
- Junior Independent Study: BIOL 40100
- Senior Independent Study: BIOL 45100
- Senior Independent Study: BIOL 45200

Minor in Biology

Consists of six courses:

- BIOL 20000
- BIOL 20100
- BIOL 20200
- Three elective 300-level Biology courses

Special Notes

- **The Breadth Requirement:** The Department of Biology feels that Biology majors should appreciate and understand a range of topics studied in the field of biology. Students are introduced to the range of biological topics in our Gateway course sequence (BIOL 20100 and 20200) and then develop additional depth in each subdivision by completing at least one course from each of the two major subdivisions, as organized below.

Molecular and Cellular Biology

BIOL 30400. Human Physiology
BIOL 30500. Cell Physiology
BIOL 30600. Genes and Genomes
BIOL 30700. Development
BIOL 33500. Microbiology
BIOL 36600. Immunology
BCMB 30300. Techniques in BCMB
BCMB 33100. Principles of Biochemistry
BCMB 33200. Biochemistry of Metabolism
BCMB 33300. Chemical Biology
NEUR 38000. Neurobiology

Ecology, Evolution, and Organismal Biology

BIOL 31100. Natural History of Vertebrates
BIOL 32300. Natural History of Invertebrates
BIOL 34000. Field Botany
BIOL 34400. Comparative Animal Physiology
BIOL 35000. Population and Community Ecology
BIOL 35200. Animal Behavior
BIOL 35600. Conservation Biology
BIOL 37700. Behavioral Endocrinology

- The course BIOL 36000 *Evolution* synthesizes the major organizational levels in biology for a deeper understanding of this essential biological principle. Thus, BIOL 36000 is not applicable to either subdivision but does count for credit towards the major. Students are strongly encouraged to complete the breadth requirement before beginning BIOL 45100 so that they can incorporate a range of biological concepts into their Independent Study thesis project.
- The Foundations course, BIOL 20000, must be taken as the first course by all Biology majors (unless the student has received advanced placement credit). The Gateway courses (BIOL 20100, 20200) may be taken in any order but should be completed by the end of the sophomore year and before enrolling in Junior Independent Study. One or both of the Gateway courses is a prerequisite to each upper-level course, although a student may be admitted to an upper-level course by permission of the instructor without having completed the prerequisite, when justifiable.
- CHEM 12000 must be taken before or with BIOL 20100 and is a prerequisite to several 300-level Biology courses; it should therefore be completed in the first year. Students should complete as many Biology courses as possible before beginning Junior Independent Study.
- BIOL 40100 must be completed before the student enrolls in BIOL 45100 and is normally taken in the second semester of the junior year. Students planning a semester off campus should consult with a Biology adviser early in the planning stage.
- Course sequence suggestions for majors:

First Year:	BIOL 20000, 20200 CHEM 11000, 12000
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Sophomore Year:	BIOL 20100 Two 300-level electives
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Junior Year:	BIOL 40100 Two 300-level electives
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Senior Year:	BIOL 45100, 45200 Two 300-level electives
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- The Biochemistry and Molecular Biology courses (BCMB 30300, 33100, 33200, 33300) count toward the Biology major and minor and are considered Biology courses for purposes of determining departmental honors. BIOL 10000, 39500, 40000, 40200 and 40300 courses do not count toward the major or minor, nor do they apply to Honors calculations.
- Biology majors contemplating graduate or professional school are strongly encouraged to take a full year of Organic Chemistry (CHEM 21100, 21200), a full year of general physics (PHYS 10100, 10200 or 20300, 20400), AND at least one course in calculus.
- **Laboratory Grade Policy:** Biology courses with a laboratory will receive one grade that reflects performance in the classroom and laboratory components; the relative weight of the two components will be stated in each course syllabus. Because the Registrar requires a grade for both the course and the laboratory, the course grade and the laboratory grade recorded on student transcripts will be identical.

- **Advanced Placement:** Students receiving a score of 5 on the Advanced Placement Examination in Biology will receive credit for *Foundations of Biology* (BIOL 20000). With a score of 4 on the Biology AP exam a student can receive one course credit in BIOL 10000 *Topics in Biology*, or upon successful completion of the Biology Placement exam may receive one course credit for *Foundations of Biology* (BIOL 20000). Advanced placement credit cannot be substituted for any other Biology courses than those specified above. To receive appropriate Biology credit for AP scores, please contact the Chairperson of the Biology department. The advanced placement policy of the College is explained in the section on *Admissions*.
- **Off-Campus Study:** Off-campus study can be a valuable and enriching part of the college curriculum, and we encourage our students to consider off-campus study as a means of augmenting and enriching their study of biology. Students who would like to include this in their program of study are encouraged to talk with a departmental faculty member in their first year, and to think about scheduling choices that would make this possible. Biology courses taken at other institutions may count toward the major for up to two 300-level courses. Students should discuss their proposed course electives with the department chair prior to their study-abroad experience (or prior to enrolling in courses at other institutions), to determine whether the courses are equivalent to Wooster courses, and whether they will count toward the major.
- **Non-Science Majors:** Biological information has become increasingly important as citizens face crucial decisions on such issues as the environment, emerging diseases, genetic engineering, and our aging population as well as debate ethical questions rooted in science. To gain an appreciation of how biologists approach and understand life processes, non-science majors may enroll in either *Topics in Biology* (BIOL 10000) or *Foundations of Biology* (BIOL 20000). *Topics in Biology* (BIOL 10000) courses address specific topical issues in applied biology on a rotating basis (see catalogue description). *Foundations of Biology* (BIOL 20000) is intended as an entry course for students considering a major in one of the Biological Sciences, and focuses on a serious study of the conceptual underpinnings of genetics and evolution as they relate to the field of biology. For students interested in a more extensive laboratory experience, BIOL 20100 or 20200 would be appropriate after first completing BIOL 20000.
- A maximum of fifteen courses (including BCMB 30300, 33100, 33200 and 33300) from the Department of Biology may count toward the College's thirty-two course graduation requirement.
- Students are not permitted to count any courses taken for S/NC credit towards the major or minor.
- A student must earn a grade of C- or higher for a course to count toward the major or minor.

BIOLOGY COURSES

BIOLOGY FOR THE NON-SCIENCE MAJOR

BIOL 10000. TOPICS IN BIOLOGY (some sections cross-listed with: Communication, Environmental Studies, Neuroscience)

The course focuses on a selected topic in biology in order to demonstrate fundamental principles of biology and/or how biology influences human society. The precise nature of the topic will vary from year to year, but in general will focus on a clearly defined topic in biology, often with some discussion of how the topic intersects with human society. Topics taught in the past have included the following: human inheritance, disease, tropical biology, neuroscience, human ecology, animal behavior, and insect biology. All sections of the course are suitable for non-science majors and will feature discussion and lecture formats. *Annually. Fall and Spring.*

[MNS]

BIOLOGY FOR THE SCIENCE MAJOR

BIOL 14200. TROPICAL FIELD BIOLOGY

This course is an introduction to the ecology and conservation of tropical environments and their biota. Through lectures, field experiences and an independent research project, students will learn about such topics as ecological interactions, the natural history of locally important plant and animal species, biodiversity dynamics and human impacts on tropical ecosystems. Students will also receive instruction in data analysis and methodology in field biology. The course is taught in a tropical location during the summer for three intensive weeks. Note: Biology majors seeking major credit will be required to complete additional assignments. *Annually. Summer. [MNS]*

BIOL 20000. FOUNDATIONS OF BIOLOGY (Biochemistry and Molecular Biology, Environmental Studies, Neuroscience)

This introductory course focuses on concepts considered central to understanding biology, including the nature of science, inheritance, gene expression, descent with modification and evolution by natural selection. This course is designed to provide potential biology majors with the fundamental concepts required for the study of biology. The course serves as a prerequisite for all biology courses numbered higher than 20000. Three class hours weekly. The course is also open to non-majors. *Annually. Fall and Spring. [MNS]*

BIOL 20100. GATEWAY TO MOLECULAR AND CELLULAR BIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course serves as an introduction to the major concepts in the fields of molecular and cellular biology. Topics include cellular structure, bioenergetics, metabolism, biosynthesis, photosynthesis, cell division and growth, and molecular genetics. In laboratory, students will learn specific laboratory techniques and will gain experience interpreting and communicating experimental results. This course is a pre-requisite for many upper level biology courses and must be completed with a C- or better before enrolling in BIOL 40100. This course is open to non-biology majors. (1.25 course credits) *Prerequisite: C- or better in BIOL 20000 and previous or concurrent registration in CHEM 12000. Annually. Fall and Spring. [Q, MNS]*

BIOL 20200. GATEWAY TO ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY (Environmental Studies)

An introduction to the major concepts in the fields of ecology, evolution, behavior and physiology. These biological disciplines are approached from the population and individual levels of biological organization. Through lecture, laboratory, in-class exercises and readings, this course focuses on the structure and function of individual organisms, as well as their behavior, interactions, origination and conservation. This course is a prerequisite for many upper level biology courses and must be completed with a C- or better before enrolling in BIOL 40100. This course is open to non-biology majors. Three class hours and one laboratory period weekly. (1.25 course credits) *Prerequisite: C- or better in BIOL 20000. Annually. Spring. [W, Q, MNS]*

BIOL 30400. HUMAN PHYSIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course focuses on human physiology at the cellular and organ system levels. An emphasis is placed on neural control of movement, metabolism and organ system function. Laboratory investigations include studies of nerves and muscle excitability, regulation of heart rate and blood pressure, respiration, and renal control of salt and volume. While the course will focus on human physiology, non-human vertebrates and amphibians will be used as subjects for laboratory investigations. This course is also an elective for the Neuroscience major. (1.25 course credits) *Prerequisite: C- or better in BIOL 20100 and CHEM 12000. Annually. Fall 2011.*

BIOL 30500. CELL PHYSIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course focuses on the cellular and molecular basis for complex physiological processes such as aging, disease pathologies, tissue formation and maintenance, and intracellular communication. Specific concepts covered include, signal transduction, membrane biology, cell division, maintaining cellular organization, and motility. The laboratory will include student-led investigations, using model organisms to explore complex cellular processes. Three lectures and one laboratory/discussion section a week. This course is also an elective for the Neuroscience major. (1.25 course credits) *Prerequisite: C- or better in BIOL 20100 and CHEM 12000 or permission of the instructor. Annually. Fall and Spring. [W+]*

BIOL 30600. GENES AND GENOMES (Biochemistry and Molecular Biology, Neuroscience)

Genetic analysis has been transformed by the ability to investigate not only single genes, but also complete genomes. This course examines the structure, function, and variation of genes and genomes and provides an introduction to the fundamental methodologies for the modern analysis of genes and genomes. Three classroom meetings and one laboratory/recitation period weekly. This course is also an elective for the Neuroscience

major. (1.25 course credits) Prerequisite: C- or better in BIOL 20100 and CHEM 12000 or permission of instructor. Annually. Fall and Spring.

BIOL 30700. DEVELOPMENT (Biochemistry and Molecular Biology, Neuroscience)

Consideration of selected developmental programs, especially those of multicellular animals, with particular reference to molecular and cellular phenomena involved in determination, morphogenesis and differentiation. Descriptive and analytical laboratory experience. Three lectures and laboratory/recitation period weekly. This course is also an elective for the Neuroscience major. Prerequisite: C- or better in CHEM 12000, BIOL 20100 and 30600, or permission of instructor. Alternate years. Not offered 2011-2012.

BIOL 31100. NATURAL HISTORY OF THE VERTEBRATES

This course covers the major lineages of extinct and extant vertebrates. Emphasis in lecture is on ecology, behavior, conservation and the evolutionary history of each clade. The laboratory component has two foci: field based experiences (accommodated through numerous field trips) and identification. Students will learn to identify many common vertebrates of Ohio by sight and sound. Three classroom meetings and one laboratory period weekly. One and one-fourth course credits. (1.25 course credits) Prerequisite: C- or better in BIOL 20200 or permission of instructor. Annually. Not offered 2011-2012.

BIOL 32300. NATURAL HISTORY OF THE INVERTEBRATES

More than 1,000,000 species of invertebrates swim, crawl, fly, and float upon the earth. What explains this incredible diversity? In this course, we will investigate the diverse and fascinating world of invertebrates with emphases on ecology, behavior, evolutionary history, and conservation. The laboratory-field period of the course will emphasize identification of taxonomic groups and exploring the rich ecology and behavior of invertebrates in their natural environment. Three classroom meetings and one laboratory-field period weekly. Prerequisite: C- or better in BIOL 20200 or permission of instructor. Alternate years. Fall 2011.

BIOL 33500. MICROBIOLOGY (Biochemistry and Molecular Biology)

Study of the morphology, classification, physiology, biochemistry, and genetics of bacteria and viruses, and resistance to diseases caused by these organisms. The laboratory provides training in current technology using bacteria and viruses. Three classroom meetings and two laboratory periods. Recommended: Organic Chemistry. (1.25 course credits) Prerequisite: C- or better in CHEM 12000 and BIOL 20100 or permission of instructor. Annually. Spring.

BIOL 34000. FIELD BOTANY AND SYSTEMATICS

Introduction to the principles of field botany and plant systematics. Topics covered include floral and vegetative morphology, plant family characteristics, the use of keys, and basic collecting techniques. We will discuss current methods of biological systematics, traits useful for making phylogenetic inferences, and the evolutionary history of vascular plant groups, especially angiosperms. Topics will include floral biology and pollination, hybridization and speciation, molecular phylogenetics, ethnobotany, and biogeography. Three classroom meetings and one laboratory weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20200. Alternate years. Not offered 2011-2012.

BIOL 34400. COMPARATIVE ANIMAL PHYSIOLOGY (Neuroscience)

A detailed study of selected aspects of the physiological ecology of vertebrates and invertebrates, with emphasis on circulatory systems, respiratory systems, energetics, thermoregulation, salt and water balance, and chemical regulation. The laboratory component emphasizes techniques in organismal physiology and experimental design. Three classroom meetings and one lab meeting weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20100 and 20200 and in CHEM 12000 or permission of instructor. Annually. Spring.

BIOL 35000. POPULATION AND COMMUNITY ECOLOGY (Environmental Studies)

A study of ecological principles as they apply to populations, communities, and ecosystems. Topics include physiological ecology, population growth, competition, predation, community structure, patterns of energy and nutrient cycling, and species diversity. Laboratory exercises emphasize experimental techniques used to investigate ecological questions. Three classroom meetings and one laboratory weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20200 or permission of the instructor. Alternate years. Fall 2011.

BIOL 35200. ANIMAL BEHAVIOR (formally Behavioral Ecology) (Environmental Studies, Neuroscience)

Why do animals behave the way they do? In this course, we will study this question from a variety of angles including: development, mechanistic causes, functional significance, and evolution. We will draw examples from a wide taxonomic spectrum of animals. The laboratory-field period of the course will emphasize how to address animal behavior questions by involving students in studies in which they learn techniques and tools

Biology

used for observation, experimental design, conducting experiments, and analyzing and presenting results. This course is also an elective for the Neuroscience major. Two classroom meetings and one laboratory-field period weekly. *Prerequisite:* C- or better in BIOL 20002 or PSYC 32300, or permission of the instructor. *Alternate years. Not offered 2011-2012.*

BIOL 35600. CONSERVATION BIOLOGY (Environmental Studies)

This course examines the theory, methods, and tools by which biologists attempt to understand and to protect biological habitats and their attendant natural populations of organisms. Topics included demographic and genetic conservation, invasive species, fragmentation and habitat loss, design of nature reserves, management for conservation, and sustainable development within a conservation context. We also examine economic, social, and political pressures that influence conservation decision-making. Laboratory exercises include computer simulations, field trips, and group projects. Three classroom meetings and one three-hour laboratory weekly. (1.25 course credits) *Prerequisite:* C- or better in BIOL 20200, and C- or better in one 300-level class in ecology or organismal biology prior to enrolling. *Alternate years. Fall 2011.*

BIOL 36000. EVOLUTION (Geology)

This course provides an in-depth introduction to evolutionary theory using both molecular and organismal approaches. Topics include: natural and sexual selection, population genetics, speciation, phylogenetics, and adaptation. The history of evolutionary thought and its place in human tradition will also receive emphasis. Three classroom meetings weekly. *Prerequisite:* C- or better in BIOL 20100 and 20200 or GEOL 25000 and BIOL 20200 or permission of instructor. *Annually. Fall.*

BIOL 36600. IMMUNOLOGY

This course will investigate concepts in immunology from a physiological and molecular perspective. Topics to be covered include the lymphatic system and the lymphoid organs, immune cell development and function, antibody structure and function, specific and nonspecific response to infections, allergy, hypersensitivity and other immunological disorders, transplantation immunology, vaccination, and immunological applications in biotechnology. Laboratory exercises will focus on basic immunological techniques such as antibody-antigen interactions, antibody production, and cellular response to infection. Recommended: Organic Chemistry. (1.25 course credits) *Prerequisite:* C- or better in CHEM 12000 and BIOL 20100 or permission of instructor. *Annually. Not offered 2011-2012.*

BIOL 37700. BEHAVIORAL ENDOCRINOLOGY (Neuroscience)

A study of the interrelationships of the endocrine system and behavior of animals. Topics include reproduction, parental behavior, aggression, biological rhythms, mood, and stress. Special emphasis will be placed on endocrine and neuroendocrine mechanisms of behavior. Laboratory exercises include an introduction to endocrine techniques, experimental investigations of hormones and behavior, and comparative anatomy of the endocrine system. Three hours of lecture and three hours of laboratory weekly. This course is also an elective for the Neuroscience major. (1.25 course credits) *Prerequisite:* C- or better in BIOL 20100 and BIOL 20200 or NEUR 38000/BIOL 38000, and in CHEM 12000, or permission of instructor. *Annually. Fall.*

BIOL 39500-39503. SPECIAL TOPICS IN BIOLOGY

A seminar for advanced students in the life sciences to further explore interdisciplinary topics in biology, such as Biological Rhythms, Bioinformatics, Plant-Animal Interactions, and Biogeography. Prerequisites: Junior or senior standing with significant coursework in biology, as determined by the course instructor. This course does not count toward a major or minor in Biology. (.5 course credits) *Offered occasionally as needed. Spring 2012.*

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

BCMB 33100. PRINCIPLES OF BIOCHEMISTRY

BCMB 33200. BIOCHEMISTRY OF METABOLISM

BCMB 33300. CHEMICAL BIOLOGY

NEUR 38000. NEUROBIOLOGY (Biochemistry and Molecular Biology)

This course focuses on cellular and molecular aspects of nervous system function. Topics include functional implications and physiological basis of neuronal impulse conduction and neurotransmission, sensation and perception (e.g. pain and vision), neuronal plasticity, and the cellular and molecular basis of common neurological diseases. Three lecture periods and one laboratory period weekly. Recommended: one upper-level Biology course or NEUR 32300. *Prerequisite:* C- or better in BIOL 20100 and in CHEM 12000, or permission of instructor. *Annually. Not offered 2011-2012.*

BIOL 40000. TUTORIAL

Evaluation of the student's accomplishment will be based on a contract with the supervising professor. Normally, laboratory exercises constitute at least one-quarter of the tutorial. Students will apply to the departmental chair for this option. This course does not count toward a major or minor in Biology. (.5 - 1.0 course credits) *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

BIOL 40100. INDEPENDENT STUDY AND BIostatISTICS

An introduction to the techniques and practices of biological research. One classroom meeting weekly will focus specifically on the design of experiments and the analysis of biological data. An additional weekly meeting with the student's advisor will focus on project design and exploration of the literature related to the proposed I.S. thesis. A written I.S. thesis proposal is due at the end of the semester. *Prerequisite: A grade of C- or better in BIOL 20000, 20100, 20200, and one 300-level Biology course. Annually. Spring 2012.*

BIOL 40200, 40300. INDEPENDENT STUDY

These courses allow a student to pursue a special interest on an independent basis and usually require laboratory or field work as well as examination of pertinent literature. The work will be supervised and evaluated by one faculty member. This course does not count toward a major or a minor in Biology.

BIOL 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The thesis in Biology is based on a laboratory or field investigation in which data are collected and analyzed in comparison with the literature related to the project. A student should devote the same amount of time to the research and the subsequent thesis in BIOL 45100 and 45200 as that required for two major laboratory courses. The work is ordinarily done in two terms, one of which may be completed in the summer session. Data may be collected off campus if suitable supervision can be arranged. Normally, a student will have one research adviser. *Prerequisite: BIOL 40100.*

BIOL 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The research adviser, together with a second professor, reads the thesis and conducts an oral examination of the student on the field of research. The evaluation of the thesis will be determined by these two readers in consultation with the department as a whole. *Prerequisite: BIOL 45100.*

BIOLOGY SEMINAR

The seminar series provides group experiences in oral communication and criticism. In addition to student presentations, guest speakers and departmental staff present their recent research activities. All students pursuing thesis research or enrolled in Independent Study courses are required to attend a weekly departmental seminar. Biology majors are urged to attend these seminars in anticipation of thesis research and as a means of broadening their perspectives.

BUSINESS ECONOMICS

James Burnell, Chair

Barbara Burnell

Phillip Mellizo

Amyaz Moledina

John Sell

Lisa Verdon

James Warner

Jingjing Yang

Affirming the mission of the college, the Economics department enables students and faculty to collaboratively research and understand complex questions from a diversity of economic perspectives. The department uses appropriate theories and empirical methods to foster an active engagement with local and global communities.

The Business Economics major provides an academically challenging program within the context of the liberal arts for those who desire a sophisticated understanding of business operation and an appreciation for the social and economic

complexities of the world in which firms operate. The major is intended for students who plan to enter the business world directly after graduation, but it is sufficiently flexible to accommodate those who may choose graduate study. Those interested in international business should consider the special recommendations that pertain to them below. Students who desire a more policy-oriented major should consider the Economics major also offered by the Department of Economics.

The requirements for the major are formulated to acquaint the student with the structure and organization of the business firm, and to provide a framework of theoretical and quantitative analysis necessary for business decision-making. For students who qualify, the Business Intern program provides the opportunity to gain experience in working for a business firm as part of the academic program.

Major in Business Economics

Consists of fifteen courses:

- BUEC 11900
- ECON 10100
- ECON 11000(see note below)
- One of the following courses: MATH 10400, 10800, or 11100
- ECON 20100
- ECON 20200
- ECON 21000 (see note below)
- Three elective Business Economics courses, one of which must be at the 300-level
- Two elective Economics courses
- Junior Independent Study: BUEC 40100
- Senior Independent Study: BUEC 45100
- Senior Independent Study: BUEC 45200

The Interdisciplinary Minor in International Business Economics

- BUEC 11900
- ECON 10100
- ECON 11000
- Two elective Business Economics courses at the 200-level or above, excluding BUEC 40700, 40800
- One of the following courses: ECON 25100, 25400, or 35000

Special Notes

- Majors may substitute MATH 24100 for ECON 11000 and MATH 24200 for ECON 21000.
- Majors who do not place into MATH 10400 or 11100 on the Mathematics placement test should take MATH 10300 or MATH 10700 as soon as possible in their College career to prepare them for MATH 10400 or 10800 and to provide a basis for their Economics courses.
- ECON 10100, ECON 11000, and MATH 10400 should be completed no later than the end of the student's fifth semester. The department recommends that students considering graduate study in Economics enroll in MATH 11100 rather than MATH 10400 and that they also take calculus through MATH 11200.
- The department requires that ECON 20100 or 20200 be taken prior to enrolling in BUEC 40100.
- The minor in International Business Economics must be taken in conjunction with a language major (currently French, German, or Spanish) selected by the student.

- There is no general Business Economics minor. The non-major who desires a background in business economics is urged to take BUEC 11900, ECON 10100 and 11000, MATH 10400, and other elective Business Economics courses according to his or her interests.
- Business Economics majors are not permitted to take courses in the major on an S/NC basis.
- A grade of C- or better is required for all courses counting toward the major, including the Mathematics course. Students receiving a grade below C- in ECON 10100 must retake that course before proceeding to the other Economics or Business Economics courses.

BUSINESS ECONOMICS COURSES

BUEC 11900. FINANCIAL ACCOUNTING

The study of basic accounting concepts and principles used in the preparation and interpretation of financial statements. *Annually. Fall and Spring. [Q]*

BUEC 22700. MONEY AND CAPITAL MARKETS

An analysis of financial intermediaries, why they exist, and how they function. Topics include money market theory and practice, primary and secondary stock and bond markets, mortgage markets, insurance markets, and the markets for derivative securities. *Prerequisite: ECON 10100. Fall 2011. [HSS]*

BUEC 23000. MARKETING

An analysis of the entrepreneurial aspects of establishing mutually beneficial exchange relationships. Topics include market research and segmentation strategies as well as product development, promotion, pricing, and distribution. *Prerequisite: ECON 10100. Not offered 2011-2012. [HSS]*

BUEC 25000. CORPORATE FINANCE

Study of the firm's investing and financing decision-making process and its relationship to the firm's internal and external economic environment. Particular attention is paid to the firm's stakeholders in the financial markets and to a discussion of the advantages and disadvantages of the methods used in capital budgeting, capital structure, and dividend policy decisions. *Prerequisite: ECON 10100 and BUEC 11900. Annually. Spring 2012. [HSS]*

BUEC 29900. SPECIAL TOPICS IN BUSINESS ECONOMICS

A course designed to explain an application of business economic analysis to contemporary issues. *Prerequisite: ECON 10100 and BUEC 11900.*

BUEC 32500. AGENCY ECONOMICS

This course surveys how economists have studied and conceptualized individual and group agency—or the capacity for human beings to make choices and to impose those choices on the world around them. Topics examining the main insights from Classical, Evolutionary, Behavioral, and Experimental Game Theory are explored. Additional topics survey the principle findings and implications of Behavioral Economics, Neuroeconomics, and Behavioral Finance for Economics and related social sciences. *Prerequisite: ECON 20100. Alternate years. Fall 2011.*

BUEC 35500. ORGANIZATION OF THE FIRM

Study of the internal structure of the firm, examining the incentives of the firm's various constituencies (owners, managers, suppliers, employees). Particular emphasis is placed on the separation of ownership and control in the public corporation. *Prerequisite: ECON 10100 and 20100. Fall 2011. [W]*

BUEC 36500. PORTFOLIO THEORY AND ANALYSIS

A study of alternative types of investments, including a discussion of the methods utilized in selecting and evaluating security portfolios. *Prerequisites: ECON 10100, 11000, 21000; BUEC 11900; MATH 10400 or 10800. Not offered 2011-2012.*

BUEC 37000. STRATEGIC MANAGEMENT

This course analyzes business problem-solving from the perspective of various functional areas within a complex external environment. The approach is a mix of theory and case study designed to give students an oppor-

Chemical Physics

tunity to apply previous course work while forcing them to consider tradeoffs and balance alternatives. *Prerequisite: BUEC 11900, ECON 11000 and 20100, and one other Business Economics course. Annually. Spring.*

BUEC 39900. SPECIAL TOPICS IN ADVANCED BUSINESS ECONOMICS

A seminar designed for the advanced business economics major. Topics will reflect new developments in business economics. *Prerequisite: BUEC 11900, ECON 20100.*

BUEC 40100. INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. *Prerequisite: ECON 11000 and 21000 (ECON 21000 may be taken concurrently) and either ECON 20100 or 20200. Annually. Spring.*

BUEC 40700, 40800. BUSINESS ECONOMICS INTERNSHIP

Qualified students will be placed with a firm selected in accordance with their goals and interests. Placement will be for 22 weeks. (2 course credits) S/NC course. *Prerequisite: junior standing, 2.75 cumulative grade point average, ECON 10100 and 20200, BUEC 11900, and permission of intern coordinator. Annually. Fall.*

BUEC 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. Spring semester enrollment in BUEC 45100 is by permission only. *Prerequisite: Successful completion of all components of BUEC 40100.*

BUEC 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: BUEC 45100.*

CHEMICAL PHYSICS

CURRICULUM COMMITTEE:

Paul Edmiston (Chemistry Department Chair)

John Lindner (Physics Department Chair)

Chemical physics provides an interdisciplinary approach to the fields of chemistry and physics using mathematical techniques. The major allows students to explore the interface between chemistry and physics by studying structure, surfaces, bonding, atoms and molecules. By combining the methodologies and knowledge of physics and chemistry, many intriguing scientific questions can be addressed by a student with a strong predilection for mathematics and the physical sciences.

Major in Chemical Physics

Consists of sixteen courses:

- CHEM 12000
- MATH 11100
- MATH 11200
- PHYS 20300
- PHYS 20400
- PHYS 20500
- MATH 22100
- CHEM 31800
- CHEM 31900
- PHYS 35000
- One elective Chemistry course at the 200-level or above
- Two elective Chemistry or Physics courses at the 200-level or above

- Junior Independent Study: CHEM 40100 or PHYS 40100 (see note below)
- Senior Independent Study: CHEM 45100 or PHYS 45100
- Senior Independent Study: CHEM 45200 or PHYS 45200

Special Notes

- The Junior and Senior Independent Study courses must be in the same department.
- For students who begin in CHEM 11000, the required CHEM 31900 will count as their upper-level Chemistry elective.
- Examples of courses commonly taken as the elective Chemistry and/or Physics courses are: *Organic Chemistry* (CHEM 21100, 21200), *Analytical Chemistry* (CHEM 21500), *Inorganic Chemistry* (CHEM 34000), *Principles of Biochemistry* (BCMB 33100), *Mathematical Methods for the Physical Sciences* (PHYS 20800), *Mechanics* (PHYS 30100), *Thermal Physics* (PHYS 30200), and *Electricity and Magnetism* (PHYS 30400).
- No minor is offered in Chemical Physics.
- Students may not double major in Chemical Physics and in any of the participating departments of Chemistry, Physics, or Mathematics. Any student who anticipates attending graduate school in chemistry or physics should also take additional courses in those disciplines.
- Interested students should discuss plans with the chairperson of the Department of Chemistry or Physics.
- The S/NC grading option may not be used for courses required for this major.
- All courses and associated labs must be completed with a C- or better.

CHEMISTRY

Paul Edmiston, Chair
Judith Amburgey-Peters
Paul Bonvallet
Sibrina Collins
Karl Feierabend
Sarah Schmidtke
Melissa Schultz
Nicholas Shaw
Mark Snider
Robert Woodward

Chemistry is broadly defined as the study of the properties of matter and how matter is transformed. The faculty and staff of the Department of Chemistry work to maintain a student-centered curriculum, a supportive environment, and a vibrant intellectual community for Chemistry majors and non-majors alike. Students are guided to become ethical, productive members of society who apply their scientific knowledge and skills in a broad range of endeavors. Instruction in the discipline integrates learning through coursework, laboratory, and research. Consequently, students develop a variety of skills including laboratory methods, use of instrumentation, information literacy, problem solving, oral and written communication, and research design necessary to succeed in their future endeavors.

The curriculum is influenced by the guidelines from the American Chemical Society Committee on Professional Training (ACS CPT) and is comprised of courses

covering the major sub-disciplines of chemistry. Feedback from alumni indicates that their Wooster education has prepared them well for a range of careers and life pursuits. Feedback from graduate and professional schools and employers indicate that students are well prepared in chemistry knowledge, techniques, instrumentation, and have the capabilities necessary to learn, adapt, and lead.

Major in Chemistry

Consists of sixteen courses:

- CHEM 12000 (see note below)
- MATH 11100
- MATH 11200
- CHEM 21100
- CHEM 21200
- CHEM 21500
- PHYS 20300 (or 10100)
- PHYS 20400 (or 10200)
- CHEM 31800
- CHEM 31900
- CHEM 34000
- Two of the following courses: CHEM 21600, 31300, 31600, 32000, 34100, 39900, BCMB 30300, 33100, 33200, or 33300 (see note below)
- Junior Independent Study: CHEM 40100
- Senior Independent Study: CHEM 45100
- Senior Independent Study: CHEM 45200

Minor in Chemistry

Consists of six courses:

- CHEM 12000 (see note below)
- CHEM 21100
- CHEM 21500
- Three Chemistry courses at the 200-level or above (see note below)

Special Notes

- Students who intend to take Chemistry courses at Wooster should take the Chemistry placement exam. Enrollment into CHEM 12000 requires satisfactory performance on the Chemistry Department placement exam, completion of CHEM 11000 with a C- or better, or AP Chemistry credit. Students who test out of CHEM 11000 without AP Chemistry credit do not receive credit for CHEM 11000.
- For the major, students who begin in CHEM 11000 are only required to take one elective, and CHEM 31900 will count as their second elective for the major.
- For the minor, students who begin with CHEM 11000 are only required to take two Chemistry courses at or above the 200-level.
- The MATH 11100 requirement may be fulfilled by the successful completion of both MATH 10700 and 10800.
- Concurrent enrollment in both class and laboratory is required for students taking a course with a laboratory component. Students who do not complete the class or laboratory component of a course with a C- or better must repeat both the class and the laboratory.
- A student may not take CHEM 10100 concurrent with or after CHEM 12000.

- A student who presents a score of 4 or 5 on the Advanced Placement Examination in Chemistry automatically receives credit for CHEM 11000. Students who take the Chemistry Department placement exam will be placed into *Principles of Chemistry* (CHEM 12000) or *Organic Chemistry I* (CHEM 21100) depending upon the exam results.
- International students with a certificate from a foreign Baccalaureate program may receive either one or two Chemistry course credits. Students who take the Chemistry Department placement exam will be placed into *Principles of Chemistry* (CHEM 12000) or *Organic Chemistry I* (CHEM 21100) depending upon the department placement exam results. If the student places into *Principles of Chemistry* (CHEM 12000), 1.0 credit will be awarded for CHEM 11000. If the student places into *Organic Chemistry I* (CHEM 21100), 2.25 credits will be awarded for CHEM 11000, CHEM 12000, and CHEM 12000L.
- Chemistry majors who plan to attend graduate school are strongly encouraged to pursue an ACS-certified degree. The requirements for an American Chemical Society Certified Degree are summarized below:
 - (a) Chemistry: CHEM 12000, 21100, 21200, 21500, 31800, 31900, 34000, 40100, 45100, 45200, BIOL 20000, BCMB 33100, MATH 11100, 11200, PHYS 20300, 20400. This differs from the minimal Wooster major by two courses: *Principles of Biochemistry* (BCMB 33100) and its prerequisite *Foundations of Biology* (BIOL 20000).
 - (b) Chemistry/Chemical Physics: CHEM 12000, 21100, 21200, 21500, 31800, 31900, 34000, BIOL 20000, BCMB 33100, MATH 11100, 11200, PHYS 20300, 20400, two Physics courses beyond PHYS 20400, two advanced courses in theoretical chemistry, physics, or math; CHEM or PHYS 40100, 45100, 45200.
- Students considering a Chemistry major should consider one of the sequences below:
 - (i) beginning in CHEM 12000 with sufficient math preparation:

	Fall	Spring
First Year	CHEM 12000 MATH 11100	CHEM 21500 MATH 11200
Sophomore Year	CHEM 21100 PHYS 20300 (or 10100)	CHEM 21200 PHYS 20400 (or 10200)

- (ii) beginning in CHEM 11000 with additional math preparation needed:

	Fall	Spring
First Year	CHEM 11000 MATH 10700	CHEM 12000 MATH 10800
Sophomore Year	CHEM 21100 PHYS 20300 (or 10100) MATH 11200	CHEM 21200 PHYS 20400 (or 10200) CHEM 21500

- All courses counting towards the Chemistry major must be passed with a C- or better and may not be taken S/NC; this applies to classroom and laboratory components.

CHEMISTRY COURSES

CHEMISTRY FOR THE NON-SCIENCE MAJOR

CHEM 10100-10103. CHEMISTRY AND THE WORLD IN WHICH WE LIVE

A study of chemistry is undertaken using the world around us as a starting point in developing an understanding of the facts, theories, and methodology of the chemical sciences. Topics may include environmental chemistry, food chemistry, forensics, and science in society. Topics will be announced in advance; past are listed below. Not open to students who have received credit for or are concurrently enrolled in CHEM 12000. Students with CHEM 12000 credit may apply to serve as a Teaching Apprentice. Three class hours per week. *Annually. Fall and Spring. [Q, MNS]*

10102. FORENSIC SCIENCE

Law enforcement techniques such as DNA typing, fingerprint identification, drug/explosives detection, and fiber analysis are covered in class and short laboratory experiments. The underlying principles of forensic techniques are discussed, drawing on examples from true crime investigations. The broader impact of such methods and investigations is covered in the course. *Not Offered 2011-2012.*

10103. CHEMISTRY AND THE ENVIRONMENT - WATER

A study of chemistry is undertaken using the world around us as a starting point in developing an understanding of the facts, theories, and methodology of the chemical sciences. The chemistry involved in environmental topics such as climate change, ozone depletion, acid rain, and water pollution will be emphasized in this course offering. The central importance of water's physical and chemical properties to these topics will be highlighted as a theme throughout the semester. The popular media's role in covering environmental chemistry issues will also be addressed, with an emphasis on critical thinking. *Spring 2012.*

CHEMISTRY FOR THE SCIENCE MAJOR

CHEM 11000. INTRODUCTORY CHEMISTRY (Biochemistry and Molecular Biology)

Fundamental facts, concepts, and theories of chemistry and mathematical skills are emphasized. Topics include matter, measurements, calculations, elements, atomic theory, atomic mass, the mole, ionic and molecular compounds, types of bonding, mole calculations, types of reactions, limiting reagents, percent yield, solutions, gases, quantum mechanics, orbitals and electrons, electronic structure, atomic periodicity, and Lewis theory. Emphasis will be placed on problem-solving and the development of critical thinking skills. The course is intended for students with limited chemistry and math preparation in high school. Three class hours per week. *Annually. Fall and Spring. [Q, MNS]*

CHEM 12000. PRINCIPLES OF CHEMISTRY (Biochemistry and Molecular Biology)

Fundamental facts, concepts, and theories central to chemistry are examined. The topics include VSEPR, valence bond, and molecular orbital theories, intermolecular forces, solutions and colligative properties, chemical kinetics, reaction mechanisms, equilibria (chemical, acid-base, aqueous, ionic), thermodynamics (enthalpy, entropy, free energy), and electrochemistry. The laboratory focuses on fundamental techniques, data manipulation, notebook and reporting skills. Three class hours and one three-hour laboratory period per week. (1.25 course credits) *Prerequisite: CHEM 11000 with a C- or better, or satisfactory performance on the Chemistry Department placement exam. Annually. Fall and Spring. [Q, MNS]*

CHEM 21100. ORGANIC CHEMISTRY I (Biochemistry and Molecular Biology)

The fundamental principles of structure, bonding, and reactivity of organic compounds are introduced. Content focuses on functional groups, reaction mechanisms, spectroscopic techniques, data interpretation, and introductory synthetic methods. Critical thinking, application of general concepts to new examples, and problem-solving skills are emphasized. Laboratory experiments incorporate key synthetic organic laboratory skills, reactions, techniques, and instrumentation. The experiments promote independence, information literacy, safety, writing skills, and laboratory competency. Three class hours and one three-hour laboratory period per week. (1.25 course credits) *Prerequisite: CHEM 12000 with a C- or better. Annually. Fall. [MNS]*

CHEM 21200. ORGANIC CHEMISTRY II (Biochemistry and Molecular Biology)

The study of organic structure, bonding, and reactivity continues with more complex molecules including aromatics, carbonyl compounds, amino acids, and carbohydrates. Advanced spectroscopic data analysis and multi-step syntheses challenge students to be creative, critical thinkers. In the laboratory, students apply skills from CHEM 21100, increase independence, and learn new techniques through research-based projects involving synthesis and spectroscopic identification. Information literacy, safety, and writing (notebooks, technical reports, summaries, and experimental plans) are emphasized. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 21100, C- or better. Annually. Spring. [W, MNS]

CHEM 21500. ANALYTICAL CHEMISTRY (Biochemistry and Molecular Biology)

The fundamental principles and methodology of chemical analysis are examined with examples from biochemistry and organic and inorganic chemistry. Topics include discussion of errors and statistical treatment of data, a review of equilibria, and introduction to spectroscopy, electrochemistry, and analytical separations. The laboratory emphasizes experimental design, using library resources, and methods for obtaining and evaluating quantitative data. Methods employed include spectroscopy, potentiometry, chromatography, mass spectrometry, and titrimetry. Three class hours and one three-hour laboratory period per week. Recommended previous course: CHEM 21200. (1.25 course credit) Prerequisite: CHEM 12000, C- or better. Annually. Spring. [Q, MNS]

CHEM 21600. ENVIRONMENTAL CHEMISTRY (Environmental Studies)

Various aspects of the chemistry of the environment, both unpolluted and polluted, are discussed. Emphasis is placed on chemical reactions in the atmospheric and aquatic realms, the relationship between chemical structure and environmental transport, and the toxicity and effects of common environmental pollutants. Case studies are used from the literature to further explore the course material. Three class hours per week. Suggested previous course: CHEM 211. Prerequisite: CHEM 120, C- or better. Alternate years. Prerequisite: CHEM 12000, C- or better. Alternate years. Not offered 2011-2012.

CHEM 31300. ADVANCED ORGANIC CHEMISTRY

The course focuses on the experimental, instrumental, and theoretical methods by which the structure, reactivity, and electronic properties of organic compounds are determined. Various aspects of modern organic chemistry, including synthesis, mechanism, advanced spectroscopic methods, and computational chemistry may be covered. Historic and current case studies are taken from the chemical literature. Three class hours per week. Prerequisite: CHEM 21200, C- or better. Alternate years. Spring 2012.

CHEM 31600. INSTRUMENTAL ANALYSIS

Modern methods of chemical analysis are covered with an emphasis on spectroscopy, mass spectrometry, separations, and surface analytical techniques. Particular focus is placed on the use of instruments in chemical industry, clinical analysis, and environmental monitoring. Laboratory work involves multi-week independent projects. Three class hours and one three-hour laboratory period per week. Suggested previous course: CHEM 31800. (1.25 course credits) Prerequisite: CHEM 21500, C- or better. Fall 2011.

CHEM 31800. PHYSICAL CHEMISTRY I

Chemical thermodynamics and kinetics. Topics include chemical kinetics, rate laws, laws of thermodynamics, free energy and chemical equilibrium. Additional topics may include chemical dynamic models, X-ray diffraction, solid-state structure, and structure determination. Three class hours and one three-hour laboratory per week. (1.25 course credits) Prerequisite: CHEM 12000 with a C- or better, and MATH 11100 with a C- or better. Annually. Fall. [MNS]

CHEM 31900. PHYSICAL CHEMISTRY II

Quantum and statistical mechanics. Topics include quantum mechanical theory, quantum mechanical models for motion, the structure of atoms and molecules, molecular symmetry, molecular spectroscopy, and statistical mechanics and thermodynamics. Three class hours and one three-hour laboratory per week. (1.25 course credits) Prerequisite: CHEM 12000 with a C- or better, and MATH 11200 with a C- or better. Annually. Spring. [MNS]

CHEM 32000. TOPICS IN PHYSICAL CHEMISTRY

Advanced topics in physical chemistry are examined. Topics may include: computational chemistry, advanced spectroscopic methods, chemical modeling, atmospheric or condensed phase kinetics. Three class hours per week. Prerequisite: CHEM 31800 or CHEM 31900 with a C- or better. Not offered 2011-2012. [MNS]

CHEM 34000. INORGANIC CHEMISTRY

The details of the chemistries of selected elements and their compounds are studied. For each class of substances studied, the topics of structure, bonding, and reactivity are linked, with some discussion of mechanism, in order to give an overall survey of the chemistry of elements from various portions of the periodic table. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 21200, C- or better, or permission of the instructor. Annually. Fall. [MNS]

CHEM 34100. ADVANCED INORGANIC CHEMISTRY

Advanced aspects of inorganic chemistry are treated, including the organometallic chemistry of transition metal compounds and the chemistry of catalysis. The course is designed to emphasize structure, bonding, and spectroscopy, as well as syntheses and reaction mechanisms. Three class hours per week. *Prerequisites:* CHEM 31800 and 34000, C- or better, or permission of the instructor. *Alternate years. Not offered 2011-2012. [MNS]*

CHEM 39900. BIOPHYSICAL CHEMISTRY

The underlying physical principles and laws that govern the behavior of biological systems and biochemical reactions are examined. The fundamental principles of molecular structure, chemical kinetics, and thermodynamics are explored in relationship to biological phenomena. Three class hours per week. *Prerequisite:* MATH 11100 or 10800 and either BCMB 33100 or CHEM 31800, with a C- or better. *Not offered 2011-2012.*

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

BCMB 33100. PRINCIPLES OF BIOCHEMISTRY

BCMB 33200. BIOCHEMISTRY OF METABOLISM

BCMB 33300. CHEMICAL BIOLOGY

CHEM 40000. TUTORIAL

Advanced library and laboratory research problems in analytical, inorganic, organic, and physical chemistry and biochemistry. (.5 - 1.0 course credit) *Prerequisite:* The approval of both the supervising faculty member and the chairperson is required prior to registration.

CHEM 40100. INTRODUCTION TO INDEPENDENT STUDY

This course builds background knowledge and practical skills for independent scientific work. Activities in searching the literature, experimental design, drafting and revising scientific writing, and oral presentation culminate in a written research proposal for the Senior Independent Study project. *Prerequisite:* CHEM 21200 with a C or better or Departmental approval.

CHEM 40700, 40800. CHEMICAL RESEARCH INTERNSHIP

Students are placed in research positions in non-academic laboratories. The normal schedule involves work during the summer months, in addition to either the fall or spring semester, on a research problem related to the function of the employing laboratory. The work is directed by scientists at the laboratory. Liaison is established by regularly-scheduled consultations with one or more faculty members of the Department of Chemistry. The student's schedule is arranged only after consultation with the Chemistry chairperson. (1 - 3 course credits) *S/NC course. Prerequisite:* junior standing; CHEM 21200, 21500, 31800, and 40100.

CHEM 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

An original investigation is conducted, culminating in a thesis and an oral defense of the thesis in CHEM 45200. During the Fall each student gives a research seminar on the Independent Study research topic. Projects are offered in selected areas of analytical, inorganic, organic, physical chemistry, and biochemistry. *Prerequisite:* CHEM 21200 and 40100, C- or better, or approval of the Department.

CHEM 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis, the presentation of a poster, and an oral defense. *Prerequisite:* CHEM 45100.

CHINESE STUDIES

Rujie Wang, Chair

Dan Liu

Tingting Lu (Chinese Language Assistant)

The Program in Chinese Studies introduces students to both Chinese language and Chinese literature. Its objective is to teach students the basic skills of reading, listening, speaking, and writing Chinese. Besides providing practical training in Chinese for career purposes, the program is also designed to familiarize students with non-Western conceptual schemes and modes of thought. The courses in Chinese

language and literature, together with related courses from the departments of Anthropology, History, Philosophy, and Religious Studies, will give students a strong background in China.

Major in Chinese Studies

Consists of eleven courses:

- CHIN 20100
- CHIN 20200
- CHIN 30100
- CHIN 30200
- One of the following courses: CHIN 31100 or 31200
- Two of the following courses, in two different departments: HIST 10105 or 10150 (when China-focused), 20000, 20100, 23700; PHIL 23200; RELS 21600; SOCI 21100-21105 (when China-focused)
- One of the following courses: CHIN 22000, 22200, 22300, 40000; HIST 10105 or 10150 (when China-focused), 20000, 20100, 23700; PHIL 23200; RELS 21600; SOCI 21100-21105 (when China-focused)
- Junior Independent Study: CHIN 40100
- Senior Independent Study: CHIN 45100
- Senior Independent Study: CHIN 45200

Minor in Chinese Studies

- Consists of six courses:
- CHIN 20100
- CHIN 20200
- CHIN 31100
- Three of the following courses: CHIN 22000, 22200, 22300, HIST 20000, 23501, 23700, or PHIL 23200

Special Notes

- **Overseas Study:** Majors in Chinese are required to complete an approved off-campus study program in China. Approved transfer credit from participation in this program can count toward the major requirements.
- Minors in Chinese may satisfy the CHIN 20100, 20200, and 31100 requirements by taking the equivalent courses from endorsed off-campus programs.
- Students who wish to take the maximum number of courses for this major are encouraged to complete additional courses from the options offered in the major requirements.
- Majors and minor are not permitted to take any courses within the department for S/NC credit, nor will classes taken for audit count.
- Only grades of C- or better are accepted for the major or minor.

CHINESE STUDIES COURSES

CHIN 10100. BEGINNING CHINESE LEVEL I

Introduces the fundamentals of modern Chinese. Objectives are attainment of proper pronunciation, with special emphasis on tones, basic grammatical patterns, and mastery of approximately 100 characters and compounds. Students are expected to memorize short skits. Five hours per week. *Annually, Fall.*

CHIN 10200. BEGINNING CHINESE LEVEL II

A continuation of CHIN 101, the course further develops the four basic skills of reading, writing, speaking, and listening comprehension; it introduces Chinese calligraphy, but the main emphases are oral proficiency and comprehension skills. Students are expected to memorize short skits. Five hours per week. *Annually, Spring.*

CHIN 20100. INTERMEDIATE CHINESE LEVEL I (East Asian Studies)

A continuation of beginning Chinese, with more emphasis on vocabulary-building (over 400 characters and compounds) and reading comprehension. Students are expected to memorize short skits and to write short character essays regularly to express their thoughts. In addition, students are also reading short stories from outside the regular textbooks. *Prerequisite: CHIN 10200 or equivalent. Annually. Fall. [C]*

CHIN 20200. INTERMEDIATE CHINESE LEVEL II (East Asian Studies)

A continuation of CHIN 20100 or the equivalent; in addition to textbooks, students will do exercises on language CDs and software applications such as Chinese e-mail or Chinese word processor. The syntactical and grammatical patterns are more complex than those taught in the first year. Students are expected to write and present their essays in Chinese weekly; in addition, students are also reading short stories from outside the regular textbooks. Required of minors. *Prerequisite: CHIN 20100 or equivalent. Annually. Spring. [C]*

CHIN 22000. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA (Comparative Literature, East Asian Studies)

Taught in English. This course introduces the lived experiences of modern Chinese youth as represented in twentieth-century fiction and film. Readings include narrative works by Lu Xun, Lao She, Ba Jin, Mao Dun, Ding Ling, Zhang Ailing, Zhang Jie, Wang Meng, Liu Heng, Wang Shuo, and Xi Xi, as well as poems by Bei Dao, Gu Cheng. The pain, frustration, loneliness, fear and aspiration of the fictional hero shall be understood in relation to social changes in China. We will study many fictional heroes as the shadows of modern man becoming a fragment of his primitive self under the pressures of a progressive civilization. *Alternate years. Spring 2012. [C, AH]*

CHIN 22200. WOMEN IN CHINESE LITERATURE (Comparative Literature, East Asian Studies, Women's, Gender, and Sexuality Studies)

Taught in English. A survey of women's experience as represented in Chinese literature, ranging from philosophical texts, poetry, song lyrics, short narrative works, music and biographies to films from both pre-modern and modern periods, written about and by women. The course examines how women are depicted and how men and women define womanhood differently in various works of imagination. The primary texts and secondary readings that establish connections and comparisons among the different works include: *The Red Brush: Writing Women of Imperial China, Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China, and Precious Records: Women in China's Long Eighteenth Century*. The theoretical focus is on the construction of femininity in a patrilineal society. *Alternate years. Spring 2012. [C, AH]*

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES (Comparative Literature, East Asian Studies, Film Studies)

Taught in English. What do Chinese people think of the social transformation of the past 30 years? What are their views and attitudes towards these changes that have affected their lives in profound ways? What are their dreams and fantasies about modernizations? What are their fear and hope when they look into the future? Divided into four groups: historical, rural, urban and Hong Kong and Taiwan, 24 narrative films are studied as auto-ethnographic texts in which the people in the PRC, Taiwan, Hong Kong, and the Chinese diaspora try to negotiate their cultural identity and achieve a translated modernity. In these films of self-representation, China, its people, and its past all get reinvented. *Annually. Fall 2011. [C, AH]*

CHIN 30100. ADVANCED CHINESE I (East Asian Studies)

Practice in listening, speaking, reading, and writing at an advanced level. Review of grammatical patterns and expansion of vocabulary for practical use outside the classroom setting. Use of multi-media resources (audio recordings, film, screenplays, newspapers, expository prose) to achieve proficiency. Introduction to cultural topics and intellectual currents most pertinent to contemporary China. *Prerequisite: CHIN 20200 or equivalent. Annually. Fall.*

CHIN 30200. ADVANCED CHINESE II (East Asian Studies)

Continuation of CHIN 30100. Additional, more intensive and extensive practice in listening, speaking, reading, and writing at an advanced level. Continued review of grammatical patterns and expansion of vocabulary for practical use outside the classroom setting. Use of multi-media resources (audio recordings, film, screenplays, newspapers, expository prose) to achieve greater proficiency. Continued discussion of cultural topics and intellectual currents most pertinent to contemporary China. *Prerequisite: CHIN 30100 or equivalent. Annually. Spring.*

CHIN 31100. CHINESE MODERNITY AND FILM (East Asian Studies)

Development of advanced skills in listening, speaking, reading, and writing. Study of language usage and the acquisition of common popular expressions, newly coined terms, slang, proverbs, and idioms as presented in Chinese film. Use of film as the imagistic representation of modern China. Discussion of current events and introduction to textual analysis. *Prerequisite: CHIN 30200 or equivalent. Annually. Fall.*

CHIN 31200. CHINA: A CULTURAL PANORAMA (East Asian Studies)

Study of key issues in Chinese society through the exposure to authentic materials (novella, commercial manuals, classified ads, travel and tourist literature, rental and real estate documents, legal proceedings, job descriptions). Extensive use of audio and video materials to simulate a variety of real life situations to improve oral and written proficiency and deepen cultural knowledge. *Prerequisite: CHIN 30200 or equivalent. Annually. Spring.*

CHIN 40000. TUTORIAL (East Asian Studies)

Individually supervised language learning. By prior arrangement with the department only. *Prerequisite: CHIN 20200 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

CHIN 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

CHIN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: CHIN 40100.*

CHIN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CHIN 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR CHINESE STUDIES CREDIT**

HISTORY

HIST 10105 or 10150. INTRODUCTION TO HISTORICAL INVESTIGATION (when China-focused)
[W, some sections count toward C, HSS]

HIST 20000. TRADITIONAL CHINA [C, HSS]

HIST 20100. MODERN CHINA [C, HSS]

HIST 23700. THE UNITED STATES AND CHINA [C, HSS]

PHILOSOPHY

PHIL 23200. CHINESE PHILOSOPHY [C, AH]

RELIGIOUS STUDIES

RELS 21600. CHINESE RELIGIONS [C, R, AH]

SOCIOLOGY AND ANTHROPOLOGY

SOCI 21105. ADVANCED TOPICS IN SOCIOLOGY (when China-focused) [HSS]

CLASSICAL STUDIES

Monica Florence, Chair

Josephine Shaya

Wendy Teo

The Department of Classical Studies provides students with opportunities to explore the ancient Mediterranean world with a special focus on the period from the eighth century BCE through the fourth century CE. Through the comparative study of ancient languages and cultures, Classics students acquire additional cultural literacy, becoming better critical thinkers and more engaged global citizens. Our primary goal is for students to understand and examine critically the ancient beliefs, values, and traditions that have shaped modern cultures.

The study of the Ancient Mediterranean is inherently interdisciplinary and intercultural. Students are encouraged to learn Ancient Greek, Latin, and Hebrew. They

will study the ancient literature, archaeology, history, religion, philosophy, and art produced in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece, and Rome.

The Department accommodates and encourages a semester's study abroad in the Mediterranean region.

ANCIENT MEDITERRANEAN STUDIES

The concentration in Ancient Mediterranean Studies is one of two within the major of Classical Studies. Through this concentration, students comparatively study multiple cultures in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece and Rome. Our period of study, from the eighth century BCE through the fourth century CE, allows for a particular focus on Greece and Rome, but the approach to the ancient Mediterranean region is interdisciplinary and intercultural. Students in Ancient Mediterranean Studies will examine the ancient literature, archaeology, history, religion, philosophy, and art produced by the network of ancient cultures that relied upon the Mediterranean Sea.

The primary goal of this concentration is to examine critically the ancient beliefs, values, and traditions that have shaped modern cultures. Students in Ancient Mediterranean Studies will acquire additional cultural literacy, becoming better critical thinkers and more engaged global citizens.

Major in Classical Studies, Concentration: Ancient Mediterranean Studies

Consists of eleven courses:

- Two courses in either GRK or LAT, at least one at the 200-level
- Two of the following courses: AMST 22000, 22100, 22300, 22600, 26000, 26100, HIST 20200 or 20300
- One elective from cross-listed courses accepted for CLST credit
- Three electives from Classical Studies or cross-listed courses accepted for CLST credit
- Junior Independent Study: CLST 40100
- Senior Independent Study: CLST 45100
- Senior Independent Study: CLST 45200

Minor in Classical Studies, Concentration: Ancient Mediterranean Studies

Consists of six courses:

- Two of the following courses: GRK 10100, 10200, 20000, 25000, 30000, 35000, LAT 10100, 10200, 20000, 25000, 30000, or 35000
- Two of the following 200-level course: AMST 22000, 22100, 22300, 22600, 26100, HIST 20200 or 20300
- Two elective courses from Classical Studies or cross-listed courses accepted for CLST credit

Special Notes

- **Language Requirement and Courses:** The concentration in Ancient Mediterranean Studies requires a minimum of one semester of ancient Greek or Latin at the 200-level or higher. Most students will need to take GRK 10100 and 10200 or LAT 10100 and 10200 as well as GRK 20000 or LAT 20000. Incoming students who have previously studied ancient Greek or Latin will be placed in the appropriate languages courses through the College's foreign language placement exams, which are administered during Summer registration for first year students. Students may satisfy the College's language requirement, and the requirement of introductory ancient Greek or Latin, by testing out of GRK 10100

and 10200 or LAT 10100 and 10200. Majors, however, must take a minimum of one upper-divisional language course at The College of Wooster or an equivalent university during a semester abroad. If a student completes a language course below the level recommended by the placement exam, the student will not receive credit toward graduation for that course without prior permission of the Department Chair. The College's advanced placement policy is explained in the section on *Admission*.

- Majors who intend to pursue graduate studies in Classics are strongly urged to complete four years of Ancient Greek and four years of Latin.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

CLASSICAL LANGUAGES

The concentration in Classical Languages is one of two concentrations within the major of Classical Studies. Students of Classical Languages study ancient Greek, Latin, and/or Hebrew, as well as the rich cultural traditions of Greece, Rome, Israel, ancient Mesopotamia, and Egypt. Through the comparative study of these ancient languages and literatures, students in Classical languages acquire additional cultural literacy as they examine critically the ancient beliefs, values, and traditions that have shaped modern cultures.

The concentration in Classical Languages best prepares students for graduate school in the discipline of Classics or the fields of Ancient History and Ancient Philosophy. Students in Classical Languages pursue successfully careers in law, medicine, and publishing, as well as graduate school in Linguistics, Comparative Literature, and Classical Archaeology.

Major in Classical Studies, Concentration: Classical Languages

Consists of eleven courses:

- GRK 10100 (see note below)
- GRK 10200
- LAT 10100
- LAT 10200
- Three of the following courses: GRK 20000, 25000, 30000, 35000, LAT 20000, 25000, 30000, or 35000
- One of the following courses: AMST 22000, 22100, 22300, 22600, 26100, HIST 20200 or 20300
- Junior Independent Study: CLST 40100
- Senior Independent Study: CLST 45100
- Senior Independent Study: CLST 45200

Minor in Classical Studies, Concentration: Classical Languages

Consists of six courses:

- GRK 10100 and 10200, or LAT 10100 and 10200
- Four of the following courses: GRK 20000, 25000, 30000, 35000, LAT 20000, 25000, 30000, or 35000

Special Notes

- **Language Requirement and Courses:** Incoming students who have previously studied Latin or Ancient Greek will be placed in the appropriate languages courses through the College's foreign language placement exams, which are administered during Summer registration for first year students. Students may satisfy the College's language requirement by testing out of GRK 10100 and

10200 or LAT 10100 and 10200. If a student completes a language course below the level recommended by the placement exam, the student will not receive credit toward graduation for that course without prior permission of the Department Chair. The College's advanced placement policy is explained in the section on *Admission*.

- Majors who intend to pursue graduate studies in Classics are strongly urged to complete four years of Ancient Greek and four years of Latin.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

CLASSICAL STUDIES COURSES

GREEK

GRK 10100. BEGINNING GREEK LEVEL I

An introduction to the grammar, syntax, and vocabulary of classical Attic Greek. Emphasis on reading continuous passages in ancient Greek and appreciation of their cultural context. *Annually. Fall.*

GRK 10200. BEGINNING GREEK LEVEL II

Continued work in Attic Greek grammar and readings, including selections from prose authors, such as Herodotus, Thucydides, and Plato. *Prerequisite: GRK 10100 or placement. Annually. Spring.*

GRK 20000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL I) (Archaeology, Comparative Literature)

Offered in conjunction with GRK 30000. Translation and careful study of continuous passages selected from several representative Greek texts — for instance, works of Homer, Hesiod, selected Greek lyric poets, Sophocles, Euripides, Thucydides, Herodotus, Plato, Aristotle, Attic orators, and occasionally non-literary materials (e.g., inscriptions or papyrus). A review of basic grammar; instruction in the use of commentaries, lexicon, reference works, and scholarly literature; an introduction to textual analysis, both literary and historical, and the Major in Classical Studies. Readings will change from year to year. *Prerequisite: GRK 10200 or placement. Annually. Not offered 2011-2012. [AH]*

GRK 25000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL II) (Archaeology, Comparative Literature)

Intensive readings in and critical study of significant Greek texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. Offerings may include Homer and the Epic Tradition; Greek Historians: Herodotus and Thucydides; Greek Lyric Poetry; The Dialogues of Plato; Greek Tragedy: Sophocles and Euripides; The Greek New Testament; The Greek Novel; and The Biography in Greek. *Prerequisite: GRK 20000 or placement. Annually. Not offered for 2011-2012. [AH]*

GRK 30000. SEMINAR IN GREEK LITERATURE (ADVANCED LEVEL I) (Comparative Literature)

Offered in conjunction with GREK 200. An in-depth translation and examination of representative texts—for instance, Homer, Hesiod, selected Greek lyric poets, Sophocles, Euripides, Thucydides, Herodotus, Plato, Aristotle, Attic orators, and occasionally non-literary materials (e.g., inscriptions or papyrus). Peer teaching of Greek grammar; active engagement with commentaries, reference works, and the scholarly literature; textual analysis, both literary and historical, as well as theoretical approaches to Greek history and Greek literature. Readings will change from year to year. *May be repeated once for credit. Prerequisite: GRK 20000 or placement. Annually. Not offered 2011-2012. [AH]*

GRK 35000. SEMINAR IN GREEK LITERATURE (ADVANCED LEVEL II) (Comparative Literature)

Offered in conjunction with GRK 25000. Intensive readings in and critical study of significant Greek texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. *May be repeated once for credit. Annually. Not offered 2011-2012. [AH]*

GRK 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

LATIN

LAT 10100. BEGINNING LATIN LEVEL I

An introduction to the Latin language with emphasis on vocabulary, morphology, syntax and the mastery of basic grammar. This course is designed for students who have had no previous work in Latin or who, based on performance on the placement examination, place in LAT 10100. *Annually. Fall.*

LAT 10200. BEGINNING LATIN LEVEL II

Continued work in the basics of the Latin language, with emphasis on reading selections from a variety of Latin authors, whose work we situate in proper cultural context. *Prerequisite: LAT 10100 or placement. Annually. Spring.*

LAT 20000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL I) (Archaeology, Comparative Literature)

Offered in conjunction with LATN 300. Translation and careful study of continuous passages selected from several representative Latin texts — for instance, Cicero, Sallust, Catullus, Ovid, Vergil, Petronius, Pliny, and occasionally non-literary materials (e.g., inscriptions or papyrus). A review of basic grammar; instruction in the use of commentaries, reference works, and scholarly literature; and an introduction to textual analysis, both literary and historical, and the Major in Classical Studies. Readings will change from year to year. *Prerequisite: LAT 10200 or placement. Annually. Fall. [AH]*

LAT 25000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL II) (Archaeology, Comparative Literature)

Intensive readings in and critical study of significant Latin texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. Offerings include *The World of Cicero*; Vergil and the Epic Tradition; Roman Historians: Sallust, Livy, and Tacitus; Roman Comedy: Plautus and Terence; Roman Satire: Horace and Juvenal; Roman Erotic Poetry: Catullus, Horace, and Ovid; Petronius and Roman Novel; Medieval Latin. *Prerequisite: LAT 20000 or placement. Annually. Spring. [AH]*

LAT 30000. SEMINAR IN LATIN LITERATURE (ADVANCED LEVEL I) (Comparative Literature)

Offered in conjunction with LAT 20000. Translation and careful study of extended passages selected from several representative Latin texts—for instance, Cicero, Sallust, Catullus, Ovid, Vergil, Petronius, Pliny, and occasionally non-literary materials (e.g., inscriptions or papyrus). Peer teaching of basic grammar; active engagement with commentaries, reference works, and scholarly literature; textual analysis, both literary and historical, and an introduction to theoretical approaches to Roman history and Latin literature. Readings will change from year to year. *May be repeated once for credit. Prerequisite: LAT 20000 or placement. Annually. Fall. [AH]*

LAT 35000. SEMINAR IN LATIN LITERATURE (ADVANCED LEVEL II) (Comparative Literature)

Offered in conjunction with LAT25000. Intensive readings in and critical study of significant Latin texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. *May be repeated for credit. Annually. Spring. [AH]*

LAT 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

ANCIENT MEDITERRANEAN STUDIES

Knowledge of Greek or Latin is not required for the following courses:

AMST 22000. MYTHOLOGY OF THE ANCIENT WORLD (Comparative Literature)

A comparative approach to ancient myths with particular regard to how these narrative patterns and religious beliefs recur in other cultures and time periods. Texts vary but may include the Mesopotamian *Epic of Gilgamesh*, selected ancient Egyptian fairy tales, the Hindu *Ramayana*, and classical Greek, Roman, and Italian works such as Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony*, Sophocles' *Oedipus*, Vergil's *Aeneid*, Ovid's *Metamorphoses*, and Dante's *Inferno*. *Spring 2012. [AH]*

AMST 22100. ANCIENT THEATER: TRAGEDY AND COMEDY (Comparative Literature)

An examination of the drama of the ancient world. Particular attention may be paid to Greek and Roman representations of Persia, Egypt, and other ancient cultures. Other themes may include the origins of comedy and tragedy, theories of drama, stagecraft, costuming, and the classical tradition. Plays vary but may include Aeschylus' *Persians*, Sophocles' *Oedipus*, Euripides' *Medea* and *Bacchae*, Aristophanes' *Lysistrata*, and the Roman comedies of Plautus and Terence. *Fall 2011. [AH]*

AMST 22300. GENDER & SEXUALITY IN CLASSICAL ANTIQUITY (Comparative Literature, Women's, Gender, and Sexuality Studies)

An exploration of gender and sexuality in ancient popular literature and drama. An examination of the complex representations of masculinity, femininity, and transgender in classical antiquity, paying particular attention to images in popular literature, drama, and art. An introduction to theories of gender by Aristotle, Freud, Foucault, Butler, and others, and an analysis of how representations of gender and sexuality reinforced

Classical Studies

cultural beliefs in ancient Mediterranean cultures. Topics of inquiry may include gender and the gods, the visual representation of actors on stage, costuming the body, and the relationship between gender roles and political ideology, desire, religion, democracy, and cultural change. *Not offered 2011-2012. [AH]*

AMST 22600. HISTORY OF ANCIENT MEDICINE

A survey of medical practices and the cultural implications of these practices in the ancient world. An examination of medical writings and material evidence in ancient Egypt, India, China, Greece, Rome, and Europe. Topics of inquiry include medicine and gender, class ideologies, shamanism and magical practices, surgical instruments and artifacts, and theories of medical treatments. Students are required to attend several extra lectures by practicing physicians and scientists on subjects such as Chinese medicine and acupuncture, alternative healing therapies, the intersection of modern and ancient healing practices, and theories of gynecology and obstetrics. *Spring 2012. [AH]*

AMST 26000-26001. SPECIAL TOPICS IN CLASSICAL LITERATURE

Not offered 2011-2012.

AMST 26100. SPECIAL TOPICS IN ANCIENT HISTORY

An intensive examination of a specific topic in the history and civilizations of the ancient Mediterranean world. Course titles vary but may include: Religion in the Ancient Mediterranean World, Science and Engineering in the Ancient World, Travel in the Ancient World, Food and Famine in the Ancient World, Late Antiquity, Alexander the Great and the Hellenistic World. *Not offered 2011-2012.*

AMST 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

INDEPENDENT STUDY

CLST 40100. JUNIOR INDEPENDENT STUDY SEMINAR

This writing-intensive seminar offers Classical Studies majors a firm grounding in the discipline, with an emphasis on the diverse materials, methods, and approaches that can be brought to bear on the study of Greco-Roman antiquity. Each student produces a junior thesis on the topic of his or her choice. That topic may be in Latin, Greek, or Classical Civilization. *Annually. Fall.*

CLST 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The main fields of choice for a major with a concentration in Classical Languages are the literature, philosophy, religion, or history of Greece or Rome. Suggested fields of specialization for a major with a concentration in Ancient Mediterranean Studies are archaeology, ancient history, mythology, classical or comparative literary criticism, philosophy. *Prerequisite: CLST 40100.*

CLST 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CLST 45100.*

CROSS-LISTED COURSES ACCEPTED FOR CLASSICAL STUDIES CREDIT

COMPARATIVE LITERATURE

CMLT 22200. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM [W, AH]

CMLT 29000. SEMINAR IN COMPARATIVE STUDIES (Approval of Chair, when topic is appropriate to the concentration)

HEBREW

HEBR 10100. BIBLICAL HEBREW I

HEBR 10200. BIBLICAL HEBREW II

HISTORY

HIST 20200. GREEK CIVILIZATION [HSS]

HIST 20300. ROMAN CIVILIZATION [HSS]

INTERDEPARTMENTAL

IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

PHILOSOPHY

PHIL 25000. ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE [AH]

RELIGIOUS STUDIES

RELS 12000. INTRODUCTION TO BIBLICAL STUDIES: INTERPRETATION AND CULTURE [C,R, AH]

RELS 22400. HEBREW PROPHECY AS RELIGIOUS IMAGINATION [R, AH]

RELS 22500. THE LIFE AND TEACHINGS OF JESUS [W, C, R, AH]

RELS 26700-26722. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES (Approval of Chair, when topic is appropriate to the concentration) [R]

RELS 26900-26929. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION (Approval of Chair, when topic is appropriate to the concentration) [R]

COMMUNICATION

Michelle Johnson, Chair

Ahmet Atay

Denise Bostdorff

Joan Furey

Donald Goldberg

Margaret Wick

Communication is the study of the innate human ability to use symbols and create meaning. The Department of Communication contains within it two tracks: Communication Studies and Communication Sciences and Disorders.

COMMUNICATION STUDIES

Research and instruction in Communication Studies focus on the study of how messages in various media (spoken, written, printed, photographic, electronic) are produced, used, and interpreted within and across different contexts, channels, and cultures. Communication Studies focuses on how people arrive at shared meanings through an interchange of messages or, in other words, the symbolic processes through which meaning and social reality are created. The origin of Communication Studies goes back to the ancient Greeks and, in its infancy, the discipline emphasized public speaking alone. Today the discipline studies symbolic processes — whether oral, written, or nonverbal — in a variety of contexts: intrapersonal communication, interpersonal communication, group communication, organizational communication, public address, and the mass media. Majors in the track of Communication Studies learn how to be more effective communicators and how to be critical analysts of communication, thereby preparing them for life as enlightened citizens and professionals in a variety of career paths such as business, education, law, politics, media, and the ministry.

Major in Communication Studies

Consists of eleven courses:

- One of the following courses: COMM 14500, 22000, 22100, or 22500
- One of the following courses: COMM 15200, 25000, 25200, or 25400
- One of the following courses: COMM 22900, 23100, or 33200

- Three of the following courses (cannot be the same courses as taken for the above requirements): COMM 11100, 14500, 15200, 20000-20003, 22000, 22100, 22500, 22900, 23100, 25000, 25200, 25400, 33200, or 35000-35002
- COMM 31100
- One of the following courses: COMM 35200 or 35300
- Junior Independent Study: COMM 40100
- Senior Independent Study: COMM 45100
- Senior Independent Study: COMM 45200

Minor in Communication Studies

Consists of six courses:

- One course from the Human Dynamics category
- One course from the Rhetorical Studies category
- One course from the Media Studies category (except 13000, Radio Workshop)
- Three course credits of electives chosen from (cannot be the same courses as taken for the above requirements): COMM 11100, 14500, 15200, 20000, 22100, 22500, 22900, 23100, 25000, 25200, 25400, 33200, 35000

Special Notes

- Majors in the Communication Studies track must complete their methods course (COMM 35200 or 35300) no later than the spring of their junior year. Students are strongly encouraged to take their methods course in the sophomore year. Majors should also complete the theory course (COMM 31100) prior to the first semester of Senior Independent Study (COMM 45100).
- In addition to demonstrating proficiency in research and writing through Independent Study, a major in the Communication Studies track must demonstrate proficiency in public speaking, as certified by all faculty members in the Department of Communication, based upon the student's oral presentation of his/her Senior Independent Study proposal. These public presentations will typically be scheduled in the fall, and students will be provided with specific guidelines to follow. The faculty also encourages majors to seek the help of their advisers in preparing their presentations.
- No more than two Communication Studies and/or Communication Sciences and Disorders courses can be applied toward the general education requirements.
- No courses may be taken on an S/NC basis — with the exception of COMM 13000.
- Only grades of C- or better are accepted for the major or minor.

COMMUNICATION STUDIES COURSES

COMM 11100. INTRODUCTION TO COMMUNICATION STUDIES

This course examines the significance of communication in human life and introduces students to fundamental principles and processes of communication in a variety of contexts: intrapersonal, interpersonal relationships, small groups, public settings, and the mass media. Students will learn to think critically about communication and will apply the knowledge they gain through a variety of means: class exercises, a group project of limited scope, message analysis, and a public speech. *Annually, Fall and Spring. [HSS]*

COMM 20000-20003. SPECIAL TOPICS IN COMMUNICATION

A topical seminar that focuses on special issues within communication studies or communication sciences and disorders. *Annually, Fall. [W]*

COMM 31100. THEORIES OF HUMAN COMMUNICATION

The goal of this advanced course is to provide students with in-depth knowledge of theories of human com-

munication in order to provide a more coherent understanding of Communication Studies as a discipline. Course topics include, but are not limited to, system theory; theories of signs and language; rules approach and speech act theory; theories of message production; theories of message reception and processing; symbolic interactionism, dramatism, and narrative; theories of social and cultural reality; theories of experience and interpretation; critical theories. *Prerequisites:* Two courses from the categories of *Human Dynamics, Rhetorical Studies, or Media Studies* with each course representing a different category — or permission of instructor. *Annually. Spring.*

COMM 35000. ADVANCED SEMINAR IN COMMUNICATION STUDIES

Selected topics or issues for advanced study in human dynamics, rhetorical studies, or media studies. *May be taken more than once. Prerequisite:* Sophomore standing. *Fall. Not offered 2011-2012.*

COMM 35200. RHETORICAL CRITICISM

This course examines the nature and methods of rhetorical criticism, with the goal of teaching students how to write rhetorical criticisms of their own and how to critique the work of others. Topics include Neo-Aristotelian criticism, narrative criticism, Burkean criticism, generic criticism, cultural (metaphor, value, myth, fantasy theme) analysis, and ideological (feminist, Neo-Marxist, and deconstructionist) criticism. *Prerequisite:* One of the following — COMM 25000, 25200, or 25400 — or permission of instructor. *Annually. Spring.*

COMM 35300. QUANTITATIVE METHODS

This course examines experimental and field research methods as they apply to research in Communication Studies and Communication Sciences and Disorders. The goal of this course is to provide students with a working knowledge of quantitative methods so that they can make informed choices when conducting their own research studies and can critique research studies conducted by others. Course topics include, but are not limited to, measurement techniques (surveys, survey interviews, focus groups, content analysis) and related concerns such as creating research questions, reliability, validity, and coding; sampling; experimental design; data entry; data analysis; writing research results. *Prerequisite:* One completed course in *Communication Studies or Communication Sciences and Disorders*, or permission of the instructor. *Annually. Spring. [Q]*

COMM 39000. COMMUNICATING COMMON GROUND

This service-learning course is part of a national program sponsored by the American Association for Higher Education, the National Communication Association, the Southern Poverty Law Center, and Campus Compact. Students create and teach lessons in communication, conflict management, and diversity to local preschoolers. (*2.5 course credits*) *Prerequisite:* Application to the program and permission of the instructor are required. *Fall and Spring. Not offered 2011-2012.*

COMM 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite:* The approval of both the supervising faculty member and the chairperson is required prior to registration.

COMM 40100. JUNIOR INDEPENDENT STUDY

This course examines how scholars conduct communication research and culminates with students writing a Junior Independent Study thesis under the direction of a faculty adviser. Topics include the selection of a research question or purpose; the use of the library for scholarly communication research; a broad overview of humanistic and social scientific methods; the evaluation of scholarly research; and guidelines for scholarly writing. The course involves a number of writing assignments, as well as the draft and revision of thesis chapters, in order to help students clarify their goals and articulate their research findings in a coherent way. *Prerequisites:* COMM 35200 or 35300 completed or taken concurrently and completion of a W course. *Fall and Spring by assignment.*

COMM 40700, 40800. INTERNSHIP

Internships are negotiated with the Dean for Curriculum and Academic Engagement and the faculty of the department. For information on the Washington Semester, the Philadelphia Center, and the New York Arts Program — off-campus programs that offer internships especially pertinent to Communication Studies majors — see *Off-Campus Study and Internships. (Variable course credit) S/NC course.*

COMM 45100. SENIOR INDEPENDENT STUDY THESIS — SEMESTER ONE

An original communication research investigation is required. An oral presentation is given to the department. *Prerequisite:* COMM 40100.

COMM 45200. SENIOR INDEPENDENT STUDY THESIS – SEMESTER TWO

An original communication research investigation is required, culminating in the I.S. thesis and an oral examination. *Prerequisite:* COMM 45100.

HUMAN DYNAMICS

Through courses in human dynamics, students learn how antecedent influences contribute to the formation and exchange of messages within and among dyads, groups, and organizations, and how these message exchanges, in turn, relate those involved cognitively, affectively, and behaviorally.

COMM 22000. INTRAPERSONAL DIMENSIONS OF HUMAN COMMUNICATION

The course focuses on the interdependence of perception and the construction of meaning in human communication. The focus is on the internal generation and regulation of meaning through perceptual systems which link the individual to the environment. Topics include selective perception in human communication, verbal and visual thought, and both the private and social constructions of self and social reality as related to the contexts of human communication. *Alternate years. Spring. Not offered 2011-2012.*

COMM 22100. INTERPERSONAL COMMUNICATION

This course examines the form, content, and consequences of communication between two people, primarily focusing upon informal contexts, such as the communication between parent and child, siblings, romantic partners, and friends. Topics include communication rules, self-disclosure, cultural and intercultural influences, gender similarities and differences, nonverbal communication, compliance-gaining, relational stages and strategies, relational conflict, and ethics and power in interpersonal communication. *Alternate years. Fall 2011. [HSS]*

COMM 22500. GROUP AND ORGANIZATIONAL COMMUNICATION

This course analyzes the form, content, and consequences of communication within both small groups and larger organizations, primarily focusing on the dynamics of communication exchanges within such contexts. Topics include roles, norms, culture, decision-making, conflict management, identification, leadership, recruitment/indoctrination, and ethics and power in group/organizational communication. *Alternate years. Fall. Not offered 2011-2012.*

RHETORICAL STUDIES

Through courses in rhetorical studies, students learn how antecedent influences contribute to the formation and exchange of messages in public contexts, and how these messages encourage members of the public to relate to one another cognitively, affectively, and behaviorally.

COMM 15200. PUBLIC SPEAKING (Education)

The course involves the study of public address and the performance of various types of speeches. The course examines public speaking theories from classical to contemporary times and makes use of model speeches to help students learn to write and deliver better public presentations. Senior majors may enroll only with the permission of the instructor and department chair. *Annually. Fall and Spring. [AH]*

COMM 25000. PRINCIPLES OF RHETORIC

The course surveys basic concepts of rhetoric or persuasive symbol use. Topics include the nature of rhetoric, rhetoric as a response to and/or reconstruction of situation, rhetoric and motive, meaning and context, metaphor, doublespeak, rhetoric and perceptions of self, legitimation and delegitimation, moral arguments and the assessment of ethics. Theorists whose works are considered include Plato, Aristotle, Hugh Blair, I. A. Richards, Richard Weaver, Edwin Black, and Kenneth Burke, among others. *Alternate years. Fall 2011. [W+, AH]*

COMM 25200. ARGUMENTATION AND PERSUASION

The course examines both the theoretical and pragmatic aspects of argumentation as they relate to decision-making and the persuasion of both self and others. The goals of the course are to familiarize students with the basic concepts of argumentation and reasoning, to teach students how to articulate cogent arguments in both written and oral form, and to improve students' abilities to analyze the arguments of others. *Prerequisite: One of the following — COMM 11100, 15200, or 25000 — or permission of instructor. Alternate years. Spring 2012. [AH]*

COMM 25400. POLITICAL RHETORIC

This course examines the role that rhetoric plays in constructing and shaping our political realities. Topics include the nature of political rhetoric, rhetoric and issue construction, campaign discourse, political rhetoric and the news, domestic issue management, foreign policy rhetoric, issue advocacy and the disenfranchised, and the ethics of political discourse. The course aims to sharpen students' critical skills in analyzing and evaluating political rhetoric, and to provide students with a greater awareness of both the artistry and potential manipulation of political discourse. *Alternate years. Fall. Not offered 2011-2012.*

MEDIA STUDIES

Through courses in media studies, students learn how antecedent influences contribute to the formation and exchange of media messages, and how such messages then relate media audiences cognitively, affectively, and behaviorally.

COMM 13001. RADIO WORKSHOP

This course provides training in radio broadcasting and station management associated with the activities of WCWS-FM, the College radio station. (.25 course credit) S/NC course. Annually. Fall and Spring.

COMM 13002. RADIO WORKSHOP

This course provides the opportunity to work in radio broadcasting and station management associated with the activities of WCWS-FM, the College of Wooster radio station. (.25 course credit) S/NC course. May be taken more than once. Prerequisite: COMM 13001. Annually. Fall and Spring.

COMM 13003. RADIO WORKSHOP

This course provides training in radio broadcasting and station management associated with the activities of WCWS-FM, the College radio station. (.5 course credit) S/NC course. Prerequisite: Must be a member of the WCWS management staff and have the permission of the course instructor. Annually. Fall and Spring.

COMM 22900. MASS COMMUNICATION PROCESSES AND EFFECTS

The course examines the form, content, and consequences of mass communication as it applies to human interaction. The focus of this course is the influence of mass communication on human behavior. Topics include communication and culture, mass persuasion, mass entertainment, diffusion of innovations, social learning theory, and models of mass communication effects as they relate to the issues of gender, sex, race, and violence in the media. Alternate years. Fall 2011. [HSS]

COMM 23100. RADIO, TELEVISION, AND FILM IN AMERICA (Film Studies)

This course examines the dynamic influences of American political and economic thought on the development of radio, television, and film in America, and emphasizes how present-day media owe much of their current structure and function to the social, technological, and regulatory decisions made years ago. Topics include the structure of broadcasting, comparative broadcast systems, the technological limitations and potentials of the mass media, and the mass media as forces of social and cultural influence. Alternate years. Fall. Not offered 2011-2012.

COMM 33200. VISUAL COMMUNICATION (Film Studies)

This course introduces students to the form, content, and consequences of visual literacy as they relate to screen composition, photographic design, and applied media aesthetics. Students will develop the ability to understand and interpret screen language, and will construct their own visual statements using video production techniques. Topics include spatial and temporal continuity, movement, cutting, camera angles, lighting, pacing, and the basics of production and editing equipment. Prerequisite: One of the following — COMM 23100 or 22900 — or permission of instructor. Alternate years. Spring 2012.

COMMUNICATION SCIENCES AND DISORDERS

Communication Sciences and Disorders is a discipline that has evolved from hearing, speech, and language sciences research and the clinical endeavor of assessing, diagnosing, and treating those with communicative disorders. Knowledge, theories, and tools have been integrated from those sciences as well as the life sciences (human anatomy and physiology), linguistics, physics (acoustics and psychoacoustics), psychology (developmental and clinical psychology), and sociology/anthropology (sociolinguistics). The major in the Communication Sciences and Disorders track includes courses in the discipline itself, cognate courses that are selected from related disciplines, and the clinic practicum. The curriculum provides the student with an understanding of normal and abnormal human speech and language communication. The curriculum and supervised clinic practica of the major contribute to this understanding, and courses in the major are taught from these perspectives: 1) the evolutionary biolinguistic capacity of humans for using language for communication; 2) the principles of human development and maturation from biologic,

anthropologic, psycho-social, and communicative perspectives; 3) the causes, effects, assessment, and treatment of those with communicative disorders; 4) the opportunities for service education through participation in the activities of the Freedlander Speech and Hearing Clinic. When combined with the required research methodology course, the major prepares the qualified student for graduate or professional study.

Major in Communication Sciences and Disorders

Consists of thirteen courses:

- COMM 14000 (Four semesters at one-fourth credit each)
- COMM 14100
- COMM 14300
- COMM 14500
- COMM 24400
- COMM 31600
- COMM 35300
- COMM 37000
- One elective from cross-listed courses accepted for COMM credit
- One elective from COMM 20000, 25000, 22100, 34500 or cross-listed courses accepted for COMM credit
- Junior Independent Study: COMM 40100
- Senior Independent Study: COMM 45100
- Senior Independent Study: COMM 45200

Minor in Communication Sciences and Disorders

Consists of six courses:

- COMM 14000 (Four semesters at .25 credit each)
- COMM 14100
- COMM 14300
- COMM 14500
- COMM 37000
- One elective Communication Sciences and Disorders course

Special Notes

- Majors in the Communication Sciences and Disorders track must complete their methods course (COMM 35300) before the end of the junior year. Students are strongly encouraged to take their methods course in the sophomore year.
- In addition to demonstrating proficiency in research and writing through Independent Study, a major in the Communication Sciences and Disorders track must demonstrate proficiency in public speaking, as certified by all faculty members in the Department of Communication, based upon the student's oral presentation of his/her Senior Independent Study proposal. These public presentations will typically be scheduled in the fall, and students will be provided with specific guidelines to follow. The faculty also encourages majors to seek the help of their advisers in preparing their presentations.
- Some nationally certified professional clinicians are employed in the public schools. This usually requires additional certification controlled by state departments of education, requiring completion of courses in education. The student should consult with the faculty in Communication Sciences and Disorders and the Department of Education about this certification.
- No more than two Communication Studies and/or Communication Sciences

and Disorders courses can be applied toward the general education requirements.

- Majors and minors in Communication Sciences and Disorders may not take any courses within the department for S/NC credit except the first enrollment of COMM 14000.
- Only grades of C- or better are accepted for the major or minor.

COMMUNICATION SCIENCES AND DISORDERS COURSES

COMM 14000. SPEECH AND HEARING CLINIC PRACTICUM

Procedures and practices in the assessment and management of persons who are speech, language, and/or hearing impaired as applied under the direct supervision of ASHA certified and state-licensed speech-language pathologists and/or audiologists in the Freedlander Speech and Hearing Clinic. Four semesters required by majors and minors for credit toward graduation. (.25 course credit) *First semester of enrollment is graded S/NC. Following semesters are graded with letter grades. Prerequisite: COMM 14100, 14300, and 14500 or permission of the instructor. Annually. Fall and Spring.*

COMM 14100. INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS

At the completion of this course, the student will possess a knowledge of a host of speech, language, and hearing disorders (including stuttering, voice, developmental language, aphasia, other neurogenic disorders, articulation/phonology, cleft palate, and hearing disorders). The study of speech-language pathology and audiology and the nature of the clinical practices of these professions will also be addressed. *Annually. Fall 2011. [HSS]*

COMM 14300. PHONETIC TRANSCRIPTION AND PHONOLOGY

Content areas to be addressed include anatomy and physiology of the speech mechanisms; speech acoustics and speech science basics; introduction to articulation, phonological, and speech intelligibility testing; spoken language and communication differences (multicultural aspects of spoken language, including dialects of American English); and disordered speech. In addition, the course will prepare the student to be a skilled practitioner in phonetic transcription using the International Phonetic Alphabet. *Prerequisite: COMM 14100 or permission of the instructor. Annually. Fall 2011.*

COMM 14500. LANGUAGE DEVELOPMENT IN CHILDREN (Education)

At the completion of this course, the student will have a comprehensive knowledge of the developmental process of children learning spoken language. *Annually. Spring 2012. [HSS]*

COMM 24400. AUDIOLOGY

At the completion of this course, the student will have comprehensive knowledge, skills, and abilities in the areas of both diagnostic and rehabilitative audiology. *Prerequisite: COMM 14100 or permission of the instructor. Alternate years. Fall 2011.*

COMM 31600 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM

This course will provide students with an understanding of the anatomy and physiology of the speech and hearing mechanisms. Systems to be covered include respiration, laryngeal, articulatory, nervous, auditory, and circulatory. *Prerequisite: Completed or enrolled in COMM 14100, or permission of instructor. Alternate years. Spring. Not offered 2011-2012.*

COMM 34500. ADVANCED SEMINAR IN COMMUNICATION SCIENCES AND DISORDERS

A series of courses to focus on current topics of interest in the fields of speech, language, and hearing sciences and disorders. *Prerequisite: COMM 14100 or permission of the instructor. Spring 2012.*

COMM 37000. AUDIOLOGICAL REHABILITATION

This course will address the implications of hearing loss in children and adults including educational, vocational, social, and legislative concerns of children and adults with hearing impairments; hearing aid orientation approaches; and assessment tools and intervention techniques used in order to maximize the communication skills of people with hearing impairment and their communication partners. *Prerequisite: COMM 24400 or permission of the instructor. Alternate years. Spring 2012.*

COMM 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

COMM 40100. JUNIOR INDEPENDENT STUDY

The course examines how scholars conduct communication research and culminates with students writing a Junior Independent Study thesis under the direction of a faculty adviser. Topics include the selection of a research question or purpose; the use of the library for scholarly communication research; a broad overview of humanistic and social scientific methods; the evaluation of scholarly research; and guidelines for scholarly writing. The course involves a number of writing assignments as well as the drafting and revision of thesis chapters, in order to help students clarify their goals and articulate their research findings in a coherent way. *Prerequisite: COMM 35300 completed or taken concurrently and completion of a W course. Fall and Spring by assignment.*

COMM 40700, 40800. COMMUNICATION SCIENCES AND DISORDERS INTERNSHIP

(Variable course credit) S/NC course. Prerequisite: Approved by the Dean for Curriculum and Academic Engagement and the faculty of the department.

COMM 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: COMM 40100.*

COMM 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: COMM 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR COMMUNICATION CREDIT**

BIOLOGY

BIOL 10000. TOPICS IN BIOLOGY [MNS]

EDUCATION

EDUC 11000. USING PHONICS TO TEACH READING AND DEVELOP LITERACY

EDUC 20000. TEACHING CHILDREN WITH SPECIAL NEEDS

ENGLISH

ENGL 25000. READERS' RESPONSES TO TEXTS

NEUROSCIENCE

NEUR 32300. BEHAVIORAL NEUROSCIENCE [W]

PHYSICS

PHYS 10100. GENERAL PHYSICS

PSYCHOLOGY

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT

PSYC 21100. MATURITY AND OLD AGE

PSYC 23000. HUMAN NEUROPSYCHOLOGY [HSS]

PSYC 32200. MEMORY AND COGNITION [W]

PSYC 33500. PERCEPTION AND ACTION [W]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 22000. LINGUISTIC ANTHROPOLOGY [C, HSS]

COMPARATIVE LITERATURE

CURRICULUM COMMITTEE:

Mary Addis (Spanish), Chair

Yuri Corrigan (Russian Studies)

Carolyn Durham (French)

Monica Florence (Classical Studies)

Beth Ann Muellner (German Studies)

Mazen Naous (English)

Rujie Wang (Chinese)

The discipline of Comparative Literature promotes the study of intercultural relations across linguistic and cultural boundaries. Appealing to the desire to transcend a merely national point of view, it enables the student to develop a uniquely transnational perspective on imaginative works from antiquity to post modernity. The program at The College of Wooster is interdepartmental in character and includes both explicitly comparative courses and courses that focus on a particular national literature, both in the original and in translation.

Major in Comparative Literature

Consists of fifteen courses:

- ENGL 12000-12012
- Two courses from Group I
- Four courses beyond the 10200-level in a foreign language department. (One of the four courses may be in translation. When department offerings allow, at least two should be from Group II or III.)
- Two courses from national literatures other than the four courses beyond the 10200-level above. (These may be selected from Groups II and III.)
- Three electives, selected from Groups I, II, and III and/or from beyond the 10200-level in a foreign language.
- Junior Independent Study: CMLT 40100
- Senior Independent Study: CMLT 45100
- Senior Independent Study: CMLT 45200

Minor in Comparative Literature

Consists of six courses:

- Three courses from Group I
- Three courses from Groups II and III

Special Notes

- CMLT 40100, 45100, and 45200 will all involve projects of a comparative character; the student may select an adviser from any of the departments that participate in the program; the project must be approved by the chair of the Comparative Literature Curriculum Committee by the end of the second week of the semester in which the student is enrolled in CMLT 40100 and 45100.
- Courses applied toward a Comparative Literature major may not be taken on an S/NC basis.
- Only grades of C- or better are accepted for the major or minor.

COMPARATIVE LITERATURE COURSES

Group I: COMPARATIVE COURSES

ENGL 12000-12012. INVESTIGATIONS IN LITERARY AND CULTURAL STUDIES (Comparative Emphasis) [AH]

CMLT 22000. THEORY AND PRACTICE OF TRANSLATION

Taught in English. This is primarily a theory course in translation studies with practical application. We will think carefully and critically about both the process and reception of translation, and cover a variety of approaches to help us better analyze, read, and perform translations. The class will examine major approaches to translation, including: the process of translation, especially literary translation; the science of translation, including functional approaches; descriptive translation studies; deconstruction; and postcolonial theories of both cultural and linguistic translation. We will read, analyze, and respond to a variety of translation theories and experiment with short translation assignments in which we apply the theoretical frameworks. The final project for this course is a paper in which the students develop their own translation method based on the theories we have read during the semester. *Alternate years. Not offered 2011-2012. [C, AH]*

CMLT 22200. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM (Classical Studies, Film Studies)

What do we mean when we say that one work “influences” another, or that a later work is “derived from” an earlier one? This course will study a number of twentieth-century works that draw on the classical tradition (myth, literature, history, ritual) for their content, form, or thematic concerns within the framework of contemporary critical theory: e.g., narrative analysis, anthropological criticism, theories of intertextuality. The course will attempt to appreciate how these modern works function as readings of their ancient models, and how these models are fundamentally rewritten in being translated into a different social, historical, and intellectual context. Modern works will be drawn from a range of national and ethnic traditions, and may include drama by O’Neill, Elliot, Sartre, Anouilh, Albee, Stoppard; fiction by Joyce, Gide, Camus, Kafka, Kazantzakis, Renault, Wolf; films by Cocteau, Camus, Pasolini, Fellini, and Cacoyannis. *Alternate Years. Not offered 2011-2012. [W, AH]*

CMLT 23000. COMPARATIVE SEXUAL POETICS (Women’s, Gender and Sexuality Studies)

An exploration within the framework of contemporary feminist theory of notions of gender-specific culture, aesthetics, and language. Extensive comparison of similar texts of men and women writers to test the validity of key theoretical assumptions. Readings from multiple genres and national literatures to allow analysis of differences attributable to gender, culture, and textual context. Comparative pairings may include the following: García Márquez and Allende; Sartre and Beauvoir; Whitman and Dickinson; Von Trotta and Schloendorff; Bâ and Laye; Montaigne and Woolf; Miller and Nin; Hellman and Hammett. *Alternate years. Not offered 2011-2012. [W, AH]*

CMLT 23200. MODERN COMPARATIVE DRAMA

A presentation of modern dramatic theories and their implications in the form, themes, and techniques of modern dramatic literature. Inquiries into the specific philosophical, literary, and thematic issues of modern dramaturgy as evidenced in metatheatre; epic theatre; existentialist theatre; the theatre of the absurd; social, political, and feminist theatre. Readings from multiple national literatures to include England, France, Germany, Italy, Spain, and the USA. *Alternate years. Not offered 2011-2012. [C, AH]*

CMLT 23600. COMPARATIVE FILM STUDIES (Film Studies)

A special topics course focusing on various aspects of film history, theory, or analysis. Introduction to basic concepts and skills necessary for the exploration of technical, stylistic, narrative, and ideological articulation in cinema. Possible categories of inquiry include national cinemas, genres (film noir, melodrama, etc.), representation and spectatorship, feminist cinema, African American film; documentary, political cinema, the avant garde, experimental film, etc. Extensive readings of theory and criticism as well as regular film screenings. *Alternate years. Spring 2012. [C, AH]*

CMLT 24800: THE PERILS OF ROMANTICISM: NINETEENTH CENTURY EUROPEAN LITERATURE (German Studies, Russian Studies)

This course will examine some of the major issues that arose from European Romanticism (German, French, English and Russian) – the rebellion against rationalism, new notions of selfhood and individuality, the rejection of traditional morality and models of authority, and the longing for a reintegration with nature. We will study these questions in the works of major nineteenth-century authors, and we will consider the commentaries of some twentieth-century artists, philosophers and critics on this period. The goal will be to understand how European writers engaged in a complex cross-cultural intellectual dialogue not simply on a discursive level but through the use of symbolic, dramatic and formal paradigms. Authors include Goethe, Hoffman, Shelley, Flaubert, Maupassant, Dostoevsky, Tolstoy, Chekhov, and Thomas Mann. Supplementary selections of philosophy will be provided – from Rousseau and Schlegel to Simone Weil and Hannah Arendt. *Every three years. Not offered 2011-2012. [C, AH]*

CMLT 29000. SEMINAR IN COMPARATIVE STUDIES (some sections cross-listed with **Classical Studies**)
An advanced seminar offering in-depth study of selected issues in comparative literature. Although the topic will vary, the course will include an exploration of current theories and methodologies of textual and contextual comparison. Focus may involve comparative studies of particular texts, genres, or historical periods, or address broader questions of ideology, aesthetics, influence, or language within a comparative framework. Topics announced in advance by faculty member teaching the course. *Prerequisite: ENGL 12000-12012 or permission of the instructor. Fall 2011.*

Group II: NATIONAL LITERATURE IN TRANSLATION

CHINESE STUDIES

- CHIN 22000. **REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA** [C, AH]
- CHIN 22200. **WOMEN IN CHINESE LITERATURE** [C, AH]
- CHIN 22300. **CHINESE CINEMA AS TRANSLATION OF CULTURES** [C, AH]

CLASSICAL STUDIES

- AMST 22000. **MYTHOLOGY OF THE ANCIENT WORLD** [AH]
- AMST 22100. **ANCIENT THEATER: TRAGEDY AND COMEDY** [AH]
- AMST 22300. **GENDER AND SEXUALITY IN CLASSICAL ANTIQUITY** [AH]

FRENCH

- FREN 25300. **TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM**

GERMAN STUDIES

- GRMN 22700. **GERMAN LITERATURE IN TRANSLATION**
- GRMN 22800. **TOPICS IN GERMAN SOCIETY AND CULTURE (GERMAN FILM AND SOCIETY)** [C]

RUSSIAN STUDIES

- RUSS 21000. **RUSSIAN CIVILIZATION: FROM FOLKLORE TO PHILOSOPHY** [W, C, AH]
- RUSS 22000. **RUSSIAN CULTURE THROUGH FILM** [C, AH]
- RUSS 23000. **RUSSIAN DRAMA PRACTICUM** [C, AH]
- RUSS 25000. **RUSSIAN LITERATURE IN THE AGE OF DOSTOEVSKY AND TOLSTOY** [C, AH]
- RUSS 26000. **THE ARTIST AND THE TYRANT: TWENTIETH-CENTURY RUSSIAN LITERATURE** [C, AH]

SPANISH

- SPAN 21200. **LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN** [C, AH]
- SPAN 21300. **U.S. LATINO LITERATURES AND CULTURES** [C, AH]
- SPAN 28000. **HISPANIC FILM** [C, AH]
- SPAN 39900. **DON QUIXOTE: METAFICTION AND THE DAWNING OF THE MODERN NOVEL** [C, AH]

Group III: NATIONAL LITERATURE IN THE ORIGINAL

CLASSICAL STUDIES

- GRK 20000. **SEMINAR IN GREEK LITERATURE (INTERMEDIATE I)** [AH]
- GRK 25000. **SEMINAR IN GREEK LITERATURE (INTERMEDIATE II)** [AH]
- GRK 30000. **SEMINAR IN GREEK LITERATURE (ADVANCED I)** [AH]
- GRK 35000. **SEMINAR IN GREEK LITERATURE (ADVANCED II)** [AH]
- LAT 20000. **SEMINAR IN LATIN LITERATURE (INTERMEDIATE I)** [AH]
- LAT 25000. **SEMINAR IN LATIN LITERATURE (INTERMEDIATE II)** [AH]
- LAT 30000. **SEMINAR IN LATIN LITERATURE (ADVANCED I)** [AH]
- LAT 35000. **SEMINAR IN LATIN LITERATURE (ADVANCED II)** [AH]

ENGLISH

- ENGL 21000. **GENDER, RACE, AND ETHNICITY** [AH]
- ENGL 22000. **WRITERS** [AH]
- ENGL 23000. **HISTORY** [AH]

Comparative Literature

- ENGL 24000. TEXTUAL FORMATION [AH]
- ENGL 25000. READERS' RESPONSES TO TEXTS [AH]
- ENGL 30000-30007. SPECIAL TOPICS IN LITERARY STUDIES [AH]

FRENCH

- FREN 22000. INTRODUCTION TO FRANCOPHONE TEXTS [C, AH]
- FREN 23000-23004. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY
- FREN 23500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA [C]
- FREN 32000. STUDIES IN THE MIDDLE AGES AND THE RENAISSANCE
- FREN 32200. STUDIES IN THE SEVENTEENTH CENTURY
- FREN 32400. STUDIES IN THE EIGHTEENTH CENTURY [C, AH]
- FREN 32800. STUDIES IN THE NINETEENTH CENTURY
- FREN 32900. STUDIES IN THE TWENTIETH CENTURY [C, AH]

GERMAN STUDIES

- GRMN 26000. KULTURKUNDE: INTRODUCTION TO GERMAN STUDIES [W, C, AH]
- GRMN 30000. MAJOR EPOCHS OF GERMAN LITERATURE AND CULTURE
- GRMN 32000. MAJOR AUTHORS IN GERMAN LITERATURE AND CULTURE
- GRMN 33000. GENRES OF GERMAN LITERATURE AND CULTURE [C]
- GRMN 34000. MAJOR THEMES IN GERMAN LITERATURE AND CULTURE
[Depending on the topic, C, AH]

SPANISH

- SPAN 21100. INTERMEDIATE SEMINAR: SPECIAL TOPICS IN HISPANIC LANGUAGE, LITERATURE, & CULTURE *[Depending on the topic, C, AH]*
- SPAN 24700. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH PENINSULAR WRITERS
[C, AH]
- SPAN 24800. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH AMERICAN WRITERS
[C, AH]
- SPAN 30100. CERVANTES: DON QUIXOTE [C, AH]
- SPAN 30200. GOLDEN AGE LITERATURE [C, AH]
- SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL [C, AH]
- SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE [C, AH]

INDEPENDENT STUDY

CMLT 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

CMLT 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

CMLT 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: CMLT 40100.*

CMLT 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CMLT 45100.*

COMPUTER SCIENCE

Pamela Pierce (Mathematics), Chair

Denise Byrnes

James Daehn

Sofia Visa

Computer Science is more than just programming. It is the study of computer programs, abstract models of computers, and the many applications of computing. Computer Science combines elements of mathematics, philosophy, languages, and natural science. Although computing technology is continuously changing, the core skills required to practice Computer Science remain the same: problem solving, abstract thinking, and independent learning.

The mission of the Computer Science program is to educate students in the theoretical foundation of the discipline and its creative application to the solution of complex problems, and to prepare students to learn independently in a discipline that is constantly changing. Supported by a liberal arts education, the program seeks to develop students who are sensitive to the wide range of social concerns influenced by the discipline and are articulate in expression of their ideas and actions. Students successfully completing the Computer Science major should have the computer science background and the mathematical maturity needed to enter a graduate program in Computer Science or to take an entry-level position in a computing-related field.

As computing is increasingly applied to other fields, students in the natural sciences, business and economics, and other majors may benefit from a minor or double major in Computer Science.

Major in Computer Science

Consists of thirteen courses:

- CSCI 15100
- CSCI 15200
- One of the following courses: MATH 10800 or 11100
- One of the following courses: MATH 12300 or 22300
- CSCI 25100
- CSCI 25200
- CSCI 25300
- One of the following courses: MATH 21100 or 24100
- CSCI 35100
- Two elective full-credit Computer Science courses numbered above 35100
- Junior Independent Study: See note below
- Senior Independent Study: CSCI 45100
- Senior Independent Study: CSCI 45200

Minor in Computer Science

Consists of eight courses:

- CSCI 15100
- CSCI 15200
- One of the following courses: MATH 10800 or 11100
- One of the following courses: MATH 12300 or 22300
- CSCI 25100
- Three elective full-credit Computer Science courses at the 200-level or above

Special Notes

- **Junior Independent Study:** The College requirement of a third unit of Independent Study is satisfied through the independent work done as part of the courses numbered above 20000, which are taken to fulfill the requirements of the major.
- **Advanced Placement:** At most two courses of advanced placement may be counted toward a major or minor. Advanced placement of one or two courses in Computer Science is available to students who have taken the Advanced Placement Examination or an equivalent furnished by the Department of Mathematics and Computer Science. Students are urged to take the AP Examination for this purpose when possible. The decision about granting such placement and its amount is made by the Department of Mathematics and Computer Science after the student has consulted with the chairperson. Normally a minimum score of 4 on the examination is necessary, but such a score alone does not guarantee advanced placement. A student placed in CSCI 15200 will receive one course credit; two course credits will be granted if the student is placed in a course above the level of CSCI 15200. The advanced placement policy of the College is explained in the section on *Admission*.
- Students are given a recommended placement in Computer Science based upon their high school record, their performance on the SAT and/or ACT, and their performance on a mathematics placement exam administered by the department during Summer registration.
- Majors are encouraged to take related courses in physics, mathematics, economics, and philosophy.
- The laboratory and classroom components are closely integrated in Computer Science courses with a laboratory and must therefore be taken concurrently. The course grade and the laboratory grade are identical and are based on performance in both components; the relative weight of the two components is stated in each course syllabus.
- *Connecting Art and Computer Science*, CSCI 19900, is designed specifically for students wanting a course in Computer Science to partially fulfill the College's Learning Across the Disciplines requirements. CSCI 15100 is not recommended for these requirements.
- Those students who are oriented toward the application of the computer to a specific professional objective, such as industrial or business management, medicine, engineering, computational natural science, or law, should consider a Computer Science minor or double major in consultation with the adviser for those programs.
- Combined programs of liberal arts and engineering are available. (See *Pre-Professional and Dual Degree Programs: Pre-Engineering*.)
- Only grades of C- or better are acceptable in courses for the major or minor.

COMPUTER SCIENCE COURSES

CSCI 11000. INTRODUCTION TO COMPUTER SCIENCE

This course examines the fundamental differences between problem solving in computer science and problem solving in other disciplines. How has computing evolved since its inception? How do computers store information? How do computers communicate? What is artificial intelligence? How do computing and society interact? This course also introduces problem solving with computer programming. *Annually. Not offered 2011-2012.*
[MNS]

CSCI 15100. COMPUTER PROGRAMMING I

The Java programming language is introduced in this course. Java language constructs such as variables, sequential statements, if-else, loops, classes/objects and methods are examined in relation to general problem

solving strategies. Algorithmic techniques such as searching and sorting are covered. Upon completion of the course, students should be able to design, code, test, and debug at a beginning level. *Prerequisite: Departmental approval, as determined by performance on mathematics placement exam. Annually. Fall and Spring. [MNS]*

CSCI 15200. COMPUTER PROGRAMMING II

Building on the basic programming skills developed in CS 151, this course adds tools to the programmer's repertoire to solve more complex problems using the C++ programming language. It introduces classic data structures used to store collections of data efficiently. It further develops software-engineering practices—including testing, documentation, and object-oriented programming—that aid in the construction of large programs. *Prerequisite: CSCI 15100. Annually. Fall and Spring. [MNS]*

CSCI 19900. CONNECTING ART AND COMPUTER SCIENCE – ANIMATIONS, GAMING AND 3-D VIRTUAL WORLDS

Fundamentally, Computer Science is about the application of computation to the solution of problems. Often these problems span multiple disciplines, requiring teams that bring diverse perspectives to the problem and its solution. This course explores some of the connections between two quite different disciplines, art and computer science, in the context of animation, computer games, and three-dimensional virtual worlds. In the process the student will gain insights into the basics of computing and software design, the importance of being able to communicate ideas clearly, and how to work collaboratively. *Fall 2011.*

CSCI 25100. PRINCIPLES OF COMPUTER ORGANIZATION

This course provides an overview of computer systems design and architecture, and machine language. Topics include: instruction set design, register transfers, data-path design, pipelining, controller design, memory systems, addressing techniques, microprogramming, computer arithmetic. A survey of popular computer systems and microprocessors reinforce how real computer systems are designed. *Prerequisite: CSCI 15200. Annually. Fall 2011.*

CSCI 25200. ALGORITHMS

This course covers standard and advanced algorithms for problem solving in computer science. Brute force, recursion, greedy strategies and dynamic programming techniques are applied to real world problems. Time-space analysis is performed for various algorithm and data structure pairings. The limitations of algorithms are also studied in the context of NP-completeness. *Prerequisite: CSCI 15200 and MATH 12300, 21100, or 22300. Annually. Spring 2012.*

CSCI 25300. THEORY OF COMPUTATION

The theory of abstract machines and formal languages is introduced in this course. Computability by finite automata, pushdown automata and Turing machines is examined and related to pattern matching, lexical analysis, compilation and programming for digital computer systems. Proofs by induction, construction, contradiction and reduction are used to formalize computability theory and the limitations of computing. *Prerequisite: CSCI 15200 and MATH 12300 or 22300. Alternate years. Spring 2012.*

CSCI 27900. PROBLEM SEMINAR

This course provides the opportunity for students to practice solving challenging computer science problems. Typically, this is for those students intending to prepare for the ACM programming contest in which the College participates. The ACM contest is the culmination of this course. (.25 course credit) S/NC course. May be taken more than once. *Prerequisite: CSCI 15100. Annually. Fall 2011.*

CSCI 30900-30905. SPECIAL TOPICS

The content and prerequisites of this course vary according to the topic chosen. The course is available at irregular intervals when there is a need for a special topic. Past topics include Software Quality, Parallel and Distributed Computing, and Web Programming. (Variable course credit) *Prerequisite: Permission of the instructor.*

CSCI 35100. PROGRAMMING LANGUAGE THEORY AND COMPILER CONSTRUCTION

This course examines programming languages and the use of compilers to translate from high-level languages to machine languages. We use formalisms to describe the syntax and semantics of imperative languages. We explore alternative language paradigms. We examine the algorithms and data structures used in compiler implementation. CSCI 25200 is recommended. *Prerequisite: CSCI 25100. Annually. Not offered 2011-2012.*

CSCI 35300. OPERATING SYSTEMS

An Operating System acts as an interface between the application and hardware layer of a computer system. In this course we examine how operating systems manage computing resources such as the memory hierarchy, file system, program runtime environment and peripheral devices. Several popular operating systems are examined as case studies. *Prerequisite: CSCI 25100. Alternate years. Spring. Not offered 2011-2012.*

CSCI 35400. FILE AND DATABASE SYSTEMS

This course provides an overview of general database topics that are relevant to any database management system. These topics include: database design (data modeling, entity-relationship modeling, relational data models, normal forms), the use of database management systems for application development (SQL query language and relational algebra), transaction processing and storage, and indexing principles. The students practice on modern database systems such as Oracle, MySQL or SQL Server. In addition, students develop a web database application. At the end of this course students will be able to design and implement a database, to query a database using SQL, and to write stored procedures to access and interact with databases. *Prerequisite:* CSCI 25200. *Alternate years. Not offered 2011-2012.*

CSCI 35600. COMPUTER GRAPHICS

This course explores the theory and application of computer graphics through the evolution of graphics algorithms and rendering hardware. Topics include 2-D and 3-D transformations and projections, illumination models, texture mapping, animation techniques, user interfaces, and rendering algorithms. Group projects, lab assignments and in class activities expose students to the practical problems inherent in computer graphics programming. *Prerequisite:* CSCI 15200 and MATH 21100. *Alternate years. Fall 2011.*

CSCI 35700. MACHINE INTELLIGENCE

This course is a hands-on introduction to machine learning and artificial intelligence. The main question addressed is: How can we design good computer algorithms that improve automatically through experience (e.g. similar to the way humans learn)? Multiple machine learning models are examined. The goal of the course is that students begin to understand some of the issues and challenges facing machine learning while being exposed to the pragmatics of implementing machine learning systems in Matlab. *Prerequisites:* CSCI 15200 and MATH 21100. *Alternate years. Not offered 2011-2012.*

CSCI 40000. TUTORIAL

This course is given for topics not normally covered in regular courses. *Prerequisite:* CSCI 25200; the approval of both the supervising faculty member and the chairperson is required prior to registration.

CSCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite:* CSCI 25200.

CSCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite:* CSCI 45100.

EAST ASIAN STUDIES

CURRICULUM COMMITTEE:

Mark Graham (Religious Studies), Chair

David Gedalecia (History)

Setsuko Matsuzawa (Sociology)

Rujie Wang (Chinese)

The East Asian Studies major and minor are offered through the interdepartmental program in East Asian Studies (which also offers the Chinese Studies major and minor). Eight faculty members from five departments (six disciplinary areas) contribute to the multidisciplinary approach to East Asian Studies. The East Asian Studies major and minor focus on developing an integrated multidisciplinary understanding of the diverse but related historical and cultural traditions of East Asia, starting with a foundation in Chinese language and history, and extending that focus across the East Asian region to Japan, and across multiple disciplinary approaches to understanding China, Japan, and East Asia, broadly. This approach to the East Asian Studies major and minor recognizes the diversity of cultural and national traditions

that exist across this region, but at the same time helps foster an understanding of the common cultural and historical concerns that make “East Asia” a coherent focus of study. Given the complexity of histories and traditions in this region of the world, the East Asian Studies major and minor requires multidisciplinary study with a core orientation in history and language, and off-campus study in an East Asian country as part of the curriculum. Our expectation is that the East Asian Studies major will be appropriate for students who seek a broad-based study of East Asia, including course work focused on China and Japan, and who are interested in off-campus study in a Wooster-endorsed program either in Japan, or in a broad-based East Asian Studies program in China. Students whose studies are focused exclusively on China, including off-campus study in China, should consult the Chinese Studies major.

Major in East Asian Studies

Consists of eleven courses:

- CHIN 20100
- One elective Chinese course at the 200- or 300-level
- HIST 20000
- HIST 20100
- One of the following courses: HIST 10100-10176 (when China-focused), 23700, SOC 21900, PHIL 23000, 23200, or RELS 21600
- HIST 20600
- RELS 22000
- ANTH 23100
- Junior Independent Study: EAST 40100
- Senior Independent Study: EAST 45100
- Senior Independent Study: EAST 45200

Minor in East Asian Studies

Consists of six courses:

- CHIN 20100
- Two of the following courses: a Chinese course at the 200- or 300-level, HIST 10100-10176 (when China focused), 20000, 20100, 23700, SOC 21900, RELS 21600
- Two of the following courses: ANTH 23100 (when Japan focused), HIST 20600, RELS 220
- One of the 200- or 300-level cross-listed courses accepted for EAST credit

Special Notes

- **Off-campus Study:** The major and minor in East Asian Studies requires the completion of an approved off-campus study program in an East Asian country (e.g., a program in China or Japan appropriate for this major). Up to three approved transfer credits may count toward the requirements for the major.
- Students who wish to take the maximum number of courses for this major are encouraged to complete additional courses from the options offered in the major requirements.
- Only grades of C- or better are accepted for the major or minor.

EAST ASIAN STUDIES COURSES

EAST 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

EAST 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: EAST 40100.*

EAST 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: EAST 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR EAST ASIAN STUDIES CREDIT**

CHINESE STUDIES

CHIN 20100. INTERMEDIATE CHINESE I [C]

CHIN 20200. INTERMEDIATE CHINESE II [C]

CHIN 22000. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA [C, AH]

CHIN 22200. WOMEN IN CHINESE LITERATURE [C, AH]

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES [C, AH]

CHIN 30100. ADVANCED CHINESE I

CHIN 30200. ADVANCED CHINESE II

CHIN 31100. CHINESE MODERNITY AND FILM

CHIN 31200. CHINA: A CULTURAL PANORAMA

CHIN 40000. TUTORIAL

HISTORY

HIST 10103. INTRODUCTION TO HISTORICAL INVESTIGATION: PERSONALITIES IN
CHINESE HISTORY [W†, some sections count toward C, HSS]

HIST 10105. INTRODUCTION TO HISTORICAL INVESTIGATION: WESTERN TRAVELERS TO
CHINA [W†, some sections count toward C, HSS]

HIST 20000. TRADITIONAL CHINA [C, HSS]

HIST 20100. MODERN CHINA [C, HSS]

HIST 20600. MODERN JAPAN [C, HSS]

HIST 23700. THE UNITED STATES AND CHINA [C, HSS]

PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY [W†, C, AH]

PHIL 23200. CHINESE PHILOSOPHY [C, AH]

RELIGIOUS STUDIES

RELS 21600. CHINESE RELIGIONS [C, R, AH]

RELS 22000. BUDDHISM [C, R, AH]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 23101. PEOPLES AND CULTURES: JAPAN [C, HSS]

SOCI 21900. GLOBALIZATION AND CONTEMPORARY CHINA [C, HSS]

ECONOMICS

James Burnell, Chair

Barbara Burnell

Phillip Mellizo

Amyaz Moledina

John Sell

Lisa Verdon

James Warner

Jingjing Yang

Affirming the mission of the college, the Economics Department enables students and faculty to collaboratively research and understand complex questions from a diversity of economic perspectives. The department uses appropriate theories and empirical methods to foster an active engagement with local and global communities.

The Economics major is an academically challenging program that provides students with a foundation for understanding market-based and alternative societies and the consequences of economic policy for individual and societal behavior. The requirements are designed to provide the student with knowledge of theoretical and applied economics as well as the quantitative methods necessary for graduate study in economics or careers in business, law, or government service. Students who desire a more specifically business-oriented major should consider the major in Business Economics also offered by the Economics Department.

Major in Economics

Consists of fourteen courses:

- ECON 10100
- ECON 11000 (see note below)
- ECON 20100
- ECON 20200
- ECON 21000 (see note below)
- One of the following courses: MATH 10400, 10800, or 11100
- Five elective Economics courses, one of which must be at the 300 level
- Junior Independent Study: ECON 40100
- Senior Independent Study: ECON 45100
- Senior Independent Study: ECON 45200

Minor in Economics

Consists of six courses:

- ECON 10100
- ECON 11000
- ECON 20100
- ECON 20200
- Two 200-level or 300-level Economics courses, except ECON 21000

Special Notes

- MATH 24100 can be substituted for ECON 11000 and MATH 24200 can be substituted for ECON 21000.
- Students who do not place into MATH 10400 or 11100 on the Mathematics placement test should take MATH 10300 or 10700 as soon as possible in their College career to prepare them for MATH 10400 or 10800 and to provide a basis for their Economics courses.

- ECON 10100, ECON 11000, and MATH 10400 should be completed no later than the end of the student's fifth semester. The department recommends that students considering graduate study in Economics enroll in MATH 11100 rather than MATH 10400 and that they also take calculus through MATH 11200.
- The department requires that either ECON 20100 or 20200 be taken prior to enrolling in ECON 40100.
- A maximum of one Business Economics course selected from BUEC 22700, 23000, 25000, 35500, 36500, or 37000 may be counted toward an Economics major, but not a minor.
- Students majoring in Economics are not permitted to take courses in the major on an S/NC basis.
- A grade of C- or better is required for all courses counting toward the major, including the Mathematics course(s). Students receiving a grade below C- in ECON 10100 must retake that course before proceeding to the other Economics courses.

ECONOMICS COURSES

ECON 10100. PRINCIPLES OF ECONOMICS (International Relations, Urban Studies)

An introductory study of the fundamental principles of the operation of the market system, the determination of national income, and the role of money in the economy. The department strongly recommends that students display a mathematics proficiency at the level of MATH 10000 or above before enrolling in ECON 10100. *Annually. Fall and Spring. [Q, HSS]*

ECON 11000. QUANTITATIVE METHODS FOR ECONOMICS AND BUSINESS (International Relations, Urban Studies)

An introduction to analytical decision-making and its role in business and economic policy. The course includes a discussion of the limitations of quantitative methods and illustrates various techniques with computer applications. *Prerequisite: ECON 10100. Annually. Fall and Spring. [Q, HSS]*

ECON 20100. INTERMEDIATE MICROECONOMIC THEORY (International Relations)

The theory of the firm and the industry; the analysis of price determination under market conditions, ranging from pure competition to monopoly; resource allocation. *Prerequisite: ECON 10100, and MATH 10400 (may be taken concurrently), sophomore standing or permission of instructor. Annually. Fall and Spring. [HSS]*

ECON 20200. INTERMEDIATE MACROECONOMIC THEORY (International Relations)

An analysis of the theory of national income determination, employment, and inflation, including a study of the determinants of aggregate demand and aggregate supply. *Prerequisite: ECON 10100, sophomore standing or permission of instructor. Annually. Fall and Spring. [HSS]*

ECON 20500. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT

An analysis of the development of economic thought and method, with emphasis on the philosophical bases and historical context for alternative schools of thought. The course will examine the important characteristics of alternative schools of thought (e.g., Marxist, neoclassical, institutional), and will consider the implications of these alternative schools for economic research and policy. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [W, HSS]*

ECON 21000. APPLIED REGRESSION (International Relations, Urban Studies)

Application of multiple regression analysis to economics. Particular attention is paid to identifying and correcting the violations of the basic model. Consideration of special topics, including time series analysis, limited dependent variables, and simultaneous models. *Prerequisite: ECON 11000. Annually. Fall and Spring.*

ECON 23200. LABOR ECONOMICS

An application of economic theory to the labor market, with particular emphasis on the U.S. labor market. Topics include: labor demand, labor supply, human capital theory, theories of labor market discrimination, unions, and inequality in earnings. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [HSS]*

ECON 24000. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (Environmental Studies)

An examination of the economic use of natural resources in society: the economic implications of finite resource supplies, renewable resource supplies, and the use of environmental resources with consideration of policy options regarding optimal resource use. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [HSS]*

ECON 24500. ECONOMICS OF GENDER (Women's, Gender, and Sexuality Studies)

An investigation of the relationships between economic institutions (e.g., labor force, family, and government) and the role of women in our society, and the implications of the changing role of women for institutional change. Focus on the way traditional tools of economic analysis have been used to address issues that affect women's economic status, and on feminist critiques of these methods. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [HSS]*

ECON 25100. INTERNATIONAL TRADE (International Relations)

An examination of the basis for international trade. Evaluation of the distributional effects of trade and alternative trade policies. Analysis of free trade areas and economic integration, including the European Union and NAFTA. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [HSS]*

ECON 25400. ECONOMIC DEVELOPMENT (International Relations)

This course will introduce students to the various economic schools of thought concerning the process of economic development. Traditionally economic development has been associated with increasing GDP per capita but this vision has broadened to incorporate, marxists, humanists, gender-aware economists, environmentalists, economic geographers, as well as mainstream neo-classical economists. A political economy approach that incorporates political, social, as well as economic factors affecting development will be the main focus of the course. *Prerequisite: ECON 10100. Annually. Fall. [HSS]*

ECON 26100. URBAN ECONOMICS (Urban Studies)

An analysis of economic activity in the spatial context of urban areas from the perspective of inefficient resource allocation resulting from externalities; theories of industrial location, land use, housing markets; application of models to urban problems of growth, land use, slums, ghettos, transportation, pollution, and local government, etc., with consideration of alternative policy options. *Prerequisite: ECON 10100. Annually. Spring. [HSS]*

ECON 26300. LAW AND ECONOMICS

An examination of law and legal institutions from the perspective of economics. Economics is used to explain aspects of common and statute law, and legal cases illustrate economic concepts. *Prerequisite: ECON 10100. Alternate years. Not offered 2011-2012. [HSS]*

ECON 26800. HEALTH ECONOMICS

An application of economic theory to the market for medical care and health insurance. Other topics include the role of government in these markets, health care reform, and international comparison of health care systems. *Prerequisite: ECON 10100. Alternate years. Fall 2011. [HSS]*

ECON 29900. Special Topics in Economics

A course designed to explore an application of economic analysis to a contemporary economic issue. *Prerequisite: ECON 10100.*

ECON 31000. INTRODUCTION TO ECONOMETRICS

A discussion of the mathematical and theoretical foundations of the classical linear regression model and extensions of that model. *Prerequisite: ECON 21000. Alternate years. Not offered 2011-2012.*

ECON 31500. PUBLIC FINANCE

An investigation of the economics of the public sector to determine an optimum level and structure of the revenues and expenditures of government; includes the relation between government and the private sector, the theory of public goods and collective decision-making, cost-benefit analysis, the structure and economic effects of various taxes, and inter-governmental relations among federal, state, and local governments. *Prerequisite: ECON 20100.*

ECON 32000. INDUSTRIAL ORGANIZATION

An application of microeconomic theory to firms and industries. Topics include market structure, pricing practices, advertising, antitrust, and public policy. *Prerequisite: ECON 20100. Alternate years. Spring 2012.*

ECON 32500. AGENCY IN ECONOMICS

This course surveys how economists have studied and conceptualized individual and group agency—or the capacity for human beings to make choices and to impose those choices on the world around them. Topics examining the main insights from Classical, Evolutionary, Behavioral, and Experimental Game Theory are explored. Additional topics survey the principle findings and implications of Behavioral Economics, Neuroeconomics, and Behavioral Finance for Economics and related social sciences. *Prerequisite: ECON 20100. Alternate years. Fall 2011.*

ECON 33500. MONETARY ECONOMICS

The role of money and the nature of the Federal Reserve's management of the monetary system are examined

Education

in the context of the U.S. financial system and economy. Topics include the term structure of interest rates, economic effects of banking regulations, formulation and execution of monetary policy, and transmission channels through which monetary policy affects employment and inflation. *Prerequisite: ECON 20200. Not offered 2011-2012.*

ECON 35000. INTERNATIONAL FINANCE (International Relations)

An analysis of the international financial system and policy issues related to world economic interdependence. Topics include exchange rate determination, balance of payments adjustments, monetary and fiscal policies in the open economy. European Monetary Union and issues of development and transition are also included. *Prerequisite: ECON 20200. Alternate years. Spring 2012.*

ECON 39900. SPECIAL TOPICS IN ADVANCED ECONOMIC ANALYSIS

A seminar designed for the advanced major. Topics will reflect new developments in the economics discipline. *Prerequisite: ECON 20100 and/or ECON 20200.*

ECON 40100. INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. *Prerequisite: ECON 11000, either ECON 20100 or ECON 20200, and ECON 21000 (may be taken concurrently). Annually. Spring.*

ECON 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ECON 40100.*

ECON 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ECON 45100.*

EDUCATION

Megan Wereley, Chair

Matthew Broda

Terri Mason

Alison Schmidt

The Department of Education offers a teacher preparation program that leads to an Ohio, initial, four-year Resident Educator teaching license. Education is not a major at Wooster. Instead, students simultaneously pursue an academic major in a department or program while completing all of the coursework required for the Ohio teaching license.

The Department of Education provides opportunities for its teacher candidates to learn and teach within a liberal arts environment that values independence, leadership, inquiry, and tradition. The teacher education program prepares reflective and competent educators for work in classrooms, schools, and a variety of educational communities.

The Department recognizes that this preparation is provided in collaboration with all academic programs at Wooster. Throughout the teacher preparation program, students are immersed in hands-on, one-on-one experiences with classroom teachers, college faculty, and students. The Department emphasizes the importance of effective writing, speaking, and interpersonal skills and strives to encourage its graduates to become educational leaders in a complex and global society.

Minor in Education

Consists of six courses:

- EDUC 10000
- One of the following courses: PSYC 11000 or 32700

- One of the following courses: EDUC 23100 or 25100
- One of the following courses: EDUC 20000 or 30000
- Two of the following courses: AFST 10000, COMM 14500, 15200, EDUC 26500, ENGL 25000, HIST 11500, PHIL 22300, SOAN 20100, SOCI 20900 or 21400

Special Notes:

- Students may earn a teaching license through the Department of Education with or without a minor.
- Only grades of C- or better are accepted for the minor.

DEPARTMENTAL STANDARDS FOR THE TEACHING PROFESSION

The following seven standards for the teaching profession reflect a connection between the goals of Wooster's teacher education program and the Ohio Standards for the Teaching Professions. Listed below is a brief explanation of what the Department expects teacher licensure candidates to achieve by the end of the teacher education program:

- **Student Learning:** Candidates understand student learning and development and respect the diversity of students they will teach.
- **Content Knowledge:** Candidates know and understand the content area for which they will have instructional responsibility.
- **Assessment:** Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
- **Instruction:** Candidates plan and deliver effective instruction that advances the learning of each individual student.
- **Learning Environment:** Candidates create learning environments that promote high levels of learning and achievements for all students.
- **Collaboration and Communication:** Candidates collaborate and communicate with students, parents, families, and other educators, administrators, and the community to support student learning.
- **Professional Responsibility, Growth, and Reflection:** Through reflection, candidates assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

LICENSURE AREAS:

At Wooster, students can pursue a teaching license in one of the following areas:

Early Childhood*

Grades preK–3
Ages 3–8

Adolescent to Young Adult

Grades 7–12
Ages 12–21

Multi-Age

Grades preK–12
Ages 3–21

Areas of Specialty:

Integrated Language Arts (English major)
Integrated Mathematics (Mathematics major)
Integrated Social Studies (usually History major)

Area of Specialty:

Music

*Early Childhood licensure candidates may also seek the *Grades 4/5 Endorsement* after completing the additional required coursework.

One hundred percent of Wooster graduates seeking the initial and/or Resident Educator Ohio teaching license passed the required Praxis II examinations during the past three academic years.

REQUIRED COURSES FOR LICENSURE:

Early Childhood Education (Grades preK-3, Ages 3-8)

- EDUC 10000, 11000, 14000, 20000, 21000, 23100, 26000, 26500, 31000, 49000, 49100, 49200
- COMM 14500
- PSYCH 11000 or 32700

Adolescent to Young Adult Education (Grades 7-12, Ages 12-21)

- EDUC 10000, 12000, 25100, 30000, 32000, 49300, 49400, 49500
- PSYCH 11000 or 32700

For specific content courses, see *Teacher Education at the College of Wooster: A Supplement to the Catalogue* (which can be found at the following website: www3.wooster.edu/education/current/forms.html).

Multi-Age Education: Music Education (Grades preK-12, Ages 3-21)

See Music Education under *MUSIC*.

EDUCATION COURSES

EDUC 10000. INTRODUCTION TO EDUCATION

This is a survey course that addresses a variety of topics that include: history of education; diversity of learners; societal changes; educational philosophy; instructional technology; school organization; family and community involvement; cultural diversity; differentiation; lesson planning; and professional development. The course includes a 50-hour supervised field placement in the appropriate content area in a local school. Enrollment in this course is typically limited to sophomores and second-semester first year students. (1.25 course credits) *Annually, Fall and Spring.*

EDUC 11000. USING PHONICS TO TEACH READING AND DEVELOP LITERACY (Communication)

In this course students explore techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into sounds they represent and meaningful units. Emphasis is placed on the following topics: technology-related resources; the nature and role of word recognition; multiple literacies; methods and rationale for the instruction of phonemic awareness; fluency and vocabulary; instructional strategies for using children's literature; diversity; differentiation; decoding; spelling; and word recognition. This class includes a series of focused observations in various early childhood classrooms. *Annually, Fall.*

EDUC 12000. CONTENT AREA READING

In this course students consider and examine the research and reading strategies used when teaching content in grades 7-12. Emphasis is placed on the following topics: diversity of learners; needs of struggling readers; developing effective strategies; reflection; ESL/ELL learners; instructional technology; differentiation; assessment; and cooperative and collaborative learning. Students observe teachers using content area reading teaching strategies. (.5 course credit) *Prerequisite: EDUC 10000. Annually, Spring.*

EDUC 14000. INTERDISCIPLINARY FINE ARTS IN THE EARLY CHILDHOOD YEARS

This course is designed to help students explore developmentally appropriate practice and curriculum design and implementation within the areas of art, music, drama, and movement. Students examine lesson planning, assessment, instructional technology, community organizations that support the arts, instructional strategies, developmentally appropriate practice, diversity, differentiation, interdisciplinary planning, teaching and learning, and program organization and classroom management available to meet the needs of all learners within the area of fine arts. Several observations and hands-on clinics sponsored by a local community arts center are required in this course. *Annually, Spring.*

EDUC 19900. FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

This course is focused on preparing students with an interest in designing learning experiences within various spheres of environmental studies and education. Students will be given opportunities to think about and design environmental education experiences for a wide range of settings - classrooms, camps, nature centers, and beyond. This course will explore core components of environmental education including: its foundations, environmental literacy, planning and implementing of environmental education curricula, assessment and evaluation, and the fostering of learning in environmental education settings.

EDUC 20000. TEACHING CHILDREN WITH SPECIAL NEEDS (Communication)

This course is designed to explore the federal government's exceptionalities categories and special education

models currently used in schools. Emphasis is placed on the following topics: laws governing special education; research-to-practice gap; disproportionate representation in special needs classrooms; impact of ELL/ESL; at risk students; collaborations with colleagues and students' families; instructional differentiation; early intervention; problem-solving; writing and interpreting the I.E.P.; and cultural diversity. The course includes a 20-hour field placement within a special needs classroom. *Annually. Fall and Spring.*

EDUC 21000. THEORY AND PRACTICE IN TEACHING READING

This is a comprehensive course that introduces students to the theory and practice of acquiring literacy and developing instructional strategies for teaching reading in early childhood settings. Some course topics include: theoretical and methodological approaches; diagnostic and organizational techniques; writing; new and multiple literacies; assessment; teaching comprehension, vocabulary, phonemics awareness, writing, and working with words; content area reading; children's literature; ESL/ELL learners; differentiation; teaching diverse populations; instructional technology; the role of family and community; and classroom environment. This course includes a 50-hour supervised field experience in a reading/literacy-related classroom. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 23100. INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

This course introduces students to the theory and practice which drives current early childhood education. Designed to present an exploration of an integrated and developmentally appropriate curriculum and the implementation of that curriculum, the course provides opportunities to examine many topics related to early childhood education. A 50-hour supervised field experience in an appropriate educational setting provides exposure to a diverse student population, instructional technology in an array of social service agencies, the early childhood profession, and a variety of curriculum guidelines and expectations. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Fall.*

EDUC 24100. INTRODUCTION TO MIDDLE CHILDHOOD EDUCATION

This course introduces students to middle level education and addresses the following topics: knowledge and pedagogy in middle childhood settings; the nature of early adolescence; the needs and development of the young adolescent; assessment; middle school philosophy and organization; instructional technology; differentiation; the role of family and community; and the ways in which a young adolescent fits into the school context. A 50-hour supervised field experience in grades 4 or 5 is required. (1.25 course credits) *Prerequisite: EDUC 10000. Alternate years. Fall 2011.*

EDUC 24200. CURRICULUM STUDIES IN THE UPPER ELEMENTARY YEARS

In this course students review and use the research that informs instructional practice in curriculum and academic content standards in the upper elementary school grades. Students use these standards to design and assess instructional materials and strategies used to teach science, social studies, mathematics, language arts, fine arts, and technology in the upper elementary grades. In addition, students consider the challenges of teaching all learners, including ESL/ELL, diverse learners, and special needs students. (1.25 course credits) *Prerequisite: EDUC 10000. Alternate years. Not offered 2011-2012.*

EDUC 25100. INTRODUCTION TO ADOLESCENT AND YOUNG ADULT EDUCATION

This course is designed to introduce students to teaching at the adolescent to young adult level, grades 7-12. Emphasis is placed on the following topics: evidence-based learning; instructional technology; curriculum models; learning theories; instructional planning; assessment; motivation; the role of family and community; accountability; classroom management; and strategies for meeting the needs of all learners. A 50-hour supervised field experience in a local 7-12 classroom appropriate to the area of licensure is required. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Fall. [W]*

EDUC 26000. CURRICULUM: MATH/SCIENCE/SOCIAL STUDIES IN THE EARLY CHILDHOOD YEARS

This course is designed to help students examine curriculum and instruction in the areas of math, science, health, safety, and nutrition in the early childhood years. Topics include: developmentally appropriate practice; content area reading; content specific teaching and assessment strategies; the role of family and community; differentiation; instructional technology; ESL/ELL learners; and collaborative and cooperative learning. A 50-hour supervised field placement in a content-specific early childhood setting is required. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 26500. SOCIAL AND CULTURAL ENVIRONMENTS IN EARLY CHILDHOOD EDUCATION

This course examines current research that addresses the significance of the home, school, and community on the growth and development of young children. Emphasis is placed on early childhood educators establishing and maintaining collaborative, cooperative programs and activities that involve families of young children. Topics are explored through lecture, readings and discussions, student presentations, small and large group activities, community speakers, community field trips, video presentations, and 10 hours of focused, field-directed experiences. *Annually. Fall. [W, HSS]*

EDUC 30000. ISSUES IN EDUCATION: TEACHING DIVERSE POPULATIONS

This course examines topics relevant to teachers preparing to teach grades 7-12. Topics include: classroom management; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; differentiated instruction; teaching students with disabilities; ESL/ELL learners; content area reading; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform. Guest speakers from local schools and focused observations are integral to the course. *Prerequisite: EDUC 10000, 25100, and MUSC 29000. Annually, Fall.*

EDUC 31000. ASSESSMENT AND INTERVENTION IN TEACHING READING

This course is designed to provide an in-depth exploration of formal and informal assessment and intervention strategies in the early childhood years. Topics include: observation and assessment of reading skills; value-added assessments; diagnosis and remediation of reading difficulties; use of children's literature; multidisciplinary teaching, planning, and evaluation of instructional lessons and units; evaluation of technology tools; implementation of the I.E.P.; use of family-centered assessment; reflective practice; collegial relationships; and professionalism. An "impact on student learning" project is integral to this course and requires both pre- and post- assessments and a 12-week tutoring experience with school-aged children. *Prerequisite: EDUC 10000 and 11000. Annually, Fall.*

EDUC 32000. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED LANGUAGE ARTS, INTEGRATED MATHEMATICS, OR INTEGRATED SOCIAL STUDIES

This course is designed for those students who plan to teach grades 7-12 in either English/Language Arts, Mathematics or the Social Studies. Topics include: curriculum development, content area reading, implementation of Ohio Academic Content Standards and/or the Common Core State Standards; instructional models and methods; issues of diversity; integration of instructional technology and 21st century learning; assessment strategies; and research applications/best practices appropriate to the specified content area. Students will also examine and utilize appropriate professional standards (NCTE, NCTM, or NCSS). A 50-hour supervised field placement in a content-appropriate classroom setting is required. One-third of the course is taught in a public school by grades 7-12 classroom teachers licensed within the associated content area. (1.25 course credits), *Prerequisite: EDUC10000 and 25100. Annually, Spring.*

STUDENT TEACHING

Student Teaching is required in all three licensure areas. This is the culminating experience in the Teacher Education Program and consists of a full-time, twelve-week supervised teaching experience in a setting appropriate to the areas of licensure. In addition, participation in the Student Teaching Seminar, held one evening a week throughout the entire semester, is required of ALL student teachers. If completed in the Fall semester, Student Teaching begins on the first day of the public school's academic year (usually one week before the College begins) and continues through mid-November. The remaining five weeks of the semester are dedicated to Independent Study and Student Teaching Seminar. If completed in the Spring semester, students dedicate the first four weeks of the semester to Independent Study and Student Teaching Seminar, and then begin Student Teaching in early February. If the student is completing Student Teaching as a post-graduate and the Independent Study requirement is fulfilled, the dates for Student Teaching and requirement of Student Teaching Seminar remain the same. The student teacher is responsible for providing his/her own transportation throughout the Student Teaching experience. Enrollment in this course is typically limited to seniors or recent post-graduates. *Prerequisite: all professional Education courses and most-to-all content-related coursework. Annually, Fall and Spring.*

EDUC 49000, 49100, 49200. EARLY CHILDHOOD STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a pre-school, K, 1st, 2nd, or 3rd grade classroom.

EDUC 49300, 49400, 49500. ADOLESCENT/YOUNG ADULT STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a local, approved adolescent and young adult setting (grades 7-12) within the appropriate area of licensure.

EDUC 49600, 49700, 49800. MULTIAGE STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a local, approved multiage music setting (two different levels, divided among the pre-school, K-6, 7-8, and 9-12 environments).

GLOBAL/URBAN STUDENT TEACHING

Students may also elect to student teach in a global or urban setting through Educators Abroad- a college-endorsed study-abroad program. Students participating in this program must attend Student Teaching Seminar in the semester prior to their student teaching experience and complete all of the College of Wooster student teaching requirements and forms. Students interested in pursuing this placement option should inform the Field Director two-semesters prior to the semester they wish to student teach.

CROSS-LISTED COURSES ACCEPTED FOR EDUCATION CREDIT

AFRICANA STUDIES

AFST 10000. INTRODUCTION TO AFRICANA STUDIES [C, AH, or HSS]

COMMUNICATION

COMM 14500. LANGUAGE DEVELOPMENT IN CHILDREN [HSS]

COMM 15200. PUBLIC SPEAKING [AH]

ENGLISH

ENGL 25000. READERS' RESPONSES TO TEXTS

HISTORY

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT
[C, HSS]

PHILOSOPHY

PHIL 22300. PHILOSOPHY, CULTURE, AND EDUCATION [AH]

PSYCHOLOGY

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT [HSS]

PSYC 32700. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH [W]

SOCIOLOGY AND ANTHROPOLOGY

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT [C, HSS]

SOCI 20900. INEQUALITY IN AMERICA [HSS]

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY [C, HSS]

ENGLISH

Nancy Grace, Chair

Katharine Beutner

Daniel Bourne

Suzanne Daly

Travis Foster

Jennifer Hayward

Matt Hooley

Mazen Naous

Maria Teresa Prendergast

Thomas Prendergast

Debra Shostak

Larry Stewart

Leslie Wingard

The South African writer Nadine Gordimer once said that “writing is making sense of life.” The challenge and pleasure for both writers and readers is to make sense of the writing that makes sense of life. The English Department offers the student a unique opportunity to encounter a rich variety of texts in which English, American, and Anglophone writers inscribe meaning into our world. Students dis-

cover their own relationship with the world as they hone their skills in reading imaginatively, thinking analytically, and expressing their thoughts clearly, creatively and persuasively both orally and in writing.

Courses in English are designed to explore texts across historical periods, cultures, geographical regions and theoretical approaches so as to invite students to ask a wide and diverse range of questions. The curriculum is organized according to those questions—whether they aim to illuminate the cultural construction of gender, sexuality, race, or ethnicity, the career of a single writer, a period in literary history, a literary genre, a reader’s response to texts, or creative writing in fictional and non-fictional forms.

Major in English

Consists of eleven courses:

- ENGL 12000-12012
- ENGL 20000
- One elective in Literature Before 1800
- One elective in Literature Before 1900
- Four elective English courses
- Junior Independent Study: ENGL 40100
- Senior Independent Study: ENGL 45100
- Senior Independent Study: ENGL 45200

Minor in English

Consists of six courses:

- ENGL 12000-12012
- One of the following courses: ENGL 16000, 16100, 20000, 26000, 26100, or 27000
- Four elective English courses

Special Notes

- ENGL 12000-12012 is strongly recommended as the first course in English for non-majors and is required for majors and minors. To enroll in English courses numbered 200 and above, first-year students must have ENGL 12000-12012 or permission of the instructor. Upperclass students who have not taken ENGL 12000-12012 may enroll in all English courses with the exception of 300-level courses.
- In addition to ENGL 12000-12012 (Comparative Literature emphasis), one other Comparative Literature course from Group I may count toward the English major or minor (see *Comparative Literature, Group I*, in catalogue). Other cross-listed courses include SPAN 21300 (*U.S. Latino Literatures and Cultures*).
- AP credits do not count toward the major, minor, or distribution.
- Only grades of C- or better are accepted for the major or minor.

ENGLISH COURSES

FUNDAMENTAL ISSUES

ENGL 12000-12012. INVESTIGATIONS IN LITERARY AND CULTURAL STUDIES (Comparative Literature)

Inquiries into fundamental issues of literary language and textual interpretation. Each section focuses on a selected topic in literary studies to consider the ways language functions in the reading process and to explore interrelations among literature, culture, and history. Attention will be given to the following goals: 1) practicing the close reading of literary texts; 2) understanding the terminology of literary analysis as well as core concepts 3) introducing a range of genres and historical periods and discussing literature as an evolving cultural phenomenon; 4) increasing skills in writing about literature. This course is required for the major and strongly

recommended as the first course in English for nonmajors; past topics have included *The Gothic Imagination*; *Imagining America*; *Life as Narrative*; *Literatures of Conflict*; *Lunatics, Lovers, Poets*; *Modern Selves*; *Secrets and Lies*; and *Violent Modernism*. *Can only be taken once for credit. Annually. Fall and Spring. [AH]*

ENGL 20000. INVESTIGATIONS IN LITERARY THEORY AND RESEARCH METHODS

A writing course designed for English majors. The course will examine reading, writing, and conducting research as interrelated processes enabling us to investigate literary texts and other cultural work. Students will: 1) become familiar with several literary theories and understand what it means to ground literary investigation in a set of theoretical principles; 2) engage with ongoing scholarly conversations and become familiar with research methods; 3) develop their own voices within the conventions of writing in the discipline. Priority given to sophomore majors. Juniors, nonmajors, and second-semester first-year students with permission of course instructor. *Prerequisite: ENGL 12000-12012. Annually. Fall and Spring. [W]*

CULTURE

A culture is a complex set of expressions and structures made up of beliefs, expectations, actions, and institutions. Among the most important expressions of a culture are the texts that are written and read within it. These texts are deeply embedded in and shaped by the beliefs and practices of the cultures in which they were first written and by the beliefs and practices of later cultures in which they are read and written about.

ENGL 21000-21016. GENDER, RACE, AND ETHNICITY (Comparative Literature)

Inquiries into how cultural beliefs and practices about gender, race, and ethnicity are transmitted by and sometimes transformed through texts and their readers. *May be repeated for credit as offerings vary.*

21002. BLACK WOMEN WRITERS (Women's, Gender and Sexuality Studies)

An examination of the writings of black women from 1746 to the present. Focusing on the major texts in the canon of African American women's writing, we will consider the distinct cultural possibilities that enabled various forms of literary production over the course of black women's history in America. *Spring 2012. [AH]*

21004. GENDER, RACE, AND THE CONSTRUCTION OF EMPIRE (Women's, Gender and Sexuality Studies)

Examines the relationship between gender and colonialism, focusing on the interaction of ideologies of sex, gender, class, and race with constructions of the British Empire. Core texts include literature, film, popular culture, and explorers' narratives as well as colonial, postcolonial, and gender theory. [Before 1900] *Not offered 2011-2012. [AH]*

21008. GENDER, SEX, AND TEXTS, 350-1500 (Women's, Gender and Sexuality Studies)

In order to come to grips with what one writer has called "the image of woman" in the Middle Ages, we will explore the cultural configurations of gender and sexuality as they are represented in various kinds of writings and cultural productions (literature, philosophy, biography, legal documents, medical writings, and the visual arts). By interrogating the assumptions that colored the representations of the feminine in the medieval period, we will set the stage for exploring what women of the period (such as Marie de France and Heloise) seemed to be saying when they responded to these assumptions. [Before 1800] *Not offered 2011-2012. [AH]*

21009. POSTCOLONIAL LITERATURE AND FILM (Film Studies)

Investigates literature, film, and theory from formerly colonized countries, with emphasis on Anglophone texts and some translated texts from South and Central Asia, Africa, the Caribbean, and the Middle East. Questions raised in the course include: How does language shape identity in the colonial and postcolonial worlds? How do factors like race, gender, or nationality affect identity? Can we identify specifically postcolonial narrative forms and techniques? Texts include literature by writers such as Salman Rushdie, Arundhati Roy, Amitav Ghosh, Caryl Phillips, J.M. Coetzee, Nadine Gordimer, Derek Walcott, Jamaica Kincaid, and Naguib Mahfouz, and films by directors such as Mira Nair, Euzhan Palcy, Vishal Bharadwaj, Ziad Doueiri and Gurinder Chadha. *Spring 2012. [C, AH]*

21014. RELIGION IN BLACK FILM AND LITERATURE

Debates regarding religious beliefs and practices recur throughout the history of African-American film and literature. In this course, we will analyze the complicated role of religion, particularly Christianity, in black communities. Our texts were created during or about slavery, the Great Migration, the U.S.

Civil Rights Movement, and the Post Civil Rights Era. We will consider such issues as ways in which religion is shown to empower and/or oppress black people; ways in which the politics of class, gender, and sexuality inflect black religious practices; and strategies by which transcendent, spiritual experiences are represented. Films to be analyzed may include: Spencer Williams' *The Blood of Jesus*; Stan Lathan's *Go Tell it on the Mountain*; Spike Lee's *Four Little Girls*; Julie Dash's *Daughters of the Dust*; and T.D. Jakes' *Woman Thou Art Loosed*. Texts by Alice Walker, Melba P. Beals, Langston Hughes, James Baldwin, Zora Neale Hurston, and Ernest Gaines, as well as some visual art, may also be considered. *Not offered 2011-2012. [AH]*

21015. READING SEXUALITIES IN AMERICAN LITERATURE (Women's, Gender and Sexuality Studies)

This class studies depictions of queer lives in the past 150 years of American fiction, poetry, drama, and film, analyzing three prominent representational trends. We'll begin by looking at texts that represent queerness as, to borrow from Willa Cather, "the inexplicable presence of the thing not named" (e.g. Sarah Orne Jewett's *The Country Doctor*, Alfred Hitchcock's *Rope*, the poetry of Walt Whitman and Elizabeth Bishop, and David Henry Hwang's *M. Butterfly*). We then turn to texts that have not traditionally been defined by their queer themes (you'd never find them in the "gay lit" section of your local bookstore), but that nevertheless help us to analyze the marginalization of lesbian, gay, bisexual, and transgender people as an integral function of the U.S.'s racial, gendered, and economic histories (e.g. James Baldwin's *Another Country*, Michael Chabon's *The Mysteries of Pittsburgh*, Alice Walker's *The Color Purple*, and David Lynch's *Mulholland Drive*). And, finally, we'll study the works of authors and artists who rely upon innovations in form in order to articulate their expressions of queer difference (e.g. Gertrude Stein's modernist sketches, Samuel Delany's experimental essays, and Sadie Benning's post-modern films). Along the way, we'll augment our own interpretations by engaging and testing the arguments of critics who have considered these same histories and texts, including Michel Foucault, Eve Kosofsky Sedgwick, Judith Butler, José Esteban Muñoz, and Christopher Nealon. Throughout these many readings, we'll keep our attention focused on a central question about not only what it means to be queer in America today, but also about the politics of subcultural identity more broadly: What are the rewards and costs of social legitimacy? (Or, as some might prefer to ask the question, of social illegitimacy?) *Not offered 2011-2012. [AH]*

21016. 20th CENTURY BRITISH FICTION: WRITING FROM THE BORDERS

This course will examine seminal trends in twentieth-century fiction by focusing on the theme of borders. We will examine the nature of literal and figurative borders that many of the writers face: geographical, cultural, racial, gendered, class and political borders. We will begin with the phenomenon of modernism (engaging its literary, artistic, philosophical, and historical development) and move to the second part of the century. In exploring works by Conrad, Forster, Woolf, Rhys, Coetzee, Gordimer, and Rushdie, we will see how they speak to each other in interesting and complex ways. We'll be reading novels in English from a variety of countries and cultures in Britain, Africa, the Caribbean, and India, moving from the modern to the postmodern, the colonial to the postcolonial. As borders shift, we all have a vested interest in exploring this theme. Literary and cultural theories will guide our readings. *Not offered 2011-2012. [AH]*

ENGL 22000-22012. WRITERS (Comparative Literature)

Inquiries into how individual writers' works are shaped in interaction with life experiences and cultural contexts. Each course will give close attention to texts by an individual writer or small group of related writers and will examine the relationship between those texts and significant issues in a writer's life and social environment. *May be repeated for credit as offerings vary.*

22001. SHAKESPEARE

This course follows Shakespeare's twenty-year career as a poet and playwright by exploring the different "Shakespeares" that emerge when we read the plays and poems in light of such varied perspectives as gender, genre, race, culture, formalism, and performance. We will consider, in the process, how Shakespeare constantly develops and changes his notions of fictionality throughout his twenty-year career as a playwright and poet, and the way that these notions are at once innovative in their own right and strongly influenced by the theatrical culture of late Elizabethan and early Jacobean England. [Before 1800] *Spring 2012. [AH]*

22002. WILLIAM FAULKNER

Explores the novels and short fiction of William Faulkner (1897-1962) within the context of the social history and literary culture of his time. Gives special attention to his innovations in form. *Not offered 2011-2012. [AH]*

22004. CHARLOTTE BRONTË (Women's, Gender and Sexuality Studies)

This course examines the novels of Charlotte Brontë (1816-1855) in the context of her personal and family history and the social history of mid-nineteenth century England. We will give attention to gender roles and to the cultural assumptions about women, as well as to the political and social changes brought about by changes in industrial and economic conditions in early Victorian England. The course will consider her novels — and some of her sisters' novels — in relation to subsequent texts by women and to changes in gender assumptions in the late twentieth century. [Before 1900] *Not offered 2011-2012.* [AH]

22008-22009. JAMES BALDWIN AND TONI MORRISON (Women's, Gender and Sexuality Studies)

James Baldwin and Toni Morrison are certainly two of the most significant authors of the 20th century. This course allows an intense study of their major works, including novels, theatre, short stories, essays, and literary critics' responses to them all. We'll explore answers to questions such as the following: What constitutes African American community, as well as larger U.S. and global communities? How are race, class, gender, and sexuality intersecting in our variety of selected texts? In what ways are Baldwin and Morrison using jazz and the blues, critiquing whiteness, and otherwise unraveling societal politics? And, in sum, how are Baldwin and Morrison speaking to or against one another? Texts may include Baldwin's *The Fire Next Time*; *If Beale Street Could Talk*; *Just Above My Head*; *Tell Me How Long the Train's Been Gone*; or, *Giovanni's Room*, among others, and, Morrison's *Love*; *Beloved*; *Playing in the Dark*; *Tar Baby*; or, *Song of Solomon*, among others. Interviews and documentary films will be analyzed, and some visual art may be considered. *Not offered 2011-2012.* [AH]

ENGL 23000-23031. HISTORY (Comparative Literature)

Inquiries into cultural beliefs about continuity, disruption, and change over time in the emergence, significance, and influence of texts. Special attention will be given to definitions of history and periods, the development and change of canons, and the role of authority, society, and institutions in the study of texts. *May be repeated for credit as offerings vary.*

23002. SURVEY OF AFRICAN AMERICAN LITERATURE (Africana Studies)

A historical study of the development and change of black themes and consciousness as manifested in poetry, fiction, autobiography, and essays, and of their correspondence with the literature produced by other ethnic groups in America. *Fall 2011.* [AH]

23004. LITERATURE OF THE COLD WAR (Film Studies)

An exploration of various English-language texts (including fiction, poetry, film, and drama) produced within the Cold War period and the ways in which the historical concerns of the era were represented in these texts. Special attention will be paid to the concept of "the other," examining its function as a dramatic device as well as the numerous metaphorical representations of such a perception of dualities in conflict: east vs. west, left vs. right, patriot vs. subversive, hawk vs. dove, eagle vs. bear, and so on. *Not offered 2011-2012.* [AH]

23005. RESTORATION AND EIGHTEENTH-CENTURY DRAMA

An examination of British plays produced between 1660 and 1800, focusing on the distinctive dramatic and theatrical conventions of the period and on the relationships of the plays to their cultural contexts. Particular emphasis on comedy, on the impact of actresses, and on the commercialization of theatre. [Before 1800] *Not offered 2011-2012.* [AH]

23007. NINETEENTH-CENTURY BRITISH LITERATURE

This course will use three of the central preoccupations of the nineteenth century — industrialization, escalating class conflicts, and shifting views of gender — as focal points in exploring some of the major authors of the period, including Dorothy and William Wordsworth, Keats, Emily Brontë, Dickens, Barrett Browning, Collins, Eliot, and Stoker. [Before 1900] *Not offered 2011-2012.* [AH]

23011. LITERATURE OF THE BEAT GENERATION

This course explores the historical and social contexts giving rise to that generation of writers commonly referred to as Beats: Jack Kerouac, Allen Ginsberg, William Burroughs, Neal Cassady, Gregory Corso, Gary Snyder, Diane DiPrima, and Joyce Johnson. Special attention is paid to the study of existentialism, Buddhism, and jazz, all powerful influences on Beat writing. Issues of race, gender, and sexuality are also explored. *Spring 2012.* [AH]

23012. POETRY SINCE WORLD WAR II

This course focuses on the emergence, development, and disruptions in poetic meanings and forms in American and British poetry since World War II. It also includes extensive readings in relevant critical and cultural writings. *Fall 2011. [AH]*

23013. TRADITION AND COUNTERTRADITION IN NINETEENTH CENTURY AMERICAN LITERATURE

Examination of the cultural values that have caused works and writers to be either included in or excluded from the canon of American literature, with special attention to relationships among national concerns, national "identity," representations of race and gender, and the rise of a distinctive literary tradition in the United States. Works by writers such as Chesnut, Chopin, Hawthorne, James, Jewett, Melville, Stowe, Twain, and Whitman. [Before 1900] *Not offered 2011-2012. [AH]*

23014. THE HARLEM RENAISSANCE

This course offers an examination of the literature, music, and popular culture of the period in African American cultural history that has come to be known as the Harlem Renaissance. In addition to a close examination of the major literary texts of the period, we will consider the social forces and interracial cultural dynamics that produced this unparalleled outpouring of creative activity. *Not offered 2011-2012. [AH]*

23016. ELIZABETHAN AND JACOBAN DRAMA

The death of Queen Elizabeth I in 1603 and the accession of James I mark a significant shift in the sociopolitical climate of Renaissance England. This course will examine this transition by comparing Elizabethan and Jacobean dramas and masques in terms of their representations of gender, race, sexuality, monarchy, and empire. Students will read authors such as Spenser, Marlowe, Shakespeare, Jonson, Carey, and Webster. We will use performance, writing, presentations, and discussion to develop an understanding of the authors and texts in relation to their historical contexts as well as to current literary theory. [Before 1800] *Not offered 2011-2012. [AH]*

23019. CONTEMPORARY AFRICAN AMERICAN LITERATURE

In this class we will examine selected works of African American poetry and fiction published since 1970. We will pay particular attention to the impact that Hip Hop and Rap have had on African American creative culture and the degree to which film and popular music have both supplemented and displaced literature as the primary mode(s) of African American expressive culture. Among the authors whose work we will be considering will be Gil Scott-Heron, Tupac Shakur, Sister Souljah, and Carl Hancock Rux. *Not offered 2011-2012. [AH]*

23026. THE EARLY AMERICAN NOVEL

In this class, we'll not only survey novels written and published in the United States from the Revolutionary War to the Civil War, but also study the history of the early American novel as a widespread literary form. We'll consider the novel's European influences, authors, readers, commercialization, presence as a physical object, and generic subdivisions (e.g. the romance and the gothic). At the same time, we'll examine this literary history as both an effect and an agent in the period's social and political histories, which span state formation, the Haitian Revolution, expansion into Mexico and the West, the consolidation of U.S. capitalism, increasing tension between North and South, and the ostensible end of slavery. Readings will include multiple secondary sources along with eight early American novels: Susanna Rowson's *Charlotte Temple* (London, 1792; Philadelphia, 1794); Charles Brockden Brown's *Wieland* (1798); James Fennimore Cooper's *The Pioneers* (1823), Catharine Maria Sedgwick's *Hope Leslie* (1823); Herman Melville's *Moby Dick* (1851), Nathaniel Hawthorne's *The House of Seven Gables* (1851); Fanny Fern's *Ruth Hall* (1854), and Martin Delany's *Blake, or, the Huts of America* (1861). [Before 1900] *Spring 2012. [AH]*

23027. RENAISSANCE FANTASIES

This course explores the ways in which Renaissance authors such as Petrarch, Shakespeare, and Sor Juana de la Cruz responded to Plato's contention that fantasy is seductive, deceitful, and subversive of established authority. The course focuses on the main conceptualizations of fantasy that the authors employ in response to Plato: fantastical characters and events, sexual fantasies, and fantastical writing styles. Discussions will also center on some of the anti-fantasy treatises of the period. [Before 1800] *Not offered 2011-2012. [AH]*

23029. AMERICAN LITERATURE TO 1865

This course offers a survey of American literature through the Civil War. Readings will span a full range of genres as we cover the major movements that shaped U.S. literary history: the culture of colonial set-

tlers, Puritan and evangelical religiosity, Enlightenment epistemology, the Haitian and American revolutions, nationalism, reformist literature, the rise of the black public intellectual, and Transcendentalism. Authors will include Columbus, Bradford, Equiano, Franklin, Wheatley, Emerson, Thoreau, Apess, Fuller, Poe, Hawthorne, Douglass, Melville, Whitman, Dickinson, and Lincoln. [Before 1900] *Not offered 2011-2012.* [AH]

23030. MODERN BRITISH FICTION AND POETRY

As a survey of modernist British fiction and poetry, this course will address questions such as: What is modernism? Is modernism over? If not, what applicability and possibility does modernism have in relation to current sociopolitical and cultural trends? We will investigate the phenomenon of modernism (engaging its literary, artistic, philosophical, and historical development) and pay close attention to its techniques. In exploring fiction and short stories by such authors as Joseph Conrad, E. M. Forster, Virginia Woolf, James Joyce, Vita Sackville-West, and D. H. Lawrence we will see how these works speak to each other. We'll also be reading a collection of modern poetry by poets such as Siegfried Sassoon, Wilfred Owen, W. B. Yeats, and T. S. Eliot. Literary and cultural criticism will guide our readings. *Not offered 2011-2012.* [AH]

23031. FICTIONS OF BRITISH INDIA (1800-1906)

In the nineteenth century, England greatly expanded its territory in and political control over India. Popular understanding of the Raj, or British rule, was shaped largely by print journalism, but a number of influential novels also purported to depict India realistically. We will read these novels alongside diaries, historical accounts, and literary criticism in order to think through the role of literature in disseminating ideas about the nature and purpose of British imperialism. We will also consider the purposes to which the novel form specifically is put: for example, what happens when imperialism is given a plot, and how values and ideologies are conveyed by novels as opposed to other kinds of writing. Novels may include Sydney Owenson, *The Missionary*; Walter Scott, *The Surgeon's Daughter*; Philip Meadows Taylor, *Confessions of a Thug*; Rudyard Kipling, *Kim*; Sara Jeannette Duncan, *Set in Authority*. *Fall 2011.* [AH]

TEXTS

Texts are integral to and shaped by cultures, but as parts of culture, texts significantly shape and change cultures as well. The courses in this category inquire particularly into how the reading and writing of texts contribute to changing and defining cultures and individuals.

Strategies for Reading

ENGL 24000-24025. TEXTUAL FORMATION (Comparative Literature)

Inquiries into changing cultural assumptions about language and its literate uses. Special attention will be given to the ways that the formulation of texts in various modes of discourse develops conventional expectations of meaning and value among writers and readers over periods of time and plays a significant role in cultural change and definition. *May be repeated for credit as offerings vary.*

24002. NARRATIVE AND THE REAL WORLD (Film Studies)

An inquiry into narrative, both fictional and nonfictional, as a way of knowing. The course focuses on how we tell stories to make sense of our lives, our pasts, and our perceptions of the world and on how the conventions of storytelling shape our knowledge. Historical texts, fiction, and film will be used to investigate these issues. *Not offered 2011-2012.* [AH]

24003. THE ODYSSEY OF JAMES JOYCE'S ULYSSES

This course will explore the formation of James Joyce's *Ulysses*, focusing on Joyce's composing process, identifying and analyzing historical, cultural, social, literary, and personal contexts which he used in his artistic decisions. Students will read *Ulysses* as well as related secondary and primary sources. *Not offered 2011-2012.* [AH]

24005. CONVENTIONS OF THE SHORT STORY

An examination of the conventions of the English and American short story in the last two hundred years. Works will include both those within and those outside the traditional canon. *Spring 2012.* [AH]

24006. THE CANTERBURY TALES AND THE FORMS OF MEDIEVAL NARRATIVE

A study of Chaucer's *The Canterbury Tales* as a representative collection of medieval narrative forms, such as the romance, the lai, the fabliau, the saint's life, the beast fable, the exemplum, and the moral

allegory. Special attention will be given to the larger narrative framework of these tales by which Chaucer makes a critical comparison and assessment of differing cultural values on which the various narrative forms are based. [Before 1800] *Not offered 2011-2012. [AH]*

24017. THE AMERICAN FILM (Film Studies)

The course samples the range of American film history, from the silent film to the rise of Hollywood to postmodern and independent filmmaking. The course introduces basic strategies for the interpretation of visual style, narrative, and ideological coding in the cinema and is organized around the study of such genres as comedy, the musical, populist film, the western, the historical epic, film noir, and suspense. Students should be prepared to attend evening screenings each week. *Not offered 2011-2012. [AH]*

24018. NINETEENTH-CENTURY BRITISH NOVEL ON FILM (Film Studies)

This course will investigate 19th century novels together with their later film adaptations. We will read both 19th century fictions and their contemporary appropriations as historically and culturally embedded and debate the cultural work performed by both sets of texts: what purpose did the 19th century novel serve for its readers, what function does our fascination with the Victorian past perform for contemporary audiences, and how do discourses of nostalgia and authenticity shape filmic appropriations of 19th century fictions? Readings include novels by Austen, Emily Brontë, Dickens, Thackeray and Stoker as well as literary and film theory; students should also be prepared to attend evening screenings most weeks. [Before 1900] *Not offered 2011-2012. [AH]*

24019. MEDIEVAL LITERATURE: THE PLACE OF THE PREMODERN

In this course we will read the imaginative literature of the later Middle Ages. In addition to experiencing the pleasures of such genres as romance, dream vision and drama, we will explore how these genres shaped medieval ideas of time and place. Along the way we will consider how the "middle age" came to be, what it was, and how it relates to modernity. Included among the works we might read are Chaucer's *Troilus and Criseyde*, Langland's *Piers Plowman*, Malory's *Morte Darthur*, *Sir Gawain and the Green Knight*, the *Lais of Marie de France*, and *The Second Shepherd's Play*. [Before 1800] *Not offered 2011-2012. [AH]*

24021. BEFORE THE NOVEL

This class will explore forms of writing that pre-dated and influenced the novel. Genres that we study will include the sonnet sequence as the origin of the idea of the conflicted self, Elizabethan and Jacobean theater (such as Shakespeare's *Hamlet* and *Much Ado About Nothing*) as significant influences on the structure of the novel, the emergence of satirical works in the seventeenth century, and non-novelistic sixteenth and seventeenth-century prose fictions like *Oroonoko* (1688) and *The Countess Pembroke's Arcadia* (1580). We will consider how these works emerge from earlier, manuscript notions of fiction as well as the developing cultures of theater and print. [Before 1800] *Spring 2012. [AH]*

24022. GREEN ROMANTICISM (Environmental Studies)

The Romantics are thought of as nature poets first and foremost. In this course, we will interrogate the relationship between the Romantic poets and the early 19th century landscape, both "natural" and industrial. After examining the problematic notion of a unified "Romantic" ethos and establishing the divergent sub-groups within the Romantic movement (for example, the Lake poets versus the "cockney school" of London versus the Scottish Romantics), we will raise questions about the Romantics' relationship to the environment. For example, how did the rapidly industrializing European landscape influence their works? Has Romantic poetry shaped the history of Western environmentalism? Does contemporary ecocriticism build on Romantic tropes and themes? Studying Romantic literature with an emphasis on the relationship between the Romantics' focus on place and their emphasis on subjectivity, we will ask how the relationship between people and the landscape is imagined, and how it has been structured by institutions of class, economics, politics, gender, science, and law. [Before 1900] *Not offered 2011-2012. [AH]*

24024. READING RED LAND: LITERATURE & FILM ACROSS INDIAN COUNTRY

This course explores 19th and 20th Native Literature as it is shaped by (and shapes) the landscapes of Native America. Course texts will be organized regionally and conceptually: opening questions about the intersection of land, politics, and literature: how, for example, ideas central to Native literary and cultural studies - religion, gender, migration, the oral tradition, law - are informed by or directed toward notions of place and geography. *Fall 2011. [AH]*

24025. DEMONIC ROMANCE IN 19th CENTURY BRITISH LITERATURE

A wide range of 19th-century writers were compelled by the idea of attraction between humans and

such not-quite human creatures as demons, vampires, goblins, and ghosts. We will explore the aesthetic and historical dimensions of these romances, considering their relationship to such literary/cultural movements as medievalism, realism, and the gothic revival as well as to contemporary political debates over science, empire, immigration, and the status of women. Poetry will include works by Coleridge, P. B. Shelley, Keats, Tennyson, and Christina Rossetti; fiction will include M. E. Braddon, *Lady Audley's Secret*, Sheridan LeFanu, *Carmilla*, Richard Marsh, *The Beetle*, and Oscar Wilde, *The Picture of Dorian Gray*. We will also read criticism and theory by Auerbach, Burke, Dijkstra, Halberstam, Marx, Sedgwick, and others. *Fall 2011. [AH]*

ENGL 25000-25010. READERS' RESPONSES TO TEXTS (Communication, Comparative Literature, Education)

Inquiries into the relationships among readers, texts, and experience. Attention will be given to the ways in which readers may be said to create or structure the meanings of texts; the ways in which texts may be said to govern the responses of readers; and the ways in which readers may extend these responses and meanings into the experiential world as understandings or knowledge usable in making decisions or taking actions. *May be repeated for credit as offerings vary.*

25003. CHILDREN AS READERS: THE TEXTS OF CHILDHOOD AND ADOLESCENCE

This course introduces students to a variety of works frequently read by children and adolescents. It focuses on the responses of children and adolescents to these texts and inquires into the reasons for various individual responses. The course considers both literary and non-literary texts. *Spring 2012. [AH]*

25005. EIGHTEENTH-CENTURY TEXTS: READERS AND MEANINGS

A study of selected novels, plays, and poems from the late seventeenth to the early nineteenth century, this course will focus on the transaction between texts and their readers. The course will inquire into the ways in which readers participate in the construction of textual meanings and the role of texts in the experience of readers. Works studied will include texts by Aphra Behn, John Dryden, Jonathan Swift, Henry Fielding, William Congreve, Laurence Sterne, Alexander Pope, Anne Finch, Samuel Johnson, and James Boswell. [Before 1800] *Not offered 2011-2012. [AH]*

25006. SUBVERTING FICTIONS: THE EIGHTEENTH AND NINETEENTH-CENTURY BRITISH NOVEL

This course will explore the extent to which eighteenth and nineteenth century British novels may be said to subvert the ideological assumptions of their readers or, on the other hand, to reinforce those assumptions. The course will also consider whether we, as twentieth-century readers, read these novels according to our assumptions and expectations. Included will be texts by such writers as Aphra Behn, Daniel Defoe, Henry Fielding, Jane Austen, Charles Dickens, George Eliot, Thomas Hardy, and Joseph Conrad. [Before 1900] *Not offered 2011-2012. [AH]*

Strategies for Writing

ENGL 16000-16005. NON-FICTIONAL WRITING

Analysis, discussion and practice of writing in a variety of non-fictional forms. Courses will explore the aims and conventions of the specified written discourse and emphasize the writing of participants. *May be repeated for credit as offerings vary. Annually. Fall and Spring. [Wt, AH]*

16000. INTRODUCTION TO NON-FICTIONAL WRITING

This class introduces students to major writers and genres of contemporary and classic non-fictional writing—particularly the genres of memoir, personal essay, literary journalism, editorial writing, critical writing, and film review. As we consider these texts, we will be answering the questions: “What is non-fiction?” “What are the boundaries between fiction and non-fiction?” and “What is the relationship between reading non-fictional writings and writing about them?” Throughout the semester, students will be writing and reading non-fiction by comparing and contrasting students’ writings in creative non-fiction, the critical essay, and the review essay with those by contemporary and classic essay writers, and with writings by other students in the class as well. *Spring 2012. [W, AH]*

16002. AUTOBIOGRAPHICAL WRITING (MEMOIR)

Analysis, discussion and practice of autobiographical writing, with an emphasis on memoir. The course will explore the aims and conventions of the genre, and emphasize course participants’ own writing. *Fall 2011. [W, AH]*

16003. NATURE AND ENVIRONMENTAL WRITING (Environmental Studies)

Along with Henry David Thoreau, many American writers have chosen to explore their surrounding natural world and its intersections with their selves and societies. This course will be an exploration of the tradition and current practice of such writing connected with the natural world. Along with the exploration of already published works in nature and environmental writing, the course will include off-campus field trips and emphasize participants' own writing and peer feedback workshops. *Fall 2011. [W, AH]*

ENGL 16100. INTRODUCTION TO FICTION AND POETRY WRITING

An introduction to writing in a variety of fictional forms, especially short stories and poems. Participants will analyze and discuss both published writing and their own writing. Priority given to English majors. *Annually. Fall and Spring. [AH]*

ENGL 19900. APPRENTICESHIP IN EDITING A LITERARY-MAGAZINE

By serving as an assistant editor for *Artful Dodge*, a nationally-distributed magazine of new American writing, graphics, and literature in translation, students will be exposed to the daily operations of editing a professional literary magazine. Students will engage in a number of important activities, including design and development of the magazine's web-site, editorial and promotional copy-writing, evaluation of manuscripts, typesetting and proofreading, and the organization of off-campus literary events. Students will be required to read histories of the American literary journal as well as explore other currently-published literary magazines. (.25 course credit) *Prerequisite: Enrollment is by application to the instructor. Annually. Fall and Spring.*

ENGL 26000-26005. ADVANCED NON-FICTIONAL WRITING

Analysis, discussion, and practice of writing in a variety of non-fictional forms. Courses will explore the aims and conventions of the specified written discourse and emphasize the writing of participants. *May be repeated for credit as offerings vary.*

26001. NEWS WRITING AND EDITING

This course familiarizes students with the strategies and conventions of journalistic writing, specifically news stories, editorials, reviews, and feature articles. Students will participate in the publication of a news magazine featuring their own writing. *Not offered 2011-2012. [W, AH]*

26003. AUTOBIOGRAPHICAL WRITING (TRAVEL NARRATIVE)

Analysis, discussion and practice of autobiographical writing, with an emphasis on travel narrative. The course will explore the aims and conventions of the genre, and emphasize course participants' own writing. *Not offered 2011-2012.*

ENGL 26100-26104. ADVANCED WRITING IN FICTIONAL FORMS

Analysis, discussion, and practice of writing in one or more fictional forms, such as short stories, poems, or plays. Course will explore the aims and conventions of the specified written discourse and emphasize participants' writing. *May be repeated for credit as offerings vary.*

26101. ADVANCED FICTION AND POETRY WRITING

A multi-genre course that focuses on the analysis, discussion, and practice of writing in various fictional forms, such as short stories, poems, or plays. *Fall 2011.*

26102. ADVANCED FICTION WRITING: THE STORY CYCLE

This course will focus on studying collections of linked short stories. Participants will analyze several complete story cycles and discuss the techniques authors use to connect the stories in each collection in order to create cohesive book-length narratives. The emphasis during the first half of the semester will be on studying published story collections. The class will shift into writing and workshoping during the second half of the semester. As a class, students will write and revise one complete story cycle, with each student contributing one story to the collection. *Prerequisite: ENGL 16100. Spring 2012. [AH]*

26103. ADVANCED POETRY WRITING

This course will look at a number of different contemporary poets and approaches to poetry, including writing in various fixed as well as open forms. Students will explore (and experiment with in their own poetry) a number of traditional and contemporary techniques as well as consider prose-poetry, spoken word poetry and other artistic threads currently prominent in the poetry landscape. Along with the active reading of published works of poetry, students will also explore aspects of craft and style in their own writing as well as provide constructive feedback for their fellow writers in weekly-held workshops. *Prerequisite: ENGL 16100 or permission of the instructor. Not offered 2011-2012. [AH]*

ENGL 27000-27007. THEORIES AND PRACTICES OF RHETORIC AND COMPOSITION

Inquiries into the history of rhetoric and composition as disciplines, focusing on such topics as classical and contemporary theories of rhetoric, contemporary theories of composition and creativity, the teaching of writing, the identity of the writer, and current concerns in composition research. *May be repeated for credit as offerings vary.* [AH]

27003. TUTORING METHODS

This course introduces students to the theory and practice of one-to-one composition instruction. Students will explore theories from psychology, sociology, and English studies. Students will also learn about the history of peer instruction and its place in a composition program. Recommended for all Writing Center peer tutors. (.5 course credit, meets first half of semester) *Not offered 2011-2012.* [AH]

27005. ENGLISH GRAMMAR

This course examines the grammatical structures in English. It will examine the evolution of traditional grammar and grammatical theories. Special attention will be given to the place of grammar instruction in composition pedagogy. Recommended for all Writing Center peer tutors. (.5 course credit, meets second half of semester) *Not offered 2011-2012.* [AH]

JUNIOR AND SENIOR SEMINAR**ENGL 30000-30007. SPECIAL TOPICS IN LITERARY STUDIES (Comparative Literature)**

A seminar providing English majors, as well as upper-level non-majors who have completed ENGL 20000 and at least two literature courses, with the opportunity for advanced work in literature. Devoted to a specific area of investigation, the seminar will engage in close reading of primary literary and discursive texts. Topics announced in advance by the faculty member teaching the course. *Prerequisite: ENGL 20000 and two literature courses.* [AH]

INDEPENDENT STUDY**ENGL 40000. TUTORIAL**

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

ENGL 40100. PERSPECTIVES AND METHODS OF INDEPENDENT STUDY

Discussion and review of contemporary approaches to the study of language, texts, and culture, culminating in the student's completion of a substantial, critically and theoretically informed essay. The course asks students to become conscious about the assumptions underlying their approaches to literary texts; conscious of the relations between their questions and some of the diverse answers that have been produced in the discipline; and aware of the kinds of evidence suitable to the arguments they wish to make. *Prerequisite: ENGL 20000. Annually. Fall and Spring.*

ENGL 45100. SENIOR INDEPENDENT STUDY THESIS – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ENGL 40100.*

ENGL 45200. SENIOR INDEPENDENT STUDY THESIS – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ENGL 45100.*

ENVIRONMENTAL STUDIES

CURRICULUM COMMITTEE:

Richard Lehtinen (Biology), Chair

Charles Kammer (Religious Studies)

Matthew Mariola (Environmental Studies)

Melissa Schultz (Chemistry)

Issues related to the natural environment require a uniquely interdisciplinary focus to understand the way in which technological advances and human behavior affect fundamental ecological processes, what political and psychological tactics may be harnessed to address the problem, and how nature is discussed, described, and experienced. The field of environmental studies provides the opportunity to integrate multiple disciplinary perspectives in order to think about and understand environmental issues. The program at Wooster will encourage students to engage with environmental issues both inside and outside the classroom, and at both local and global levels.

Environmental Studies minors will be knowledgeable about core scientific concepts that allow them to understand ecological processes and change; be able to understand different ways of assessing the value of the natural environment and be comfortable with different means of examining and communicating about the environment; and be familiar with the ways in which social institutions contribute to environmental problems and may be utilized for solutions to those problems. They should also understand their own roles as actors within the human-environment relationship. The Environmental Studies minor will complement a major in a traditional department so that students will combine a detailed understanding of the knowledge and methods within a discipline with a focus on a particular topic.

Students with an Environmental Studies minor will complete their I.S. project within their major department. However, they are encouraged to include an environmental component to their I.S. when possible, and the Environmental Studies faculty will endeavor to help them to do so.

Minor in Environmental Studies

Consists of 6 courses:

- ENVS 20000
- One cross-listed course in Natural Sciences accepted for ENVS credit
- One cross-listed course in Social Science accepted for ENVS credit
- One cross-listed course in Humanities accepted for ENVS credit
- Two electives from Environmental Studies or cross-listed courses accepted for ENVS credit

Special Notes

- No more than one course within a student's major discipline may be counted toward the Environmental Studies minor.
- In departments with multiple versions of a particular course, only the sections specified in parentheses after the course listing will count toward the Environmental Studies minor.
- Only grades of C- or better are accepted for the minor.

ENVIRONMENTAL STUDIES COURSES

ENVS 11000. SCIENCE, SOCIETY AND ENVIRONMENT

Despite an ever-expanding body of scientific research about critical environmental problems facing global society, the level of knowledge evident in the public discourse remains quite low. This course will introduce stu-

dents to a number of complex environmental issues and controversies and teach them the skills necessary to understand, interpret, and translate these issues into a form fit for consumption by a general audience. An underlying theme will be the idea that complex environmental problems have social/political causes as well as technological/biophysical ones. *Fall 2011. [W]*

ENVS 20000. ENVIRONMENTAL ANALYSIS AND ACTION

This course will present a multidisciplinary perspective on environmental topics by examining at least one issue of global significance and one of more local importance from the perspectives of the natural sciences, social sciences, and humanities. Students will apply fundamental concepts from various disciplines to understand, formulate and evaluate solutions to environmental issues. *Prerequisite: at least one Natural Science course from the cross-listed courses accepted for ENVS credit, and one course from the list in either Social Sciences or Humanities. Annually. Spring 2012.*

ENVS 20500. ENTREPRENEURSHIP AND THE ENVIRONMENT

This course will explore what we mean by the concept of “entrepreneurship”, and apply this definition to three broad areas of society that have come to define the environmental challenges of the new century: the production of food, the production of energy, and the disposal of wastes. For each of these three areas we will look at (a) the nature of the challenge; (b) what role entrepreneurial activity might play in meeting the challenge; and (c) some case studies of entrepreneurship in action to solve these social needs. As a final project, students will produce a project or business plan to address an environmental challenge of their choosing. *Not offered 2011-2012.*

ENVS 22000. FROM FARM TO TABLE: UNDERSTANDING THE FOOD SYSTEM

Food production and consumption interfaces with disciplines from biology and chemistry to political economy, sociology, and business management. The aim of this course is to introduce students to this analysis of the food system and get them thinking critically about where our food comes from, where it goes, and how to make the entire system more sustainable. *Spring 2012. [HSS]*

ENVS 23000. SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE

Agroecology is the “science of sustainable agriculture.” It serves as the scientific basis for devising more natural, less environmentally harmful farming practices that build soil fertility and plant resilience while maintaining adequate production levels. The goal of this course is to introduce students to a broad suite of sustainable agriculture principles and practices and to investigate the scientific basis for those practices. Students will learn agroecology by actually practicing it in the field during lab sessions. Includes lab. *(1.25 course credits) Fall 2011. [HSS]*

ENVS 31000. SUSTAINABLE DEVELOPMENT: PRINCIPLES AND PRACTICES

This course will explore the intersection of development and sustainability. We will begin with a historical understanding of the idea of sustainable development, then shift to a more applied and experiential focus. In the latter portion of the course we will look at sustainable development from the point of view of meeting the basic needs of a population - food, water, shelter, energy - in a sustainable manner. The experiential component will feature a number of hands-on activities and class projects. *Not offered 2011-2012.*

ENVS 40700, 40800. INTERNSHIP

In consultation with a faculty member associated with the program, students may arrange academic credit for supervised work in an applied setting that is relevant to topics in environmental studies. Placement may be on- or off-campus. Examples of on-campus internships might include work through the physical plant, exploring energy use on campus; through campus grounds, investigating aspects of campus plantings and land use; or through campus dining services, examining ways to promote local foods, reduce energy use, reduce food waste, or develop a composting program. In addition to the work, an internship will include an appropriate set of academic readings and written assignments, developed in consultation with the supervising faculty member, that will allow the student to reflect critically on his or her experience. *(.5 - 1.0 credit) S/NC course. Prerequisite: prior consultation with the faculty member and permission of the chair of Environmental Studies. Annually.*

CROSS-LISTED COURSES ACCEPTED FOR ENVIRONMENTAL STUDIES CREDIT

NATURAL SCIENCE

BIOLOGY

BIOL 10000. TOPICS IN BIOLOGY (Human Ecology) [MNS]

BIOL 20000. FOUNDATIONS OF BIOLOGY [MNS]

BIOL 20200. GATEWAY TO ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY [W, Q, MNS]
BIOL 35000. POPULATION AND COMMUNITY ECOLOGY
BIOL 35200. BEHAVIORAL ECOLOGY
BIOL 35600. CONSERVATION BIOLOGY

CHEMISTRY

CHEM 10103. CHEMISTRY OF THE ENVIRONMENT [Q, MNS]
CHEM 21600. ENVIRONMENTAL CHEMISTRY

GEOLOGY

GEOL 10500. GEOLOGY OF NATURAL HAZARDS [MNS]
GEOL 11000. ENVIRONMENTAL GEOLOGY [MNS]
GEOL 21000. CLIMATE CHANGE [Q]
GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)

SOCIAL SCIENCE

ECONOMICS

ECON 24000. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS [HSS]

HISTORY

HIST 30141. PROBLEMS IN HISTORY (Global Environmental History, American Environmental History) [HSS]

POLITICAL SCIENCE

PSCI 20200. ENVIRONMENTAL POLICY [HSS]

PSYCHOLOGY

PSYC 22500. ENVIRONMENTAL PSYCHOLOGY [HSS]

SOCIOLOGY/ANTHROPOLOGY

SOCI 20300. ENVIRONMENTAL SOCIOLOGY [HSS]

HUMANITIES

ENGLISH

ENGL 16004. NON-FICTIONAL WRITING (Nature and Environmental Writing) [W, AH]
ENGL 24022. GREEN ROMANTICISM [AH]

PHILOSOPHY

PHIL 21600. ENVIRONMENTAL ETHICS [AH]

RELIGIOUS STUDIES

RELS 26900-26929. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION (Environment) [R]

THEATRE AND DANCE

THTD 44304. ADVANCED SEMINAR IN THE VISUAL TEXT: GREEN THEATRE

FILM STUDIES

CURRICULUM COMMITTEE:

Mareike Herrmann (German), Chair

Brian Cope (Spanish)

Carolyn Durham (French)

Dale Seeds (Theatre)

John Siewert (Art)

The minor in Film Studies focuses on film analysis, criticism, theory, history and the cinematographic elements and techniques that translate human thought to the screen. Students learn to read, interpret, and construct complex visual and verbal images that reflect a wide range of cinematic works, styles, and movements in order to develop a critical understanding of film's significance as an art form, a means of literary and cultural expression, and a tool for both entertainment and social change.

One of the distinctive features of the interdepartmental minor is the wide range of course offerings on films from different countries and cultures. The program of study also presumes that knowledge in constructing visual and verbal imagery is integral to interpreting it. Accordingly, a component of the minor focuses on aspects of film/video production or on media studies. The Film Studies minor can play a critical supporting role to the focus of a major and the Senior Independent Study.

Minor in Film Studies

Consists of six courses:

- CMLT 23600
- Two courses from Category I
- One course from Category II
- Two elective Film Studies courses, with at most one course from Category III

Special Notes

- Only grades of C- or better are accepted for the minor.

FILM STUDIES COURSES

CMLT 23600. COMPARATIVE FILM STUDIES [C, AH]

Category I: FILM CRITICISM, HISTORY, AND THEORY

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES (in English) [C, AH]

ENGL 24000. THE AMERICAN FILM [AH]

FREN 25300, 25301. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM (in English) [C, AH]

GRMN 22800-22804. TOPICS IN GERMAN SOCIETY AND CULTURE: GERMAN FILM AND SOCIETY (in English) [C]

RUSS 22000. RUSSIAN CULTURE THROUGH FILM (in English) [C, AH]

SPAN 28000. HISPANIC FILM (in English) [C, AH]

THTD 24900. INDIGENOUS FILM [C, AH]

Category II: FILM WRITING, PRODUCTION, MEDIA STUDIES

ARTD 15900. INTRODUCTION TO PHOTOGRAPHY [AH]

COMM 33200. VISUAL COMMUNICATION

THTD 30100. TOPICS IN THE WRITTEN TEXT (as appropriate to Film Studies; see Chair) [W, AH]

THTD 30200. TOPICS IN THE VISUAL TEXT (as appropriate to Film Studies; see Chair) [AH]

THTD 30300. TOPICS IN THE PHYSICAL TEXT (as appropriate to Film Studies; see Chair) [AH]

Category III: STUDY OF FILM AS SIGNIFICANT COURSE COMPONENT

AFST 24400. CINEMA OF AFRICA AND THE AFRICAN DIASPORA [C, AH]

ARTD 36000. CONTEMPORARY ART

CMLT 22200. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM [W, AH]

COMM 23100. RADIO, TELEVISION, AND FILM IN AMERICA

ENGL 21009. POSTCOLONIAL LITERATURE AND FILM [C, AH]

ENGL 23004. LITERATURE OF THE COLD WAR [AH]

ENGL 24002. NARRATIVE AND THE REAL WORLD [AH]

ENGL 24018. NINETEENTH-CENTURY BRITISH NOVEL ON FILM [AH]

FREN 32900. STUDIES IN THE TWENTIETH-CENTURY: FICTION AND FILM (in French) [C, AH]

RELS 26400. RELIGION AND FILM [C, R, AH]

THTD 24800. NATIVE AMERICAN PERFORMANCE [C, AH]

FRENCH

Carolyn Durham, Chair

Marion Duval

Harry Gamble

John Lytle

Agathe Fontaine (French Language Assistant)

The French Department offers a program of courses with three broad objectives: (1) to develop high proficiency in the French language; (2) to inculcate a knowledge and appreciation of the history, literature, and cultures of French-speaking countries; and (3) to develop critical thinking and analytical skills. In recent years, graduates who have majored or minored in French have gone on to further studies or employment in a variety of areas, including teaching, international careers, publishing, translation, the travel industry, business, banking, and law. All courses in the department are taught in French, with the exception of FREN 25300 and FREN 31900.

Major in French

Consists of eleven courses:

- FREN 21600
- FREN 21800
- FREN 22000
- FREN 22400
- Four elective French courses at the 200-level or above
- Junior Independent Study: FREN 40100
- Senior Independent Study: FREN 45100
- Senior Independent Study: FREN 45200

Minor in French

Consists of six courses:

- FREN 21600
- FREN 22000
- FREN 22400
- Three elective French courses at the 200-level or above

Special Notes

- **Study Abroad:** To assure linguistic competence and familiarity with Francophone culture, the department strongly encourages study off-campus and will provide guidance on choosing a study abroad program. All majors should plan to spend at least a semester, and preferably a full academic year, in a French-speaking country. A limited number of scholarships to assist with the travel expenses of students studying in a French-speaking country are available from the McSweeney Fund; such scholarships are awarded on the basis of both need and merit. Application information may be obtained from the department chairperson.
- **French House:** Students with a strong interest in French are encouraged to apply to live in the French House, located in Luce Hall. The French House organizes weekly cultural and social events, which allow students to improve their French and broaden their knowledge of the Francophone world. A language assistant from a Francophone country lives in the French House and helps organize these activities. Applications can be obtained from the department chair and are normally due towards the beginning of the spring semester.

- **Double majors:** The department supports double majors and will work closely with students to design an appropriate program of study. Students in recent years have combined their French major with majors in Art and Art History, Comparative Literature, English, Economics, History, International Relations, Political Science, Religious Studies, Sociology and Anthropology, and Spanish.
- FREN 40100 will normally be taken during the junior year or, if the student plans to spend the junior year off campus, in the spring of the sophomore year. With approval, FREN 40100 can be completed off-campus.
- Since the major program should provide continuity in the study of French, at least one course in French should be taken each semester of the junior year (for students on campus) and the senior year, in addition to Independent Study.
- No more than one French course taught in English may count toward the major.
- Students who minor in French may take up to three of the required six courses off-campus.
- Students who major in French are not permitted to take courses in the department on an S/NC basis.
- Only grades of C- or better are accepted for the major or minor.
- **Teaching Licensure:** Students interested in pursuing a career in elementary or secondary school teaching must complete the requirements for Multiage Licensure in French (grades pre-kindergarten through 12, ages 3-21) as stipulated here and the general education requirements for Multiage Licensure as stipulated by the Department of Education. A minimum of 44 semester hours (11 courses) in French must be completed, beginning with FREN 20100 and including the following: FREN 21600, 21800, 22000, 22400, 31900, 40100, 45100, and 45200. In the case of students who are seeking to be certified in French as their second area of foreign language licensure, FREN 10100 and FREN 10200 will be counted toward licensure in French.
- **Minor in International Business Economics.** Students interested in French as preparation for a career in international business or finance should consider the Interdisciplinary Minor in International Business Economics (see full description under *Business Economics*).
- **Advanced Placement:** Students who receive a score of 4 or 5 on the CEEB Advanced Placement Examination may count this credit toward a major or minor in French. Students who have taken the Advanced Placement Examination are still required, regardless of the score received, to take the departmental placement exam at the College to determine the next appropriate course.
- Students who wish to meet the College's language requirement in French by taking summer school courses or by participating in an off-campus program whose courses are fewer than four semester-hours are required to consult the chairperson of the Department of French prior to such study and will be required to take the departmental placement exam to demonstrate proficiency through the FREN 10100 or 10200 level after the completion of such courses; a successful performance on the placement exam is required for transfer credit to count toward the language requirement.
- If a student registers for and completes a course in French below the level at which the French placement exam placed him or her, that student will not receive credit toward graduation for that course, unless he or she has obtained the permission of the instructor of the course into which the student placed and the permission of the Department Chair.

FRENCH COURSES

FREN 10100. LEVEL I BEGINNING FRENCH

An introduction to understanding, speaking, reading, and writing French. Acquisition of basic structure, conversational practice, short readings, and compositions. Cultural content. Extensive use of authentic video and audio materials. *Annually. Fall.*

FREN 10200. LEVEL II BEGINNING FRENCH

Continuation of FREN 10100 with increased emphasis on conversational, reading, and writing skills. *Prerequisite: FREN 10100 or placement. Annually. Spring.*

FREN 20100. INTERMEDIATE FRENCH FOR SPOKEN COMPREHENSION AND COMMUNICATION

Intensive practice in conversational French. Course includes cultural explorations in the Francophone world and work with grammar, vocabulary, and appropriate texts. *Prerequisite: FREN 10200 or equivalent. Annually. Fall. [C]*

FREN 20300. INTERMEDIATE FRENCH FOR WRITTEN COMPREHENSION AND COMMUNICATION

Intensive practice in writing and reading, with a focus on writing strategies, the writing process, and different kinds of writing. Continued study of French vocabulary and grammar. *Prerequisite: FREN 10200 or equivalent. Annually. Spring. [W†]*

FREN 21600. ADVANCED FRENCH

Practice in listening, speaking, reading, and writing at an advanced level. Review of linguistic structure focusing on questions of usage and style. Extensive use of multi-media resources. Intensive and extensive reading on multiple topics. *Prerequisite: FREN 20300 or equivalent. Annually. Fall. [C, W]*

FREN 21800. FRENCH PHONOLOGY

Introduction to phonetics and phonology of the French language. Analysis of spoken French, including phonetic transcription. Extensive use of audio materials. Oral drill to improve pronunciation and diction. *Prerequisite: FREN 21600 or equivalent. Spring 2012. [AH]*

FREN 22000. INTRODUCTION TO FRANCOPHONE TEXTS (Comparative Literature)

Introduction to textual analysis through readings in genres representative of seventeenth to twentieth centuries. Intensive study of selected passages to develop a critical approach. Practice in speaking and writing on literature. *Prerequisite: FREN 21600 or permission of the instructor. Annually. Fall. [C, W, AH]*

FREN 22400. STUDIES IN FRANCOPHONE CULTURE

Topic changes from year to year. Recent topics have included: contemporary France; Franco-American cultural encounters, women in France; the French educational system. *May be repeated once for credit. Prerequisite: FREN 21600 or permission of the instructor. Annually. Spring. [C, AH]*

FREN 22600. THEATRE PRODUCTION

A practically-oriented course focusing on the study and presentation of a play. *S/NC course. Prerequisite: FREN 20100 or permission of the instructor. Not offered 2011-2012.*

FREN 23000-23004. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY (Comparative Literature)

A special topics course. Can be taught, for example, as Francophone poetry, Quebec studies, or as a course on Francophone North Africa. *Prerequisite: FREN 21600 or equivalent. Spring 2012.*

FREN 23500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA (Africana Studies, Comparative Literature)

This course explores the fictional works of major Francophone writers such as Mariama Bâ, Mongo Beti, Fatou Diome, Ahmadou Kourouma, and Camara Laye. Considerable attention is given to the historical and cultural contexts in which these novels were produced. Students will also approach the history and culture of Francophone Africa through a selection of films. *Prerequisite: FREN 22000. Not offered 2011-2012. [C]*

FREN 25300-25301. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM (Comparative Literature, Film Studies)

Taught in English. A study of Francophone film from its origins in the work of Méliès and the Lumière Brothers through film noir, poetic realism, and the New Wave to the contemporary period. Various cinematic techniques and theories are illustrated by texts from such major French auteurs as Renoir, Cocteau, Tavernier, Buñuel, Resnais, Carné, Truffaut, Godard, Varda, and others. Some attention to selected examples of Quebecois and/or Senegalais film. *Alternate years. Not offered 2011-2012. [C, AH]*

FREN 31600. TRANSLATION AND STYLISTICS

An advanced language course which studies linguistic and cultural differences between France and the United States through translation. Strongly recommended for majors in preparation for Independent Study. *Prerequisite: FREN 21600 or equivalent. Not offered 2011-2012. [C]*

FREN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French, German, and Spanish. Individual practice for the students of each language. Required for certification of prospective teachers of French. *Prerequisite: FREN 21600. Alternate years. Not offered 2011-2012.*

FREN 32000. STUDIES IN THE MIDDLE AGES AND THE RENAISSANCE (Comparative Literature)

An examination of works that reflect the evolution of values and institutions from the twelfth century through the sixteenth. Includes an introduction to Old French. Authors studied include Rabelais, DuBéllay, Ronsard, and Montaigne. *Prerequisite: FREN 22000. Not offered 2011-2012.*

FREN 32200. STUDIES IN THE SEVENTEENTH CENTURY (Comparative Literature)

An examination of works that reflect the crisis of values in the Age of Louis XIV. Authors studied include Mme. de Lafayette, Corneille, Racine, and Molière. *Prerequisite: FREN 22000. Not offered 2011-2012.*

FREN 32400. STUDIES IN THE EIGHTEENTH CENTURY (Comparative Literature)

An examination of works that reflect the conflict between the individual and the community in the Age of Enlightenment. Often taught with a focus on women in eighteenth-century literature and society. *Prerequisite: FREN 22000. Not offered 2011-2012. [C, AH]*

FREN 32800. STUDIES IN THE NINETEENTH CENTURY (Comparative Literature)

An examination of works which portray bourgeois society and its materialistic values and the ways in which these values alienate the developing romantic hero. Narrative and descriptive techniques also studied. Authors studied include Balzac, Flaubert, Sand, Stendhal, and Zola. *Prerequisite: FREN 22000. Not offered 2011-2012.*

FREN 32900. STUDIES IN THE TWENTIETH CENTURY (Comparative Literature, Film Studies)

An examination of works that reflect the cultural, psychological, and literary dislocation of the twentieth century. Authors studied may include Camus, Colette, Beauvoir, Sartre, Gide, Duras, and Robbe-Grillet. *Prerequisite: FREN 22000. Not offered 2011-2012. [C, AH]*

FREN 40100. JUNIOR INDEPENDENT STUDY

Includes work on skills that are useful when doing research in Francophone language, civilization, and literature. Culminates in the completion of an independent project, often a major paper on a cultural or literary topic.

FREN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor. *Prerequisite: FREN 40100.*

FREN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the finished thesis or an equivalent project and an oral examination. *Prerequisite: FREN 45100.*

FRENCH STUDY OFF-CAMPUS

Programs endorsed by the department include:

SWEET BRIAR JUNIOR YEAR IN PARIS OR NICE

Semester or academic year program offering courses in a variety of disciplines both at the Sweet Briar center, and at universities and specialized schools in Paris. A limited number of internships in government or social agencies are available.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) IN NANTES OR PARIS

Semester or academic year program offering courses in a variety of disciplines both at the Institute and at universities and specialized schools in Paris. Possibility of teaching assistantships in English. Possibility of internships at the OECD and in businesses.

WOOSTER IN BESANÇON

A one-semester program of intensive language study at the Centre de Linguistique Appliquée of the University

Geology

of Besançon. A Wooster graduate who teaches at the Centre serves as the College's agent there. *Prerequisite: FREN 10100 or equivalent.*

DICKINSON IN TOULOUSE

Semester or academic year program offering courses in a variety of disciplines both at the Dickinson Study Center and at the universities and specialized schools in Toulouse. Possibility of internships in business, education, the arts, and applied sciences.

ETUDE DES LANGUES AT THE UNIVERSITE LAVAL

Semester or academic year in Quebec City for intermediate or advanced students.

Additional endorsed programs allow students to study in Francophone Africa. See the website of the *Office of Off-Campus Studies*.

GEOLOGY

Greg Wiles, Chair
Shelley Judge
Meagen Pollock
Mark Wilson

The Department of Geology at The College of Wooster produces liberally educated scientists who are well-versed in scientific methodology and its application, who possess a thorough knowledge of fundamental geologic concepts, who take a creative approach to problem-solving, and who are able to express themselves with clarity, both orally and in writing.

Geology is an interdisciplinary science. Geologists employ principles of physics, chemistry, and biology to understand Earth history and Earth processes. Geologists should be broadly educated in the natural sciences and have diverse field and laboratory experience with rocks and fossils, which is the primary goal of the Geology major at Wooster.

Major in Geology:

Consists of twelve courses:

- One 100-level Geology course
- CHEM 11000
- GEOL 20000
- GEOL 20800
- GEOL 25000
- GEOL 26000
- GEOL 30000
- GEOL 30800
- GEOL 31300
- Junior Independent Study: GEOL 40100
- Senior Independent Study: GEOL 45100
- Senior Independent Study: GEOL 45200

Minor in Geology:

Consists of six courses:

- GEOL 20000
- Five elective Geology courses, with no more than two courses at the 100-level

Special Notes

- The laboratory and classroom components are closely integrated in Geology lab courses and must therefore be taken concurrently. The course and laboratory grades will be identical and are based on performance in both components; the relative weights of the two components are stated in each course syllabus.
- Geology majors who intend to make a career in geology are strongly urged to supplement their curriculum with at least one additional course in chemistry, two courses in physics, and two courses in calculus (or a combination of calculus and computer science). Other relevant courses will depend upon the student's particular interest in Geology.
- S/NC courses are not permitted in the major department and in CHEM 11000.
- Only grades of C- or better are accepted for the major or minor.

GEOLOGY COURSES

GEOL 10000. HISTORY OF LIFE (Archaeology)

Origin and evolution of life, with emphasis on biologic innovations and crises in the context of Earth history. Three hours of lecture weekly. *Annually. Spring 2012. [MNS]*

GEOL 10300. OCEANOGRAPHY

Rocks, sediments, geophysics, structure, and history of ocean basins and their margins. An interdisciplinary examination of the oceans with emphasis on physical oceanography. Three hours of lecture weekly. *Fall 2011. [MNS]*

GEOL 10500. GEOLOGY OF NATURAL HAZARDS (Archaeology, Environmental Studies)

Survey of the geologic conditions, human and environmental impacts, and regulatory consequences of natural hazards and disasters. Course focus is on earthquakes, volcanoes, flooding, landslides, and destructive coastal processes. Three hours of lecture weekly. *Annually. Spring 2012. [MNS]*

GEOL 11000. ENVIRONMENTAL GEOLOGY (Environmental Studies)

An investigation of how human activities affect and are affected by physical Earth processes. Topics include an overview of Earth's development; minerals and rocks; internal processes such as plate tectonics, earthquakes, and volcanoes; surface processes; natural resources; waste disposal; pollution and related topics. Three hours of lecture weekly. Fieldtrips. *Annually. Fall 2011. [MNS]*

GEOL 20000. PROCESSES AND CONCEPTS OF GEOLOGY (Archaeology)

Materials, structures and surface features of the Earth; geological processes and their effects through time; origin and evolution of Earth. Three hours of lecture and three hours of laboratory weekly. One-day fieldtrips. (1.25 course credits) *Prerequisite: any 100-level Geology course. Annually. Spring 2012. [MNS]*

GEOL 20800. MINERALOGY (Archaeology)

Introduction to crystallography; detailed study of mineral structure and occurrence. Three hours of lecture and three hours of laboratory weekly. (1.25 course credits) *Prerequisite: any 100-level Geology course and CHEM 11000 (which can be taken concurrently). Annually. Not offered 2011-2012. [MNS]*

GEOL 21000. CLIMATE CHANGE (Archaeology, Environmental Studies)

Analyses of the Earth's ocean-atmosphere system and energy balance, Quaternary dating methods and techniques of reconstructing past climates are outlined. Students will work with paleoclimate data sets from ocean cores, ice cores, tree-rings, lake cores, and corals. Labs include computer modeling, statistical analysis of time series, and various projects. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. (1.25 course credits) *Prerequisite: any 100-level Geology course. Annually. Fall 2011. [Q]*

GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (Archaeology, Environmental Studies)

A lab-intensive introduction to the basic concepts in computer-based GIS. The course is designed to provide interested students a hands-on approach to spatial database design and analysis. Students will depict and evaluate spatial data to produce cartographic results in order to solve problems in a variety of disciplines, with emphasis on the natural sciences. The primary platform used will be ArcMap by ESRI and Microsoft Excel,

Geology

but the techniques learned are applicable to other software packages. Three hours of lecture weekly. *Annually, Fall 2011.*

GEOL 25000. INVERTEBRATE PALEONTOLOGY

Identification, systematics, evolution, and paleoecologic analysis of invertebrate fossil groups. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. (1.25 course credits) *Prerequisite: any 100-level Geology course or BIOL 20200. Annually, Fall 2011. [W, MNS]*

GEOL 26000. SEDIMENTOLOGY AND STRATIGRAPHY (Archaeology)

Physical and biological methods for the analysis of sedimentary environments and processes. Investigating the distribution of sedimentary rock units in space and time. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. (1.25 course credits) *Prerequisite: any 100-level Geology course. Annually, Spring 2012. [W, MNS]*

GEOL 30000. GEOMORPHOLOGY AND HYDROGEOLOGY (Archaeology)

A study of the classification, genesis, and evolution of the diverse landforms which make up the surface configuration of the Earth. Relationship of soils, surficial materials and landforms to rocks, structures, climate, processes, and time. The hydrologic cycle and surface water processes, geologic settings of groundwater, groundwater flow to wells, and water quality. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. (1.25 course credits) *Prerequisite: GEOL 20000. Annually, Spring 2012.*

GEOL 30800. IGNEOUS AND METAMORPHIC PETROLOGY (Archaeology)

Introduction to petrography and petrology of igneous and metamorphic rocks. Integration of theoretical petrology, geochemistry, and petrography into an understanding of the petrogenesis of rock systems. Three hours of lecture and three hours of laboratory weekly. (1.25 course credits) *Prerequisite: GEOL 20800. Annually. Not offered 2011-2012.*

GEOL 31300. STRUCTURAL GEOLOGY

Introduction to the processes of deformation and geometry of deformed rocks. Examination of rock deformation through analysis of structures at both microscopic and outcrop scales with emphasis on descriptive geometry, map interpretation, and cross-section construction methods. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. (1.25 course credits) *Prerequisite: GEOL 20000. Annually, Spring 2012. [Q]*

GEOL 35000. SPECIAL TOPICS IN GEOLOGY

To allow students with significant geological background to explore interdisciplinary topics in further detail. Planetary Geology, Geochemistry, Geophysics, Desert Geology and others offered when sufficient student interest is shown. *Prerequisite: GEOL 20000 and others, depending on topic offered. Spring 2012. [W]*

BIOL 36000. EVOLUTION

GEOL 40000. TUTORIAL

Advanced library, field, and laboratory research problems in geology. (.5 – 1 course credit) *Prerequisite: the approval of both the supervising faculty member and the chairperson is required prior to registration.*

GEOL 40100. JUNIOR INDEPENDENT STUDY

Concepts and techniques of geologic research culminating in a Junior I.S. thesis project. *Prerequisite: GEOL 20000. Annually, Fall or Spring.*

GEOL 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

An original geological investigation is required. An oral presentation is given to the department. *Prerequisite: GEOL 40100.*

GEOL 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

An original geological investigation is required. An oral presentation is given to the department. Projects result in a thesis and an oral defense. *Prerequisite: GEOL 45100.*

GEOLOGY SEMINAR

All senior Geology majors pursuing thesis research attend and participate in a weekly departmental seminar. Each student presents a synopsis of her or his research and leads a discussion. This presentation provides experience in oral communication and criticism in a scientific context. All junior and senior Geology majors are required to attend these seminars; other majors are encouraged to attend. Thursdays, 11:00 a.m. to 12:00 noon, Scovel 205.

GERMAN STUDIES

Beth Ann Muellner, Chair

Mareike Herrmann

Anna-Lena Lock (German Language Assistant)

The German Studies Department offers a program of courses that help students to attain a high level of proficiency in German, to understand and appreciate the history, literature, and cultures of German-speaking countries, and to develop critical thinking and analytical skills. Beyond the acquisition of speaking facility, language and culture courses can foster better understanding of how language both reflects and shapes consciousness of the world. In the best liberal arts tradition, language and culture study enhances our ability to deal with ambiguity and cultural pluralism.

The German Studies Department offers a major and minor in German Studies. A major in German can lead to careers in teaching, research or translation work, foreign service, international business, or work in international service organizations. A minor in German can enhance one's preparation for professions in communications, journalism, the natural and social sciences, or any work involving trans-cultural communication. In recent years, graduates who have majored in German have entered graduate programs in German Studies or embarked on careers in international business, publishing, teaching, and the sciences. Many German majors and minors have earned Fulbright teaching awards abroad in the year after graduation.

In considering a major or minor in German Studies, students should consult early in the first year or sophomore year with a member of the department about how best to plan meaningful sequences of courses, ideally including at least a semester of study abroad.

The curriculum as described below is intended to expose students at the intermediate level to varieties of spoken and written styles; to encourage active development of one's written and spoken facility with German in a broad range of topic areas; to exercise skills in intercultural thinking and communication; to introduce students to the methods and questions central to the study of German literature and cultural history, and to foster critical inquiry into a number of specific areas prior to Independent Study. The German Studies major encompasses inquiries into literary, artistic, historical, and everyday cultural aspects of German-speaking areas. It includes the study of periods, genres, major themes of German culture, including film and literature.

Major in German Studies

Consists of eleven courses:

- GRMN 20100 (see note below)
- GRMN 20200 (see note below)
- GRMN 25000
- GRMN 26000 (must be taken at the College of Wooster)
- Two of the following courses: GRMN 30000, 32000, 33000, or 34000
- Two elective courses taken from German Studies Literature Courses (see note below)
- Junior Independent Study: GRMN 40100
- Senior Independent Study: GRMN 45100
- Senior Independent Study: GRMN 45200

Minor in German Studies

Consists of six courses:

- GRMN 20100 (see note below)

- GRMN 20200 (see note below)
- GRMN 25000
- GRMN 26000 (must be taken at the College of Wooster)
- One 300-level course in German Studies
- One of the following courses: GRMN 22700, 22800, 23000, or any 300-level course in German Studies

Special Notes

- **Overseas Study:** Majors in German Studies are required to spend a minimum of a summer, or ideally, the junior year in Germany, Austria, or German-speaking Switzerland to increase proficiency in the language and international perspective. (Consult the German Studies Department for information on the programs most suited to your interests and needs.)
- If students place out of the intermediate-level courses (GRMN 20100, 20200), they have to make up the remaining courses with other classes in the German Studies Department or with transfer credits from abroad.
- One of the following courses with substantial German content may be counted towards the German Studies major: ARTD 32200 *The Age of the Witch-Hunts*; ARTD 22200 *Modern Art*; CMLT 20000 *Comparative Literary Theory*; CMLT 24800 *The Perils of Romanticism*; GRMN 31900 *Applied Linguistics*; HIST 10121 *Hitler and the Nazi State*; HIST 10167 *The Holocaust*; HIST 20800 *Europe 1890-1945*; HIST 20900 *Europe Since 1945*; HIST 21000 *Ideas that Shaped the Modern World: Intellectual History of Modern Europe*; HIST 22500 *Modern Germany*; PHIL 26100 *Continental Philosophy*; RELS 25400 *The Reformation*.
- Majors are encouraged to take additional courses in German Studies or in related disciplines as electives.
- **Minor in International Business Economics:** Students who are interested in a fundamental preparation in international business or finance with a focus on German language and economic issues may choose a major in German Studies and a prescribed core of complementary courses. Interested students should consult with the chair of German Studies and the chair of Business Economics.
- The *Zertifikat Deutsch Als Fremdsprache* and the *Mittelstufenprüfung*, administered by the Goethe Institute Centers in Germany and the U.S., are internationally recognized as certification of advanced skills in German. Students are encouraged to take the tests, usually after GRMN 25000 or equivalent, offered annually at Hiram College.
- **Teaching Licensure:** To be certified by the State of Ohio for secondary teaching of German, a student will complete eight semester courses in German beginning at GRMN 20100 (or the equivalent as determined by placement exam). The eight courses must include GRMN 20200, 25000, 26000, 22700 or 22800, and 31900. Study abroad is highly recommended for prospective teachers.
- **Advanced Placement:** Students who receive a score of 4 or 5 on the CEEB Advanced Placement Examination may count this credit toward a major or minor in German Studies. Students who have taken the Advanced Placement Examination are still required, regardless of the score received, to take the departmental placement exam at the College to determine the next appropriate course.
- **German House:** Students have the opportunity to take up residence in the German House, a suite in Luce Hall that houses students along with a native Austrian assistant and serves as the focal point for most campus German language and cultural activities. Applications for residency in the German House can be obtained from the chair and are usually due early in the spring semester.

- One S/NC course may be included in the major. Normally the minimum grade equivalent to “Satisfactory” is C. Students considering graduate work in German are advised not to include S/NC work in the major.
- Only grades of C- or better are accepted for the major or minor.

GERMAN STUDIES COURSES

GRMN 10100. BEGINNING GERMAN LEVEL I

An introduction to understanding, speaking, reading, and writing German in a cultural context. Acquisition of basic structure, conversational practice, short readings, and compositions. Use of authentic video and audio materials. Four hours per week. Students with previous German must take the departmental placement test in order to register for GRMN 10100. See department chairperson. *Annually. Fall.*

GRMN 10200. BEGINNING GERMAN LEVEL II

Continuation of GRMN 10100 with increased emphasis on conversation, cultural material, and reading authentic texts, including two children’s books. For students who have had GRMN 10100 or equivalent training, to be determined by placement test. Four hours per week. *Annually. Spring.*

INTERMEDIATE AND ADVANCED COURSES

GRMN 20100. INTERMEDIATE GERMAN LEVEL I

A skills-building course to follow GRMN 10200 or equivalent, to be determined by placement test. Emphasis on reading literary texts of moderate difficulty, improving proficiency in writing and speaking, and exposure to culture material. The German major and minor begin with GRMN 20100. *Annually. Fall. [C]*

GRMN 20200. INTERMEDIATE GERMAN LEVEL II

Current issues through the media. Advanced readings and discussion of contemporary life in the German-speaking countries as reflected in newspapers, magazines, television, and film. Required of majors and minors. *Prerequisite: GRMN 20100 or equivalent. Annually. Spring. [C]*

GRMN 25000. ADVANCED GERMAN: TEXTS AND CONTEXTS

Reading, discussion of, and writing about important texts (e.g. short stories, short novels, personal narratives, films) from the 20th century, presented in their socio-historical contexts. Students learn about major events of the 20th century. Special emphasis on developing students’ reading and formal conversation skills and on cultural literacy. Continued practice of complex grammar structures and systematic vocabulary building. *Prerequisite: GRMN 20200. Annually. Fall. [C]*

GRMN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French, German, and Spanish. Individual practice for the students of each language. Required for licensure of prospective teachers of German. *Alternate years. Not offered 2011-2012.*

LITERATURE AND CULTURE COURSES

(Conducted in German unless otherwise indicated)

GRMN 22700. GERMAN LITERATURE IN TRANSLATION (some sections cross-listed with: Comparative Literature, Women’s, Gender, and Sexuality Studies)

Taught in English. Selected readings from classical and contemporary German authors. Sample topics: German Literature East and West Since 1945; Contemporary German Literature by Women; Modern German Theater; Fairy Tales and Gender . *Alternate years. Spring 2012.*

GRMN 22800. TOPICS IN GERMAN SOCIETY AND CULTURE (some sections cross-listed with: Comparative Literature, Film Studies, Women’s, Gender, and Sexuality Studies)

Taught in English. Studies in German cultural history, varying in topic from year to year and often interdisciplinary in approach. *Not offered 2011-2012. [C]*

GRMN 23000. THEATERPRAKTIKUM

Dramatic readings and play production, in German. Ideal for students wishing to maintain and build speaking proficiency and self-confidence. No acting experience required. *May be taken more than once, but only one of these may count toward the minimum eleven courses for the major or minor. Prerequisite: GRMN 20100 or permission of instructor. Alternate years. Not offered 2011-2012.*

GRMN 26000. KULTURKUNDE: INTRODUCTION TO GERMAN STUDIES (Comparative Literature)

A survey of the cultural history of the German-speaking world, with particular attention to the social matrix in which German cultural institutions function. An introduction to the methods and resources of German Studies as an interdisciplinary area of study. Must be taken at the College of Wooster. *Prerequisite:* GRMN 25000. *Annually. Spring. [W, C, AH]*

CMLT 24800. THE PERILS OF ROMANTICISM: NINETEENTH CENTURY EUROPEAN LITERATURE (Taught in English) [C, AH]

GRMN 30000. MAJOR EPOCHS OF GERMAN LITERATURE AND CULTURE (Comparative Literature)

Each of five subcourses deals with a distinct period of German literature and culture marked by watershed events and characterized by certain concerns and issues which find significant expression in the literature of the period. Each course will focus on major literary works in a broad cultural context. *Prerequisite:* GRMN 26000. *Not offered 2011-2012.*

- GRMN 30000A. Faith, Love, and Reason: The Middle Ages to the Enlightenment
- GRMN 30000B. The Coming of Age of German Culture (1770-1830)
- GRMN 30000C. Poetry and Politics: Literature, Revolution and Nationalism (1830-1918)
- GRMN 30000D. The Weimar Republic and the Third Reich (1918-1945)
- GRMN 30000E. After the Holocaust (Post-1945)

GRMN 32000. MAJOR AUTHORS IN GERMAN LITERATURE AND CULTURE (Comparative Literature)

A seminar concentrating on one or more authors of the German-speaking world. Close readings of shorter and longer works in all genres: consideration of methods of criticism and interpretation, the authors' reception and influence in various periods and across national boundaries; thematic comparisons among authors of different periods. Course topic varies from year to year. Examples: Kleist and Kafka, Büchner and Brecht; Goethe and Schiller; Christa Wolf and Sarah Kirsch; Keller and Fontane. *May be taken more than once for credit in the major. Prerequisite:* GRMN 26000, or permission of the instructor. *Not offered 2011-2012.*

GRMN 33000. GENRES OF GERMAN LITERATURE AND CULTURE (Comparative Literature)

A survey of literature of important genres (Novelle, ballad, lyric poetry, Bildungsroman, drama, short story, autobiography, etc.). While focusing attention on representative works, the course considers genres as cultural conventions, asking how the history of a culture is reflected in the directions taken by such cultural forms, and why particular genres have flourished at a specific time in history. *May be taken more than once for credit in the major. Prerequisite:* GRMN 26000 or permission of instructor. *Not offered 2011-2012. [C]*

GRMN 34000. MAJOR THEMES IN GERMAN LITERATURE AND CULTURE (Comparative Literature)

A study of dominant recurring themes that cross period and genre lines and are important to the German cultural tradition. Topics will vary from year to year — e.g., Travel and Migration; Images of Women; The Artist and Society; The German Middle Ages; Fiction, History, and Memory; Nature, Space, and Place. *May be taken more than once for credit in the major. Prerequisite:* GRMN 26000 or permission of instructor. *Fall 2011. [Depending on the topic, C, AH]*

GRMN 40000. TUTORIAL

Individually supervised readings on a special topic. By prior arrangement with the department only. *Prerequisite:* GRMN 25000 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.

GRMN 40100. INTRODUCTION TO INDEPENDENT STUDY

Bibliography and research methods in German, including the preparation of two shorter papers or one longer research paper. Normally taken Semester II of the junior year. If a Junior Year Abroad is planned, GRMN 40100 should be taken Semester II of the sophomore year. If a one-semester program abroad is planned, it should be Semester I so that GRMN 40100 can be taken Semester II.

GRMN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, a two-semester course in thesis preparation taken in the senior year, supervised by a departmental adviser and approved by oral examination by the department in the second semester. *Prerequisite:* GRMN 40100.

GRMN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite:* GRMN 45100.

GERMAN STUDY OFF-CAMPUS

One option for fulfilling the one-year language requirement is to participate successfully in one of the programs described below. Students continuing beyond the 102-level are encouraged to ask a member of the department (at least three semesters in advance of scheduled study abroad) about summer, semester, and year-long programs available to advanced students.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) IN FREIBURG AND BERLIN

A one-semester or one-year program for juniors in good standing at the College. Students will take intensive language courses taught by IES instructors and a combination of IES tutorials and German-university-taught courses in a variety of disciplines as well as in German literature and history. Courses at Freiburg and at the Humboldt University in Berlin are conducted entirely in German and require a minimum proficiency of GRMN 250 or equivalent. Courses at Vienna are conducted mostly in English, and students with beginning German proficiency are usually eligible.

WAYNE STATE UNIVERSITY JUNIOR YEAR IN MUNICH

A year-long (or one-semester option) program for juniors in good standing at the college. Students will take an intensive language course offered by JYM staff and enroll directly at the prestigious Ludwig-Maximilians-Universität München, which offers a vast selection of courses in 150 degree-granting areas. The oldest intercollegiate study abroad program in Germany, the JYM is especially recommended for German majors. It offers a special independent study tutorial course, which can be counted for Junior I.S. credit in German.

MACALESTER SEMESTER IN BERLIN-VIENNA

A spring semester program for juniors in good standing at the college. The Macalester German Study Abroad program is a unique six-month program based in Berlin and Vienna that provides students with the opportunity to gain high proficiency in German and to immerse themselves academically, culturally, and socially in both Germany and Austria. Students will spend two months studying intensive German at the Goethe Institut in Berlin, before heading for Vienna, where they spend four months taking two program-specific courses, and two courses at the University of Vienna.

STUDY-TRAVEL SEMINAR

A summer or one-semester program in German language and culture with a practical focus determined by the particular groups and institutions visited (theater, social organizations, hospitals, farms, etc.). *Prerequisite: GRMN 20200 or equivalent.*

HEBREW

(see *RELIGIOUS STUDIES*)

HISTORY

Gregory Shaya, Chair (Fall 2011)
Madonna Hettinger, Chair (Spring 2012)
Kabria Baumgartner
Monika Flaschka
Joan Friedman
David Gedalecia
Katherine Holt
Shannon King
Sarah Mirza
Peter Pozefsky
Jeffrey Roche
Hayden Schilling
Ibra Sene

History is one of the oldest fields of knowledge, but it has never been more relevant than in the fast-changing, interconnected world in which we live. The study of history is the foundation for a complex understanding of the world. It offers a rich view upon the developments that have shaped the society we live in; it helps us understand distant cultures; it provides a set of rigorous tools for understanding changes and continuities over time; it offers a high perspective to make sense of the tumult of current events.

The study of history cultivates skills and habits of mind that are essential to a liberal arts education. Students of history will develop the ability to research complex topics, to analyze evidence, to assess conflicting interpretations, to convey ideas with clarity and persuasion, and to build strong arguments. History encourages a subtle understanding of difference. What is more, the study of history provides a set of deep pleasures. Vastly enlarging our experience, the study of the past is a profound source of personal meaning and collective identity.

We believe the best way to study history is to do history. In their coursework, students will develop a wide knowledge of the past and a practical understanding of the skills of the historian, culminating in the year-long Senior Independent Study. The major in history is flexible, allowing students to design a course of study that fits their interests and builds upon work in other disciplines. Students are required to complete ten courses, including four courses at the 200-level or above, *Junior Independent Study* (HIST 40100) and the two-semester *Senior Independent Study* (HIST 45100-45200).

Major in History

Consists of ten courses:

- Four courses at the 200-level or above
- Three elective History courses
- Junior Independent Study: HIST 40100
- Senior Independent Study: HIST 45100
- Senior Independent Study: HIST 45200

Minor in History

Consists of six courses:

- Four courses at the 200-level or above
- Two elective History courses

Special Notes

- Majors and minors in history are strongly encouraged to complete *The Craft of History* (HIST 20100) in their sophomore year, after they've taken a first course in history at the College but before Junior I.S. Majors and minors are also strongly encouraged to complete one course at the 200-level or above in the history of a non-U.S. and non-European field and one course at the 200-level or above in the history of a society before 1800.
- **Advanced Placement:** A student obtaining a score of 5 on one of the CEEB Advanced Placement Examination in history will receive two course credits in history; a student scoring 4 will receive one course credit. A student will receive a maximum of three course credits in history for any combination of Advanced Placement Examinations. Students may count these credits toward a major or minor in history. Students receiving Advanced Placement credit should consult with the department before registering for 100-level survey courses in the department. The Advanced Placement policy of the College is explained in the section on *Admission*.
- Only grades of C- or better are accepted for the major or minor.

HISTORY COURSES

INTRODUCTORY TOPICS COURSES

HIST 10100-10176. INTRODUCTION TO HISTORICAL STUDY (some sections cross-listed with: African Studies, Chinese Studies, East Asian Studies, International Relations, Latin American Studies, Russian Studies, Women's, Gender, and Sexuality Studies)

An introduction to the study of history through the examination of a specific historical theme. Topics frequently offered include: America in the Sixties, Crime & Punishment, The Civil Rights Movement, Hitler & the Nazi State, and Western Travelers to China. Class format includes lecture and discussion. *May be repeated for credit as offerings vary.*

Scheduled for 2011–2012

HIST 10103. PERSONALITIES IN CHINESE HISTORY Fall 2011. [C, HSS]

HIST 10121. HITLER & THE NAZI STATE Fall 2011. [HSS]

HIST 10165. WEST AFRICA & THE AFRICAN-AMERICAN CONNECTION Fall 2011. [C, HSS]

HIST 10173. THE SOCIAL HISTORY OF HIP HOP: RACE, CRIME, GENDER, AND POPULAR CULTURE Fall 2011. [C, HSS]

HIST 10143. AMERICA IN THE SIXTIES Spring 2012. [HSS]

HIST 10161. RUSSIA'S WORLD WAR II Spring 2012. [HSS]

HIST 10176. THE HISTORY OF ISLAM Spring 2012. [C, HSS]

INTRODUCTORY SURVEY COURSES

HIST 10600. WESTERN CIVILIZATION TO 1600

A survey of the rise of western civilization to 1600. European history. *Not offered 2011-2012.* [HSS]

HIST 10700. WESTERN CIVILIZATION SINCE 1600 (International Relations)

The development of western civilization from 1600 to the present. European history. Spring 2012. [C, HSS]

HIST 10800. AN INTRODUCTION TO GLOBAL HISTORY (International Relations)

Global history examines the interactions between different cultures across the globe from ancient times to the present. These interactions range from trade, to warfare, to the exchange of ideas, technology and disease. More specifically, global history explores the ways that those interactions have changed over time, and the impact they have had on economics, society, culture, politics and the environment at the local level. The course will introduce students to Global history through readings in the historiography of the field and in selected topics. The course will also critique the phenomenon of globalization from a historical perspective. Fall 2011. [C, HSS]

HIST 11000. THE UNITED STATES EXPERIENCE TO 1877

A survey of the development of United States society to 1877. Fall 2011. [HSS]

History

HIST 11100. THE UNITED STATES EXPERIENCE SINCE 1877

A survey of United States history from 1877 to the present. *Spring 2012. [HSS]*

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT (Africana Studies, Education)

This course covers the history of black Americans from their origins in West Africa to the present. Although this course is a survey, it will have a topical approach. Topics will include the following: West African origins, the southern slavery experience, Black Reconstruction, the Great Migration, the Civil Rights Movement, and the Black Power Movement. The current situation of black people is the result of this heroic and yet sometimes tragic history. This course will view the development of America from the black perspective, displaying a history that is not the traditional view of the United States. *Spring 2012. [C, HSS]*

THE METHODS OF HISTORY

HIST 20100-20105. THE CRAFT OF HISTORY (some sections cross-listed with International Relations)

An introduction to the critical skills of the historian—including the analysis of primary sources, historiography, historical research and writing, and historical argument—through the study of a specific historical theme. Topics frequently offered include: The History of the News, Slavery in the Americas, Plagues in History, and the Harlem Renaissance. A writing-intensive course, the class is taught as a seminar. The course is strongly recommended for majors, but it is open to students from all departments and programs. It is normally taken in the sophomore year and before HIST 40100—Junior I.S. *Prerequisite: one course in History or permission of instructor. May be repeated for credit with permission of the Department Chair.*

Scheduled for 2011–2012

HIST 20101. HISTORY OF THE NEWS *Fall 2011. [W, HSS]*

HIST 20102. HISTORY OF SCHOOL IN AMERICA *Fall 2011 and Spring 2012. [W, HSS]*

HIST 20103. PLAGUES IN HISTORY *Spring 2012. [W, HSS]*

HIST 20104. LATIN AMERICA & THE UNITED STATES *Spring 2012. [W, C, HSS]*

HIST 20201. HISTORY WORKSHOP (.25 credit)

This course will provide a theoretical foundation and practical training in a historical methodology. Topics offered may include: Public History, Oral History, Documentary History, Cultural History, and Digital History. *Prerequisite: one course in History or permission of instructor. May be repeated for credit as offerings vary.*

Scheduled for 2011–2012

HIST 20201. THE HISTORICAL DOCUMENTARY *Fall 2011.*

HIST 29800. MAKING HISTORY (International Relations)

Explores both the theoretical debates that shape current historical thinking and the methodological challenges of working with original historical materials. Topics include philosophies of history, the use of interdisciplinary methods in history, the influence of technological developments on historical research and writing, archival methods, and research design. *Fall 2011. [HSS]*

THE UNITED STATES

HIST 23700. THE UNITED STATES AND CHINA (Chinese Studies, East Asian Studies, International Relations)

The historical development of relations between the United States and China from the late eighteenth century to the present day, as seen through diplomatic, economic, political, and intellectual contacts. *Spring 2012. [C, HSS]*

HIST 23800. THE AMERICAN WEST

This course examines the development of the American West as a recognized region over the past 500 years. It focuses on several primary themes: ideologies of expansion, ethnic conflict, environmental change, technology, politics, and myth. Moreover, the course will examine how shifting historical interpretations of the West (including those of novelists and filmmakers) have reflected contemporary society. *Fall 2011. [HSS]*

HIST 23900. RECENT AMERICA: THE UNITED STATES SINCE 1945

An examination of selected themes and topics of importance in recent American history, such as the Cold War, the Vietnam War, political coalitions, Presidential leadership, the 1960s as a decade, and contemporary cultural and economic concerns. *Not offered 2011–2012. [HSS]*

HIST 24300. MODERN AMERICAN THOUGHT

Major ideas, intellectual movements, and cultural institutions with emphasis on the influence of economic change, science, and world upheaval in the formation of contemporary thought. *Not offered 2011–2012. [HSS]*

HIST 24400. ISSUES IN EARLY AMERICAN SOCIAL HISTORY

The development of American societies through the early nineteenth century, focusing on the family, national character, and economic and cultural institutions. *Not offered 2011–2012. [HSS]*

HIST 24500. THE AMERICAN REVOLUTION AND THE CONSTITUTION

Focuses on the ways in which the European, African American, and Native American cultures interacted to form both the context for and content of democracy in America, particularly in the ways men and women of all three races and all classes understood and participated in the Revolution and the shaping of the Constitution. *Not offered 2011–2012. [HSS]*

HIST 24600. UNITED STATES URBAN HISTORY (Africana Studies)

A study of the urbanization process from colonial settlements through the development of the modern metropolis. The course will focus on those forces that have shaped the modern American city. *Not offered 2011–2012. [HSS]*

HIST 24700. WOMEN'S HISTORY IN THE UNITED STATES (Women's, Gender, and Sexuality Studies)

An exploration of women's experience as it was limited by their roles as daughter, wife, and mother; how women used their roles to participate in the construction of American society and change the course of American history, emphasizing race, class, and gender. *Not offered 2011–2012. [HSS]*

HIST 24900. INTELLECTUAL HISTORY OF BLACK AMERICA

A basic survey of some of the leading black thinkers in American history. *Spring 2012. [W, HSS]*

EUROPEAN HISTORY**HIST 20400. GREEK CIVILIZATION (Archaeology, Classical Studies)**

A survey of the civilization of ancient Greece from the Bronze Age to the Hellenistic period, with concentration on the Classical period (490–340 B.C.). Readings in primary sources, especially the Greek historians, with particular attention to the problems of recording and interpreting historical data. *Not offered 2011–2012. [HSS]*

HIST 20500. ROMAN CIVILIZATION (Archaeology, Classical Studies)

A survey of the civilization of ancient Rome from the Iron Age to the age of Constantine, with concentration on the late Republic and early Empire (133 B.C. - A.D. 180). Readings in primary sources, especially the Roman historians, with particular attention to the problems of recording and interpreting historical data. *Not offered 2011–2012. [HSS]*

HIST 20600. MEDIEVAL EUROPE, 500–1350 (Archaeology)

Organized thematically, the course examines the political and economic development of Europe in the Middle Ages, including feudalism and manorialism, and their social and cultural underpinnings. Special attention will be given to the problem of the "invisible" people of the Middle Ages: peasants, women, and Jews. *Fall 2011. [HSS]*

HIST 20700. RENAISSANCE AND REFORMATION EUROPE, 1350–1650

Examines the great intellectual and religious events of the fourteenth to the seventeenth centuries within their political and social contexts. In particular, the course will examine how the "new thought" of these centuries provided Europe with a new intellectual language for describing and evaluating the growth of absolutism and the conquest of the Americas. *Spring 2012. [HSS]*

HIST 20800. EUROPE, 1890 TO 1945 (International Relations)

An investigation into European politics, society, and culture from 1890 to 1945. Topics include: mass politics and their discontents, modernism in the arts, new theories of society and personality, European imperialism, the second industrial revolution and the rise of socialist parties, feminism, the First World War, the Russian Revolution, the Versailles Treaty, the rise of fascism, Stalin's Russia, the Depression, the Spanish Civil War, the Nazi threat to Europe, the Second World War, and the Holocaust. *Not offered 2011–2012. [C, HSS]*

HIST 20900. EUROPE SINCE 1945: FILM AND HISTORY (International Relations)

This course examines politics, society and culture in Europe from the immediate aftermath of the devastation of the Second World War to the present. Topics include: the reconstruction of Europe, the Cold War, the dilem-

History

ma of Americanization, the expansion of the social welfare state, decolonization and immigration, student protest, the radical right, (the challenges of) European integration, and more. A large part of our studies will be devoted to a consideration of how the larger political and social struggles of Europe have been refracted and interpreted in the art of cinema. *Fall 2011. [C, HSS]*

HIST 21000. IDEAS THAT SHAPED THE MODERN WORLD: INTELLECTUAL HISTORY OF MODERN EUROPE

An investigation of the central trends in European thought through readings and discussions of primary texts. Topics include the enlightenment, romanticism, liberalism, socialism, fascism, existentialism, and post-modernism. *Not offered 2011–2012. [W, C, HSS]*

HIST 21100. EUROPE OF THE REVOLUTIONS (1789-1914)

Europe from the French Revolution through the eve of the Russian Revolution. Topics include the French Revolution, Napoleon, the Industrial Revolution, the establishment of liberal regimes, the rise of revolutionary movements on the right and left (liberalism, socialism, nationalism), the Revolution of 1848, and imperialism. *Not offered 2011–2012. [HSS]*

HIST 21200. PLAGUE IN THE TOWNS OF TUSCANY

When the Black Death arrived in Europe in the middle of the fourteenth century, Tuscany's advanced urban centers were hit first and hardest. Within the first two years of bubonic plague in Western Europe, such thriving commercial cities as Siena, Florence and Pisa, saw their populations cut in half. While these cities eventually recovered the experience of epidemic disease left its mark on the survivors. This course will explore the impact of the Black Death on the social, religious, and economic lives of these cities. By mapping the spread of the plague on location, we will consider how these cities responded with new public health measures and new interventions into the private and public lives of citizens. *Not offered 2011–2012. [C, HSS]*

HIST 21400. MYSTICS, POPES AND PILGRIMS

From the late twelfth to the late fourteenth century, western Christendom grew simultaneously in two very different directions. While the papacy became increasingly involved in temporal concerns, often competing with kings and emperors for earthly power, ordinary believers sought more personal means of engaging with their faith. In the cases of more extra-ordinary believers, mystics and pilgrims, extreme physical hardship and the sacrifice of worldly possessions was seen as an avenue toward salvation. This course will explore the nature of these alternative expressions of faith and examine how the popularity and influence of such famous mystics as Francis of Assisi and Catherine of Siena challenged the worldly aspirations of the hierarchy of the Church. Field trips to the Vatican, Assisi, the pilgrim route to Rome, and a working monastery will emphasize the role landscape and location played in the experience of popular religion. *Not offered 2011–2012. [C, R, HSS]*

HIST 22000. TUDOR-STUART ENGLAND, 1485-1688

The emergence of the Tudor state, the English Renaissance and the Reformation: the Age of Elizabeth and overseas expansion, the early Stuarts and the struggle over the constitution, parliamentary politics and the Civil War, Cromwell and the Interregnum, Restoration politics and culture, the Glorious Revolution. *Spring 2012. [HSS]*

HIST 22100. MODERN BRITAIN

The Hanoverian Succession, rise of cabinet and party politics, the structure of oligarchy, the Trans-Atlantic Revolutions, the Industrial Revolution, the reform movements, Victorian prosperity, the rise of Labor, the World Wars, the rise of the Welfare State, decolonization, and the crisis of Europe. *Fall 2011. [HSS]*

HIST 22200. THE MAKING OF INDUSTRIAL SOCIETY: BRITAIN AND EUROPE, 1760-1900

A comparative study of Britain and Europe from the mid-eighteenth through the end of the nineteenth centuries. Topics covered include the origins of the Industrial Revolution in England and its expansion in Britain and Western Europe, technological expansion, the transformation of rural and urban communities, workplace organizations, the division of labor, popular protest and trade unionism. *Not offered 2011–2012. [HSS]*

HIST 22300. MODERN FRANCE

A survey of French politics, society, and culture from the mid-nineteenth century to the present. Topics include: the revolutionary tradition and the revolutions of 1848, Napoleon III and the Second Empire, consumer culture, the Franco-Prussian War, the Paris Commune, peasants and workers, the belle époque and the Dreyfus Affair, the First World War, avant-garde culture, the crises of the interwar era, Vichy France, the wars of decolonization, May 1968, Immigration. *Not offered 2011-2012. [C, HSS]*

HIST 22500. MODERN GERMANY

An examination of continuity and change in German political culture from the mid-nineteenth century to the present. Topics emphasized are imperial Germany, the two World Wars, Weimar and the rise of Hitler, Nazi culture, post-war trends, and reunification. *Not offered 2011–2012. [HSS]*

HIST 23000. RUSSIA TO 1900 (Russian Studies)

The rise and fall of the Kiev State, the origins and expansion of Muscovy, and the Tsarist empire. Emphasis on nineteenth century intellectual history. *Fall 2011. [C, HSS]*

HIST 23300. RUSSIA SINCE 1900 (Russian Studies)

Modern Russia, focusing on the Bolshevik Revolution, the Stalin era, World War II, the fall of the USSR and the rise of the new Russia under Boris Yeltsin and Vladimir Putin. *Not offered 2011–2012. [C, HSS]*

AFRICAN, ASIAN, JEWISH, LATIN AMERICAN & MIDDLE EASTERN HISTORY

HIST 21500. COLONIAL LATIN AMERICA (Latin American Studies)

Latin American history from the pre-Columbian period to the 1830s. The course will emphasize the clash between European colonizers and indigenous populations, the development of Spanish and Portuguese colonial institutions and culture in America, and the overthrow of colonial rule in the early years of the nineteenth century. *Fall 2011. [C, HSS]*

HIST 21600. MODERN LATIN AMERICA (International Relations, Latin American Studies)

Latin American history from the 1830s to the present. The course will emphasize the difficult problems encountered by Latin American nations forced to face the demands of the modern world with political, economic, and social institutions developed in a colonial past. *Not offered 2011–2012. [C, HSS]*

HIST 22700. THE MODERN MIDDLE EAST (International Relations)

Emphasis on the heritage of religious unity, the political tradition of universal empire, the contrast between cultural unity and ethnic division, the special role of cities, the ecological constants, and the heritage of imperialism. *Fall 2011. [C, HSS]*

HIST 22800. ISRAEL/PALESTINE: HISTORIES IN CONFLICT (International Relations)

The history of the current conflict from the late 19th century down to the immediate present. Emphasis will be on understanding Israeli and Palestinian national identities; the parties' incompatible interpretations of history and their role in perpetuating the conflict; and the specific terms of a possible solution to the conflict. Students will be registered for this course upon being accepted to the 12-day spring break "Wooster in Israel/Palestine" study trip. *Spring 2012. [C, HSS]*

HIST 23100. AFRICA BEFORE 1800 (Africana Studies)

From early antiquity to the late 16th century, Africa and Africans have been key players in world affairs. Ancient Egypt, Kush, Aksum, Ancient Zimbabwe, the west African empires of Ghana, Mali, Songhai, and Asante, as well as the state of Kongo in central Africa, the various Muslim dynasties in North Africa, and the Swahili city-states on the Indian Ocean coast, to name but a few examples, were the centers of this fascinating historical development. From the 16th century, the Atlantic slave trade, which lasted for at least three hundred years, destroyed African political, social, and economic institutions that sustained the continent on the world scene up to that time. As a consequence of that, this trade paved the way to the colonization of almost every single corner of Africa by European powers, beginning in the nineteenth century. In this course we will be exploring the various ways in which these developments have been shaping African societies, politics, and cultures over this long period of time. *Fall 2011. [C, HSS]*

HIST 23200. AFRICA SINCE 1800 (Africana Studies, International Relations)

With the official abolition of the Atlantic Slave Trade in the early 19th century, the encounter between Africa and Europe took a new and dramatic turn, with the beginning of the "legitimate trade." This course will investigate how this change paved the way to the conquest and colonization of most of the continent by countries such as Belgium, France, Germany, Great Britain, and Portugal. We are also going to examine the important role played by Africans during the two World Wars, the severe impact of the Great Depression on them, and the origins of the nationalist movement that led to the end of colonialism in the 1960s. We will then turn to the ways in which the combined effects of the Cold War, neocolonialism, and the failure of many of the first postcolonial leaders created a deep sentiment of disillusionment among millions of Africans and ushered into a tumultuous period that literally engulfed the continent from the early 1970s to the late 1980s. Starting in the 1990s, strong civil soci-

History

ety groups began to emerge and, against all odds in Africa and beyond, pushed forcefully for Africans to define their own place in the world. *Spring 2012. [C, HSS]*

HIST 23400. TRADITIONAL CHINA (Archaeology, Chinese Studies, East Asian Studies)

Chinese civilization, thought, and institutions from earliest times to 1644: the development of the imperial system, the Buddhist influx, the rise of gentry society, foreign invasions, and late empire. *Not offered 2011–2012. [C, HSS]*

HIST 23500. MODERN CHINA (Chinese Studies, East Asian Studies)

Chinese history from 1644 to the present: the modernization of traditional institutions in response to the foreign challenge in the nineteenth and twentieth centuries; rebellion, reform, nationalism, and communism as components of a Chinese revolution in process. *Fall 2011. [C, HSS]*

HIST 23600. MODERN JAPAN (East Asian Studies)

Japanese history from the nineteenth century to the present: the decline of feudal society and the Western impact, Meiji transformation and growth as a world power, militaristic expansion and the Second World War, post-war recovery, and industrial development in the contemporary world. *Not offered 2011–2012. [C, HSS]*

HIST 24000. HISTORY OF THE JEWS

This course spans three millennia, from antiquity to 1948. It breaks the broad outline of Jewish civilization into these areas: the origins and early history of the nation and religion of Israel; the transformation of the Jews into a diaspora people and the emergence of classical/rabbinic Judaism; Jewish existence as a tolerated minority under Christian and Muslim rule and the salient cultural characteristics of Jewish life in each domain; the redefinition of the geographical, communal, and religious parameters of Jewish life as the result of expulsions and persecutions in the early modern period; the fragmentation of Jewish identity in the modern period; and the enormous upheavals in Jewish life of the twentieth century: mass migrations, the Holocaust, and the establishment of the State of Israel. Two themes provide the threads of continuity throughout this chronological narrative: Jewish culture and forms of group life, and political, social, and cultural interaction with others. *Not offered 2011–2012. [C, HSS]*

UPPER-LEVEL TOPICS COURSE

HIST 27500-27502. STUDIES IN HISTORY (some sections cross-listed with International Relations)

An advanced course devoted to a specific historical topic. Topics regularly offered include: Environmental History, Black Social Movements, The City in History, The Plague, Islam & Africa, Women in Latin America. Format includes lecture and discussion. *Prerequisite: one course in History or permission of instructor. May be repeated for credit as offerings vary.*

Scheduled for 2011–2012

HIST 27502. HISTORY OF BRAZIL *Spring 2012. [C, HSS]*

JUNIOR-SENIOR SEMINAR

HIST 30100-30142. HISTORY COLLOQUIUM (some sections cross-listed with: Environmental Studies, International Relations, Latin American Studies, Russian Studies, Women's, Gender, and Sexuality Studies)

A reading-intensive seminar, focusing on a particular historical problem or field. *Normally, this course is only open to Juniors and Seniors. Prerequisite: one course in History or permission of instructor. May be repeated for credit as offerings vary.*

Scheduled for 2011–2012

HIST 30142. AFRICAN-AMERICAN WOMEN'S HISTORY *Spring 2012. [C, HSS]*

INDEPENDENT STUDY & TUTORIAL

HIST 40000. TUTORIAL

A one-semester tutorial that explores a specialized field of study. Specific readings and assignments are worked out by the student and the supervising faculty member together. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

HIST 40100. JUNIOR INDEPENDENT STUDY

A one-semester tutorial that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. *Fall and Spring.*

HIST 45100. SENIOR INDEPENDENT STUDY ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and culminating in a thesis and an oral examination in the second semester. *Prerequisite: HIST 40100. Fall and Spring.*

HIST 45200. SENIOR INDEPENDENT STUDY TWO

The second semester of the Senior Independent Study project, culminating in the thesis and an oral examination. *Prerequisite: HIST 45100. Fall and Spring.*

INTERDEPARTMENTAL COURSES

FIRST-YEAR SEMINAR

First-Year Seminar provides a unique intellectual opportunity for faculty and first-year students to participate in a small, discussion-oriented, multidisciplinary course. The course introduces students to critical thinking and other academic skills that will be needed in subsequent courses, including Junior and Senior Independent Study. Students are expected to develop their abilities in writing, interpreting complex texts, constructing an argument, supporting the argument with evidence, and defending the argument orally. The course also requires students to appreciate and critique multiple perspectives, including their own. Students normally will complete the First-Year Seminar in Critical Inquiry in their first semester. Each year approximately 32 sections of First-Year Seminar are offered by faculty from departments and zprograms across the College. For information on the First-Year Seminar Program, contact the *Dean for Curriculum and Academic Engagement*.

IDPT 10100. FIRST-YEAR SEMINAR IN CRITICAL INQUIRY

Required of all first-year students, the First-Year Seminar in Critical Inquiry focuses on the processes of critical inquiry in a writing-intensive, small seminar. Each seminar invites students to engage a set of issues, questions, or ideas that can be illuminated by the disciplinary and interdisciplinary perspectives of the liberal arts. Seminars are designed to enhance the intellectual skills essential for liberal learning and for successful participation in the College's academic program. First-Year Seminar may not be taken S/NC. *Annually. Fall.*

COLLEGE WRITING

In conjunction with the Program in Writing (see *The Academic Program*), the College Writing course provides students with individualized instruction and opportunity to share their written work with the course instructor and their peers. The course seeks to improve the student's ability to competently employ the grammar and syntax of the English language, to improve the student's understanding of and ability to construct an expository essay as well as other genres used in academic communication, and to improve the student's ability to critique and edit his/her own writing. For information on the College Writing course, contact the *Dean for Curriculum and Academic Engagement*.

IDPT 11000. COLLEGE WRITING

The course is designed specifically for students who have been determined to need intensive instruction in grammar, syntax, and basic essay format in order to fulfill the College's Writing Proficiency Requirement. Students will compose essays and other texts appropriate for academic writing. Drafting, revising, and peer editing will be emphasized throughout the course, and reading skills will be integrated with writing instruction. Students required to take the course should enroll in their first year, and completion of the course is a prerequisite for enrollment in the sophomore-level "W" course. Other students may register for the course if space permits or upon the recommendation of their academic adviser. College Writing may not be taken S/NC. *Annually. Fall 2011 and Spring 2012.*

INTERDISCIPLINARY COURSES

IDPT 19905. INTRODUCTION TO ENTREPRENEURSHIP

This course will introduce students to the multidisciplinary world of entrepreneurship. The course will survey and explore the fundamental components of entrepreneurship and its connectedness to a liberal arts education. The course will take students through various entrepreneurial phases including pre-launch, launch, growth, and maturity of an entrepreneurial endeavor. Students will be introduced to the basic elements of entrepreneurship and highlight both entrepreneurial success and failure. Students will be challenged to think differently by being innovative, creative, and forward thinking. *Not offered 2011-2012.*

IDPT 20001. THE PRESOCRATICS

This course will focus on the emergence of philosophical and scientific thinking out of the archaic Greek culture informed by the literature of Homer, Hesiod, the lyric poets, and Aeschylus. The Presocratic philosophers from Thales to the Sophists contain the roots of our concept formation in philosophy, science, and theology. Archaic Greek authors, those ancestral to and contemporary with these thinkers, create the foundational literature that grounds these concerns in artistic, religious, mythological, and ethical contexts. In addition to gaining an appreciation of these roots of modern thought, a close study of these emergent systems of thought will sharpen students' concept formation and critical faculties. *Not offered 2011-2012. [AH]*

IDPT 20010. THE COLD WAR ON FILM

This course examines the history of the Cold War through film and literature. Students will be exposed to major theories in History and Political Science regarding the origins of the Cold War, struggles between the superpowers, foreign policy decision making, and linkages between politics and popular culture. This course employs film, original government documents, academic works, and popular fiction to contextualize the theoretical principles that scholars use to explain the past. This exploration will yield a deeper understanding of the political and cultural climate of the United States between 1945 and 1990 and convey what the Cold War really meant to Americans in political, military, economic, and cultural terms. *Not offered 2011-2012. [W, HSS]*

IDPT 20011. NEUROSCIENCE OF LEARNING AND MEMORY (Neuroscience)

The focus of this course is learning and memory, from the molecular events responsible for the memory trace to whole organism behavior. A survey of relevant empirical research articles is combined with laboratory experiences to demonstrate major techniques and findings in the field. Laboratory experiences expose students to techniques used to study animal behavior and biological mechanisms that underlie learning and memory. This course is an upper-level course for Psychology, Biology, or Neuroscience majors. *Prerequisite: C- or better in BIOL 20100 and PSYC 23000, or permission of instructor. Not offered 2011-2012. [MNS]*

IDPT 20012. THE ETHICS OF ACHILLES

This interdisciplinary course will focus on the emergence of ethical thinking out of the archaic culture informed by Homeric poetry, primarily the Iliad. The study of Aristotle's Nichomachean Ethics applied to Achilles in battle will provide a framework for understanding not only for the foundation of ethical concepts, but for a contemporary reading of Achilles. *Not offered 2011-2012.*

IDPT 20013. INTRODUCTION TO BIOINFORMATICS (Biochemistry and Molecular Biology)

Bioinformatics applies the tools of computer science to the research questions of molecular biology and biological chemistry. In this class, students are first introduced to the basic concepts of molecular biology and computer programming. Subsequently, students work collaboratively to develop and explore the analytical tools of bioinformatics, as applied to the analysis of genomes, the prediction of RNA and protein structure, and the analysis of evolutionary relationships. *Prerequisite: C- or higher in CSCI 15200 or BIOL 20100 or permission of instructor. Not offered 2011-2012.*

IDPT 20014. GLOBALIZING HEALTH

The twenty-first century will present numerous public health challenges, such as the AIDS crisis, the rise of multidrug-resistant tuberculosis, and trafficking in human organs and tissues. Such problems can only be addressed by a combination of local and global responses. This course applies contemporary globalization theories to such public health challenges, and critically examines the ways in which Western medical techniques and attitudes toward health are disseminated throughout the world, and the tensions generated in local cultures by this globalization of health. *Not offered 2011-2012. [C]*

IDPT 21000. THE COFFEE COURSE

An examination of an important global commodity, coffee, from a multi-disciplinary perspective. The goal is to

achieve a rich and complex understanding of coffee and its role in human society through a broad implementation of the liberal arts perspective. *Not offered 2011-2012.*

IDPT 24000. GREEK ARCHAEOLOGY AND ART (Archaeology, Art and Art History, Classical Studies)

A study of the major archaeological sites and monuments in Greece from the prehistoric, archaic, classical, and Hellenistic periods. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. Recommended: ARTD 12000. *Alternate years. Not offered 2011-2012.* [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART (Archaeology, Art and Art History, Classical Studies)

A study of Roman art, architecture, and archaeology, from the Early Empire through Constantine. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. Recommended: ARTD 12000. *Alternate years. Spring 2012.* [AH]

IDPT 25000. THE THEORY AND PRACTICE OF LAW

This course examines basic principles of the Western legal tradition and their incorporation into the U.S. Constitutional framework from an interdisciplinary perspective. Incorporating historical, philosophical, ethical, rhetorical, and political perspectives, the course will analyze how the theory and practice of law are connected to fundamental issues of individual freedom, social order, justice, fairness, scarcity, and human rights. In addition, students will investigate the historical underpinnings of the American legal system, contemporary legal debates, and ethical and political problems that arise within the U.S. Constitutional system. Readings and assignments are designed to develop the critical reading, writing, research, and reasoning skills that are crucial to the law. *Not offered 2011-2012.* [W, AH, HSS]

LEADERSHIP AND LIBERAL LEARNING

As an institution committed to distinction in the liberal arts and to the education of persons who will assume significant leadership roles, the College believes that a liberal arts curriculum can address the understanding and practice of leadership in both its theoretical and practical aspects. In the Leadership and Liberal Learning Program, the concept of leadership is studied in an interdisciplinary seminar that examines the complexity of leadership from diverse points of view. In addition to the Leadership Seminar, students will have an opportunity to participate in a summer apprenticeship program to learn leadership and entrepreneurial skills in a real world environment.

IDPT 39000. LEADERSHIP IN THE PUBLIC AND PRIVATE SECTORS

A study of theories of leadership and their practical application with focus on accounts of leadership and entrepreneurship, past and present. Special emphasis on diverse cultural contexts, global interdependence, and consequences of leadership. A summer apprenticeship experience will be available for successful participants. *Not offered 2011-2012.*

TEACHING APPRENTICESHIP

Students often serve as teaching apprentices in departmental academic courses across the College as well as in the First-Year Seminar program. Students benefit from the experience of working in a different way with familiar material, from the relationship with the faculty teaching mentor, and from the opportunity to share their enthusiasm for a subject with other students. Student peers, faculty members, and teaching apprentices themselves come to recognize the importance of the teaching apprentice's roles as a mentor, a model of academic participation, and a tutor in the course.

IDPT 39800. TEACHING APPRENTICESHIP

An apprenticeship in teaching in which a student, under the supervision of a faculty member, examines critically a specific process of education and learns through practice to impart the basic concepts of a course. *May be taken only twice toward graduation and only by invitation of the instructor with the approval of the faculty adviser and the Dean for Curriculum and Academic Engagement. Annually, Fall and Spring.*

INTERNSHIPS

For more information on internships, see *Academic Policies – Internships*.

IDPT 40600. GLOBAL SOCIAL ENTREPRENEURSHIP SEMINAR

A problems-centered, preparatory seminar that seeks to understand solutions to the social and economic challenges faced by people living in poverty. Students refine their understanding of social entrepreneurship and economic development, explore the ethics and philosophy of global engagement, build cultural sensitivity skills that enable them to work in the developing world, and research a social problem from a multidisciplinary perspective with an eye to innovation. The problems studied within the course are tailored to fit the summer experience IDPT 40700. Students are also asked to attend a fundraising/social venture capital clinic. *Prerequisite: course registration requires an application.*

IDPT 40700, 40800. INTERNSHIP

A multidisciplinary or interdisciplinary structured normally off-campus experience (which is not part of a study-abroad program) in which a student extends classroom knowledge through experience in a responsible position within a community, business, or government organization. Student interns work and learn under the joint oversight of a site supervisor and a faculty adviser. The student must arrange the internship in advance through the appropriate department or program. Internships must be unpaid. No more than two internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship is available in the office of the Registrar. (.25-4 course credits) S/NC course. *Prerequisite: The approval of both the faculty adviser and the Dean for Curriculum and Academic Engagement is required. Annually.*

INTERNATIONAL RELATIONS

CURRICULUM COMMITTEE:

James Warner (Economics), Chair

Katherine Holt (History)

Kent Kille (Political Science) (Spring 2012)

Matthew Krain (Political Science)

Jeffrey Lantis (Political Science)

Michelle Liebby (Political Science)

Amyaz Moledina (Economics)

Peter Pozefsky (History) (Spring 2012)

Ibra Sene (History)

Gregory Shaya (History) (Fall 2011)

The International Relations major is administered by a committee consisting of faculty who teach in the program.

A major in International Relations (IR) provides a body of knowledge, perspectives, and critical skills for understanding global politics. The major combines work in political science, economics, and history to focus on such specific areas of study as the dynamics of international politics, diplomacy, and conflict; the nature of the global economic system; and the structure and function of diverse political and economic systems.

The major in International Relations consists of twelve to fourteen courses in political science, economics, and history; one foreign language course beyond the first four courses in a foreign language; and an overseas term. Courses must include ECON 10100, ECON 20100 or 20200, PSCI 12000, PSCI 22700, two history courses and a research sequence including the relevant social science methods Independent Study courses (see below).

At the time of declaring the major each student will select Political Science, Economics, or History as his or her home department. The home department will

have the responsibility for supervising the student's research training, including methodology and Independent Study in International Relations. Students should also present a plan for the completion of the major requirements, including the timing of the overseas term, social science methods courses, and Independent Study.

For more information about these courses, see listings in the appropriate home department.

Major in International Relations—Home Department: Economics

Consists of fifteen courses:

- ECON 10100
- One of the following courses: HIST 10100 (when focused on global phenomena or IR themes), 10700, or 10800
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25200, or 25400
- One of the following courses: HIST 20100*, 20800, 20900, 21600, 22700, 22800, 23200, 23700, 27500*, or 30100* (*when focused on global phenomena or IR themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 22900
- PSCI 22700
- One of the following courses: PSCI 24200, 24400, 24600, 24700, or 24900
- ECON 11000
- ECON 21000
- Junior Independent Study: ECON 40100
- Senior Independent Study: ECON 45100
- Senior Independent Study: ECON 45200

Major in International Relations—Home Department: History

Consists of fourteen courses:

- ECON 10100
- One of the following courses: HIST 10100 (when focused on global phenomena or IR themes), 10700, or 10800
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25200, or 25400
- One of the following courses: HIST 20100, 20800, 20900, 21600, 22700, 22800, 23200, 23700, 27500*, or 30100* (*when focused on global phenomena or IR themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 22900
- PSCI 22700
- One of the following courses: PSCI 24200, 24400, 24600, 24700, or 24900
- One of the following courses: HIST 20100 or 29800
- Junior Independent Study: HIST 40100
- Senior Independent Study: HIST 45100
- Senior Independent Study: HIST 45200

Major in International Relations—Home Department: Political Science

Consists of thirteen courses:

- ECON 10100
- One of the following courses: HIST 10100 (when focused on global phenomena or IR themes), 10700, or 10800
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25200, or 25400
- One of the following courses: HIST 20100, 20800, 20900, 21600, 22700, 22800, 23200, 23700, 27500*, or 30100* (*when focused on global phenomena or IR themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 22900
- PSCI 22700
- One of the following courses: PSCI 24200, 24400, 24600, 24700, or 24900
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Special Notes

- **Overseas Study:** Credit for the overseas term will be given typically for participation in a Wooster-endorsed program. Normally the overseas term will be at least one academic semester in length. Summer programs must be a minimum of eight weeks in length. Programs other than Wooster-endorsed programs will count only toward the fulfillment of the requirement by special permission, obtained in advance through written petition.
- The International Relations major must have one foreign language course beyond the first four courses in a foreign language (i.e., three semesters more than the existing College graduation requirement in a single language).
- HIST 10100, 20100, 27500 and 30100 are accepted for International Relations credit when the courses focus on global phenomena or underlying political themes that characterize the international system. See Chair of International Relations (IR) for approval.
- Majors in the home department of History cannot count the same HIST 20100 course twice.
- Only grades of C- or better are accepted for the major or minor.

LATIN AMERICAN STUDIES

CURRICULUM COMMITTEE:

Katherine Holt (History), Chair
Cynthia Palmer (Spanish)

Latin American Studies combines a multidisciplinary approach to Latin America and the Hispanic Caribbean, Spanish language study, and off-campus study to deepen participating students' knowledge of the area. Contributing courses are not restricted to the region's geographic limits but also include the experiences of dias-

poric communities as well as courses that provide a broader theoretical perspective to help students understand Latin Americans' diverse lived experiences.

This firm grounding in the history, cultures, and languages of Latin America will allow students from any major to bring a wider global perspective to their disciplinary projects.

Minor in Latin American Studies

Consists of six courses:

- One of the following courses: HIST 21500 or 21600
- SPAN 22400
- One elective taken from Latin American Studies courses in a department other than History or Spanish
- Three electives taken from Latin American Studies courses

Special Notes

- **Overseas Study:** Students **must** study abroad in an endorsed program in the region. This may be a summer, semester, or year-long program.
- Students may take either HIST 21500 or HIST 21600 as a foundational course, although students are encouraged to take both to further their knowledge of regional history.
- In general, courses from LAST endorsed programs analyzing regional issues will automatically count as elective credit towards the minor.
- No more than three off-campus courses can be counted toward the minor.
- Supervised internships, experiential learning opportunities, or research projects awarded credit during the off-campus study term may also be counted towards the LAST minor with approval.
- Students may count no more than one Spanish elective in English towards the minor.
- Only grades of C- or better are accepted for the minor.

LATIN AMERICAN STUDIES COURSES

HISTORY

HIST 10100-10176 INTRODUCTION TO HISTORICAL INVESTIGATION (depending on topic)

[HSS, some sections count toward C and/or W]

HIST 20100-20105. THE CRAFT OF HISTORY (depending on topic) [W, HSS, some sections count toward C]

HIST 21500. COLONIAL LATIN AMERICA [C, HSS]

HIST 21600. MODERN LATIN AMERICA [C, HSS]

HIST 27500-27502. STUDIES IN HISTORY (depending on topic) [HSS, some sections count toward C]

HIST 30100-30142 HISTORY COLLOQUIUM (depending on topic) [HSS, some sections count toward C and/or R]

POLITICAL SCIENCE

PSCI 24700. SPECIAL TOPICS IN COMPARATIVE POLITICS: LATIN AMERICAN POLITICS [HSS]

RELIGIOUS STUDIES

RELS 25100. MODERN RELIGIOUS THINKERS [W, R]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 23100-23112. PEOPLES AND CULTURES (Latin American focus only) [C, HSS]

SPANISH

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN (in English) [C, AH]

SPAN 21300. US LATINO LITERATURES AND CULTURES (in English) [C, AH]

SPAN 24800. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH AMERICAN WRITERS [C, AH]

- SPAN 25000. COMMERCIAL LANGUAGE AND CULTURE IN THE HISPANIC WORLD [C]
SPAN 27000. SPANISH PHONOLOGY [AH]
SPAN 28000. HISPANIC FILM (in English) [C, AH]
SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL [C, AH]
SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE [C, AH]
SPAN 31000. THE STRUCTURE OF MODERN SPANISH [AH]
SPAN 31100-31101. ADVANCED SEMINAR: SPECIAL TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (depending on topic) [AH, some sections count toward C]

THEATER AND DANCE

- THTD 24100. LATINA/O DRAMA AND PERFORMANCE [AH, C]

WOMEN'S, GENDER, AND SEXUALITY STUDIES

- WGSS 20400. GLOBAL FEMINISMS [C, HSS]

While the amount of Latin American content in this course will vary depending on the instructor, it will provide a broader theoretical perspective to help students understand Latin Americans' diverse lived experiences.

MATHEMATICS

Pamela Pierce, Chair

Jennifer Bowen

James Daehn

James Hartman

Ronda Kirsch

Mary Joan Kreuzman

R. Drew Pasteur

John Ramsay

The study of mathematics develops the ability to think carefully – it sharpens analytical and problem-solving skills and trains the mind to reason logically and with precision. The program in Mathematics serves students from many majors, with a variety of academic goals. For the benefit of both majors and non-majors, the course offerings include an array of topics from both pure and applied mathematics. Some courses are theoretical, stressing the development of rigorous, well-written mathematical proof and communication, while others are computational, using appropriate software as an aid. In preparation for Senior Independent Study, there is an emphasis on clear and precise written and oral communication of mathematical concepts. Most upper-level courses culminate in a final paper, project, or presentation.

First-year or transfer students are given a recommended placement in mathematics based upon their previous records, their scores on the SAT and/or ACT, and their performance on a placement exam administered by the department during Summer registration. In some cases, incoming students have multiple options from which to choose their first mathematics course at Wooster.

Major in Mathematics

Consists of twelve courses:

- One of the following courses: MATH 11100 or 10800
- MATH 11200
- MATH 21100
- MATH 21200
- CSCI 15100

- Two of the following courses: MATH 21900-21901 (when topic is applied mathematics, full-credit), 22100, 22300, 22500, 22700, 23500, 24100, or 24200
- Two of the following courses: MATH 30000, 30200, 30300, 30400, 30500, 30600, or 31900-31901 (when topic is theoretical, full-credit)
- One elective full-credit Mathematics course numbered above 21200
- Junior Independent Study: See note below
- Senior Independent Study: MATH 45100
- Senior Independent Study: MATH 45200

Minor in Mathematics

Consists of six courses:

- One of the following courses: MATH 11100 or 10800
- MATH 11200
- MATH 21100
- Three elective full-credit Mathematics courses numbered above 21100

Special Notes

- **Junior Independent Study:** In lieu of a MATH 40100 course, the College requirement of a third unit of Independent Study is satisfied through the independent work done as part of the courses numbered above 20000 which are taken to fulfill the requirements of the major.
- **Advanced Placement:** At most two courses of advanced placement may be counted toward a major or minor. Advanced Placement of one or two courses in Mathematics is available to students who have taken the Advanced Placement Examination or an equivalent furnished by the Department of Mathematics and Computer Science. Students are urged to take the AP Examination for this purpose when possible. A minimum score of 3 on the AP Calculus AB examination is required to receive credit for MATH 11100; a minimum score of 4 on the AP Calculus BC examination is required to receive credit for both MATH 11100 and 11200. A student placed in MATH 11200 will receive one course credit; two course credits will be granted if the student is placed in a course above the level of MATH 11200. In cases not involving AP examinations, the decision about granting such placement will be made by the Department of Mathematics and Computer Science. The advanced placement policy of the College is explained in the section on *Admission*.
- Majors are encouraged to pursue a minor and/or second major in related fields. Double majors often write an interdisciplinary Independent Study thesis, typically using mathematics as a tool to better understand a problem in the other field. Students considering a Mathematics major should discuss their plans with a member of the department, ideally during their first year as a student.
- Although MATH 21500 is not required, majors are strongly encouraged to take this course prior to the 300-level Mathematics courses, to help develop the proof-writing skills necessary in theoretical mathematics.
- Majors are encouraged to complete the core requirements of the major (Math 11100, 11200, 21100, and 21200) and at least one additional course in mathematics by the end of their junior year.
- Minors should contact a member of the department to determine which Mathematics electives would be most applicable to their major.
- **Mathematics Study Abroad:** The College has direct connections with the overseas program *Budapest Semesters in Mathematics* in Budapest, Hungary. This program is designed for American and Canadian undergraduate mathematics

students interested in a one-semester overseas study experience in which they continue their study of mathematics. The program is primarily for junior mathematics students with a strong mathematics background. All courses are taught in English by Hungarian mathematicians, most of whom have spent some time teaching in the U.S. or Canada. Courses taken in Budapest appear on the student's transcript, but grades do not count toward the student's grade point average. Only courses receiving a grade of C or above will receive Wooster credit. Most financial aid is applicable to the program, but students with financial aid should consult directly with the Director of Financial Aid.

- **Teaching Licensure (Early Childhood):** Students who are planning to receive Ohio licensure in early childhood education are required to take EDUC 26000 *Curriculum: Math/Science/Social Studies in the Early Childhood Years*. No mathematics beyond this course is required to fulfill the State requirement; however, MATH 10000 would be an excellent choice to help meet Wooster's Learning Across the Disciplines requirements. Any student wishing to pursue licensure in early childhood education should plan a program carefully with the Department of Education.
- **Teaching Licensure (Middle School or Adolescent to Young Adult/Secondary):** For Ohio licensure in middle school or adolescent to young adult/secondary teaching of mathematics, State requirements call for at least a minor in Mathematics. Because specific courses in Education and Mathematics are required for licensure, Mathematics majors seeking licensure for teaching middle school or adolescent to young adult/secondary mathematics should plan their program early, in consultation with the Department of Education. These students may choose to write a Senior Independent Study Thesis on a topic related to the teaching of middle school or adolescent to young adult/secondary mathematics.
- Combined programs of liberal arts and engineering are available. (See *Pre-Professional and Dual Degree Programs: Pre-Engineering*.)
- Only grades of C- or better are acceptable in courses for the major or minor.

MATHEMATICS COURSES

MATH 10000. MATHEMATICS IN CONTEMPORARY SOCIETY

This course is designed for students wanting to partially satisfy the Learning Across the Disciplines requirements. This is a survey course that explores a broad spectrum of mathematical topics; examples include the search for good voting systems, the development of efficient routes for providing urban services, and the search for fair procedures to resolve conflict. The emphasis is on observing the many practical uses of mathematics in our modern society and not on mastering advanced mathematical techniques. This course does not satisfy the prerequisites for further Mathematics courses, nor does it count toward a major or minor. *Annually. Fall and Spring. [Q, MNS]*

MATH 10200. BASIC STATISTICS

This course covers an introduction to basic statistical methods and concepts - the basic elements of descriptive and inferential statistics. Topics include exploratory data analysis, experimental design, sampling, inference for means and proportions, regression, and categorical data. This course does not satisfy the prerequisites for further Mathematics courses, nor does it count toward a major or minor. *Annually. Spring. [Q, MNS]*

MATH 10300. MATRIX ALGEBRA AND PROBABILITY FOR SOCIAL SCIENCE

This course is designed primarily for students in the social sciences. Topics include probability, math of finance, matrix algebra, and linear programming. This course does not count toward a major or minor. *Not offered 2011-2012. [Q, MNS]*

MATH 10400. CALCULUS FOR SOCIAL SCIENCE

This course is designed primarily for students in the social sciences. The course covers the basic concepts of single variable calculus and, to a lesser extent, multivariable calculus. This includes the topics of limits, differenti-

ation, integration, and applications of these topics. The emphasis is on fundamental themes, computational skills, and problem solving, rather than on mathematical theory. This course does not count toward a major or minor. Credit cannot be given for both MATH 10400 and either 10800 or 11100. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Spring. [Q, MNS]*

MATH 10700. CALCULUS WITH ALGEBRA A

This course is the first in a two-course sequence that integrates precalculus and first-semester calculus topics. This course will examine the algebraic, geometric, and analytic properties of polynomial and rational functions. Limits, continuity, differentiation, and integration in connection with these functions will be studied, along with applications. This course does not count toward a major or minor and may not be taken by anyone with credit for MATH 10400 or 11100. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Fall. [Q, MNS]*

MATH 10800. CALCULUS WITH ALGEBRA B

This course is a continuation of MATH 10700 and will further cover topics in differential and integral calculus. It will examine algebraic, geometric, and analytic properties of trigonometric, exponential, and logarithmic functions. Limits, continuity, differentiation, and integration in connection with these functions will be studied, along with applications. This course counts toward a major or minor and may not be taken by anyone with credit for MATH 10400 or 11100, nor can a student receive credit for both this course and MATH 10400 or 11100. *Prerequisite: MATH 10700. Annually. Spring. [Q, MNS]*

MATH 11100. CALCULUS AND ANALYTIC GEOMETRY I

This course and MATH 11200 cover the calculus of functions of one variable. Topics include limits, continuity, differentiation and integration, applications of the calculus, elements of analytic geometry, and the Fundamental Theorem of Calculus. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Fall and Spring. [Q, MNS]*

MATH 11200. CALCULUS AND ANALYTIC GEOMETRY II

This course is a continuation of MATH 11100. Topics include calculus of transcendental functions, integration techniques, infinite series, polar and parametric representations and/or first-order differential equations. *Prerequisite: MATH 11100 or MATH 10800, or AP/equivalent credit. Annually. Fall and Spring. [Q, MNS]*

MATH 12300. DISCRETE MATHEMATICS

This course covers logic, proofs, sets, relations, functions, algorithms, counting methods, recurrence relations, graph theory, trees, Boolean Algebras, automata and grammars. *Alternate years. Fall 2011.*

MATH 21100. LINEAR ALGEBRA

This course covers systems of linear equations, matrix theory, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, and inner product spaces. *Prerequisite: MATH 11200 or permission of the instructor. Annually. Fall. [W†, Q, MNS]*

MATH 21200. MULTIVARIATE CALCULUS

This course covers analytic geometry of functions of several variables, limits and partial derivatives, multiple and iterated integrals, non-rectangular coordinates, change of variables, line and surface integrals and the theorems of Green and Stokes. *Prerequisite: MATH 11200. Annually. Spring. [Q, MNS]*

MATH 21500. TRANSITION TO ADVANCED MATHEMATICS

This is a transition course from the primarily computational and algorithmic mathematics found in calculus to the more theoretical and abstract mathematics in the 300-level Math courses. The emphasis is on developing the skills and tools needed to read and write proofs, and to understand their importance in mathematics. The course examines topics such as set theory and logic, mathematical induction, and a number of other proof techniques. *Prerequisite: MATH 21100 (may be taken concurrently). Annually. Fall. [W]*

MATH 21900-21901. SPECIAL TOPICS

The content and prerequisites of this course will vary according to the needs of students. It will be given at irregular intervals when there is need for some special topic. *(Variable course credit)*

MATH 22100. DIFFERENTIAL EQUATIONS

This course covers the classification of equations, forms of solution (algebraic, numeric, qualitative, geometric), solution and application of first-order and constant-coefficient second-order equations, systems of linear differential equations, phase plane analysis, applications to modeling, and computational methods (including the use of appropriate software). *Prerequisite: MATH 11200. Alternate years. Not offered 2011-2012.*

MATH 22300. COMBINATORICS AND GRAPH THEORY

This course introduces the basic techniques and modes of reasoning of combinatorial problem-solving in the same spirit that calculus introduces continuous problem-solving. It will include topics in graph theory, combinatorics, inclusion/exclusion principle, recurrence relations, and generating functions. *Prerequisite: MATH 12300 or 21100. Alternate years. Spring 2012.*

MATH 22500. MATHEMATICAL MODELING

This course considers a variety of mathematical models in the physical, life, and social sciences. In addition to analyzing models, a major component of the course is using computational tools to construct mathematical models and test their validity against empirical data. *Prerequisite: MATH 11200. Alternate years. Spring 2012.*

MATH 22700. OPERATIONS RESEARCH

This course begins with an introduction to the general methodology of operations research supported by examples and a brief history. A fairly extensive coverage of the theory and applications of linear programming leads to both discrete and continuous models used in economics and the management sciences. Among those models are nonlinear programming, continuous and discrete probability models, dynamic programming, and transportation and network flow models. *Prerequisite: MATH 21100 and MATH 21200 (may be taken concurrently) or permission of instructor. Alternate years. Not offered 2011-2012.*

MATH 23500. NUMERICAL ANALYSIS

This course covers error analysis, interpolation theory, solution of nonlinear equations and systems of linear and nonlinear equations, numerical differentiation and integration, and solution of ordinary differential equations. While theoretical results are discussed, there is also an emphasis on implementing algorithms and analyzing computed results. *Prerequisite: CSCI 15100, MATH 11200, and MATH 21100, or permission of instructor. Alternate years. Not offered 2011-2012.*

MATH 24100. PROBABILITY AND STATISTICS I

This course is an introduction to probability and statistics. Topics include permutations and combinations, sample spaces, probability, random variables, discrete probability distributions, continuous probability distributions, multivariate distributions, transformations of random variables, and moment generating function techniques. *Prerequisite: MATH 11200. Alternate years. Fall 2012.*

MATH 24200. PROBABILITY AND STATISTICS II

This course is a continuation of MATH 24100. Topics include random vectors and random sampling, estimation and hypothesis testing, analysis of variance, regression, and nonparametric statistics. *Prerequisite: MATH 21100 and 24100. Alternate years. Spring 2012.*

MATH 27900. PROBLEM SEMINAR

This course is a seminar in problem solving. In the Fall semester, the seminar focuses on analysis and solution of advanced contest-type problems, concluding with the taking of the Putnam Examination. In the Spring semester, the seminar may include the International Mathematical Contest in Modeling, in addition to introduction to problem solving. (.25 course credit) S/NC course. *May be repeated for credit. Annually. Fall and Spring.*

MATH 30000. TOPOLOGY

This course covers sets and functions, metric spaces, topological spaces, compactness, separation, and connectedness. *Prerequisite: MATH 21100 and 21200 or permission of instructor. Every third semester. Spring 2012.*

MATH 30200. REAL ANALYSIS I

This course develops the theoretical background for many Calculus concepts. The course begins with a study of sets, mathematical induction, and proof techniques. We then focus on the properties of the real numbers, sequences, convergence, and the Bolzano-Weierstrass Theorem. The course finishes with a study of functions defined on the real numbers, limits, continuity, and differentiation. *Prerequisite: MATH 21100 and 21200 or permission of instructor. Every third semester. Fall 2011.*

MATH 30300. REAL ANALYSIS II

This course is a continuation of MATH 30200, covering uniform continuity, uniform convergence, and further topics in differentiation and integration. Some discussion of metric spaces, introductory measure theory, and the Lebesgue integral will be included. *Prerequisite: MATH 30200. Offered as needed. Not offered 2011-2012.*

MATH 30400. ABSTRACT ALGEBRA I

This course is an introduction to abstract algebraic structures. This course and MATH 30500 include an axiomatic approach to familiar number systems, equivalence, polynomials, rings, isomorphism, and fields. Emphasis is on understanding and writing mathematics proofs. *Prerequisite: MATH 21100. Annually. Fall 2011.*

MATH 30500. ABSTRACT ALGEBRA II

This course is a continuation of MATH 30400. Topics include groups, subgroups, symmetric groups, congruence, Lagrange's Theorem, and further topics in ring and field theory. *Prerequisite: MATH 30400. Offered as needed. Not offered 2011-2012.*

MATH 30600. FUNCTIONS OF A COMPLEX VARIABLE

This course covers complex numbers, elementary functions, Cauchy's theorem and formula, infinite series, elements of conformal mapping, and residues. *Prerequisite: MATH 21200 and permission of instructor. Every third semester. Not offered 2011-2012.*

MATH 31900-31901. SPECIAL TOPICS

The content and prerequisites of this course will vary according to the needs of students. It will be given at irregular intervals when there is need for some special topic. (*Variable course credit*)

MATH 40000. TUTORIAL

This course will be given for topics not normally covered in regular courses. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

MATH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

Senior Independent Study is a two-semester project culminating in the I.S. Thesis and an oral presentation. In the first semester, the student will produce a project abstract, an annotated bibliography, and a substantial written portion of the thesis. The semester concludes with a short oral presentation on the project and progress in the first semester.

MATH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

In the second semester of Senior Independent Study the student completes the I.S. Thesis and an oral presentation. *Prerequisite: MATH 45100.*

MUSIC

Nancy Ditmer, Chair

Carrie Culver

Theodor Duda

Jack Gallagher

Jeffrey Lindberg

Peter Mowrey

Jake Rundall

Thomas Wood

Josephine Wright

Lisa Yozviak

The College of Wooster has been an accredited institutional member of the National Association of Schools of Music since 1947. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published standards of the National Association of Schools of Music.

The Department of Music provides students with comprehensive training in performance, composition, music theory, music education, music therapy, and music history and literature. The successful Wooster Music major will graduate with greatly enhanced musicality and technique, a deeper understanding of musical structure and style, and thorough preparation for a lifetime of musicianship. Depending on the degree, the Music major will be well prepared to seek a career as a professional musician; to teach music in public and private schools or in private studios; to utilize music as a therapeutic tool; and/or to continue study at the graduate level.

The Department of Music has the following learning goals. By the completion of their studies, Wooster's music graduates should be able:

- as performers with secure techniques, to communicate effectively a wide range of expressive content in ways appropriate to music of diverse historical periods;
- to practice and learn music effectively independent of a teacher;
- to interact effectively in music ensembles of various sizes and musical styles;
- to speak and write effectively about music;
- to understand the common elements and organizational patterns of music and how they contribute to the style and design of any particular musical work;
- to understand the stylistic evolution of music of various cultures over at least the past four centuries, and to possess some knowledge of the lives and works of major composers
- to possess a working knowledge of electronic music technology applications;
- with the B.M. degree in Performance and the B.M.E. degree in public school teaching, to teach effectively their principal instrument or voice to students of at least elementary and intermediate levels;
- with the B.M.E. Degree in public school teaching, to possess the knowledge and teaching skills to design and implement effectively a comprehensive music program in a public or private school, grades K–12;
- with the B.M.E. degree in music therapy to possess the knowledge and skills to design and implement effectively a comprehensive music therapy program for a variety of populations.

Major in Music

The Department of Music offers the following six degree programs in Music:

The liberal arts degree: Bachelor of Arts in Music

Pre-professional degrees: Bachelor of Music in Music History and Literature
Bachelor of Music in Performance*
Bachelor of Music in Theory/Composition *
Bachelor of Music Education in Music Therapy*
Bachelor of Music Education in Public School Teaching*

Degrees marked with an asterisk (*) require a successful audition for entrance into the program. Please see the *Handbook for Music Students and Faculty* for further details.

Copies of the *Handbook for Music Students and Faculty* are available at the Administrative Coordinator's office, Scheide Music Center, Room 112. They are also distributed to all students taking MUSC 10100 during the first few days of classes.

The *Handbook* contains thorough information on the following topics:

- Music Department mission statement and learning goals
- Music facilities and policies for their use
- Descriptions and requirements of the six degree programs in Music
- Selecting and declaring the appropriate Music major
- Entrance auditions for the pre-professional degree programs in Music
- Student recitals
- Recital and concert attendance requirements for Music majors
- Staff accompanists
- Applied music study (private lessons)
- Independent Study in Music
- Piano Proficiency Exam, required of all Music majors
- Student employment in Music
- College-owned instruments
- Music Department faculty members

The descriptions below provide only an “at-a-glance” summary of requirements for the six degree programs in Music. Please see the *Degree Requirements* section of this Catalogue and the *Handbook for Music Students and Faculty* for complete information.

Required of all Music majors, regardless of degree:

- Recital attendance requirement: 10 events per semester (see *Handbook* for details)
- Successful performance on the Piano Proficiency Examination (see *Handbook* for details)
- Specific course requirements (see individual degree listings in *Degree Requirements* section of this Catalog)

BACHELOR OF ARTS IN MUSIC

Consists of twelve to fifteen course credits:

- MUSC 10100, 10200, 20100, 20200, and 30100
- MUSC 21000, 21200, and 21300
- 1 credit in applied music lessons (MUSC 12000-14000, 22000-24000)
- 0–3 credits in music electives
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

BACHELOR OF MUSIC IN MUSIC HISTORY AND LITERATURE

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, 30400, and 30500
- MUSC 21000, 21100, 21200, and 21300
- Three of the following courses: MUSC 21400, 21500, 21600, 21700, 21800, 21900, 31100, or AFST 21200
- MUSC 28000
- 2 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 1.25 credits in music electives
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Note: Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.

BACHELOR OF MUSIC IN PERFORMANCE

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, and 30400
- MUSC 21000, 21100, 21200, and 21300
- MUSC 28000
- One of the following courses: MUSC 37000 or 37100
- 3–5 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 1.75–3.75 credits in music electives
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Note: Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.

BACHELOR OF MUSIC IN THEORY/COMPOSITION

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, 30400, and 30500
- MUSC 21000, 21100, 21200, 21300, and 31100
- MUSC 28000
- 2 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1 credit in composition (MUSC 20800, 20900, 30800, 30900)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 2.25 credits in music electives
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Note: Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.

BACHELOR OF MUSIC EDUCATION IN MUSIC THERAPY

Consists of 24.5 course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30300, and 30500
- MUSC 17000, 17100, 17300, 17400, 17500, and 17700
- MUSC 19000, 19100, 29000, 29100, 29200, 29300, 29400, and 29500
- MUSC 21000
- One of the following courses: MUSC 21200 or 21300
- MUSC 34200
- One of the following courses: MUSC 34300 or 34400
- MUSC 37000 and 37200
- MUSC 39200, 39300, and 39400
- 3.5 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- Half-recital on major instrument (see *Handbook* for details)
- 1 credit in music ensembles (see *Degree Requirements* for details)
- MUSC 40700–40800 (Music Therapy Internship)

Special Note: Required courses outside the major differ from those of the B.A. degree (including EDUC 20000; PSYC 10000, 21200, and 25000; SOCI 10000 and either SOCI 20400 or SOCI 21300); see *Degree Requirements* for details.

BACHELOR OF MUSIC EDUCATION IN PUBLIC SCHOOL TEACHING

Consists of 22.25 course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30300, 30500, and 30600
- MUSC 21000, 21200, and 21300
- MUSC 17000, 17100, 17200, 17300, 17400, 17500, 17600, and 17700
- MUSC 28000
- MUSC 29000, 34200, 34300, and 34400
- MUSC 37000 and 37200
- MUSC 39500
- 4 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- Half-recital on major instrument (see *Handbook* for details)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- EDUC 49600, 49700, and 49800 (Multiage Student Teaching and Seminar)

Special Note: Required courses outside the major differ from those of the B.A. degree (including EDUC 10000, 12000, and 30000; and PSYC 11000); see *Degree Requirements* for details.

Minor in Music

Consists of six course credits:

- Two courses in music theory
- Two courses in music history and literature (may include MUSC 11100 and other courses without prerequisite)
- 2 credits in music electives (may include music performance, music ensemble, music theory, and/or music history)

Special Notes for all Music Students

- Only grades of C- or better are accepted for the major or minor.
- Music minors may count a total of two full credits in music performance courses or groups towards graduation.
- **Advanced Placement:** The advanced placement policy of the College is explained in the section on *Admission*.
- **Gateway Courses/Non Majors Courses:** Many students have found music courses to be a valuable supplement to their major in the natural and social sciences and other humanities departments. Any student may take these courses, regardless of prior musical background. The 200-level courses below may also be taken as Music electives by Music majors. Students who wish to take upper-level music history courses and advanced music theory courses are strongly encouraged, given appropriate background, to take MUSC 10100 (*Music Theory I*) as a first course in music. All courses below earn one course credit.
 - MUSC 10000. Fundamentals of Music
 - MUSC 10100. Music Theory I, with the demonstrated ability to read music
 - THTD 10000. Arts and Entrepreneurship
 - MUSC 11100. Introduction to Music
 - AFST 21200. Survey of African-American Folklore: The Creative and Performing Arts
 - MUSC 21400. History of African American Music
 - MUSC 21500. Music of the United States
 - MUSC 21600. The Art of Rock Music
 - MUSC 21700. Survey of Jazz
 - MUSC 21800. Masterpieces of Musical Theatre
 - MUSC 21900. Women in Music
 - MUSC 29000. Foundations of Music Education
- **Course Sequence Suggestions:** Courses in the department are systematically related; skills and knowledge developed in some courses are presupposed and/or integrated into other courses. Thus, there is a timeline or schedule that helps students most effectively progress through the various majors. In general, we expect students to follow this schedule.
 - **-First Year**
All Music majors
 - MUSC 10100, Fall semester
 - MUSC 10200, Spring semester
 - MUSC 12000–14000 or 22000–24000, both semesters
 - MUSC 16000, 16100, 16200, 16300, or 16400, both semesters (as required by degree program)
 - MUSC 21100, Spring semester (B.M. candidates only)

Public School Teaching majors

- MUSC 29000, Fall semester

Music Therapy majors

- MUSC 19000, Spring semester

• **-Sophomore Year**

All Music majors

- MUSC 20100, Fall semester
- MUSC 20200, Spring semester
- MUSC 21000, Spring semester
- MUSC 21200, Fall semester; and/or MUSC 21300, Spring semester (as required by degree program)
- MUSC 12000–14000, 22000–24000, 20800, or 30800, both semesters
- MUSC 16000, 16100, 16200, 16300, or 16400, both semesters (as required by degree program)

Public School Teaching majors

- MUSC 17000
- MUSC 34200, Spring semester

Music Therapy majors

- MUSC 17000, Spring semester
- MUSC 19100, Fall semester
- MUSC 29000, Fall semester
- MUSC 29200, Spring semester
- MUSC 29300, Spring semester

• **-Junior Year**

All Music majors

- MUSC 30100, Fall semester
- MUSC 30300, Spring semester (except B.A. majors)
- MUSC 40100, usually Spring semester (only B.A. and B.M. majors)
- MUSC 12000–14000, 22000–24000, 20800, or 30800, both semesters
- MUSC 16000, 16100, 16200, 16300, or 16400, both semesters (as required by degree program)

Public School Teaching majors

- MUSC 34300, Spring semester
- MUSC 34400, Spring semester
- MUSC 37000, Fall semester

Music Therapy majors

- MUSC 29100, Fall semester
- MUSC 29400, Fall semester
- MUSC 37000, Fall semester
- MUSC 29300, Spring semester
- MUSC 29500, Spring semester
- MUSC 34300 or 34400, Spring semester

• **-Senior Year**

All Music majors

- MUSC 45100–45200, both semesters (only B.A. and B.M. majors)
- MUSC 12000–14000 or 22000–24000 (as required by degree program)
- MUSC 16000, 16100, 16200, 16300, or 16400, both semesters (as required by degree program)

Public School Teaching majors

- MUSC 30500, Fall semester

- MUSC 30600, Fall semester
- MUSC 39500, Spring semester
- EDUC 39600, 39700, and 39800, Spring semester
- MUSC 12000–14000 or 22000–24000, Fall semester
- Half Recital

Music Therapy majors

- MUSC 30500, Fall semester
- MUSC 39200, Fall semester
- MUSC 39400, Fall semester
- MUSC 37000, Fall semester
- MUSC 39300, Spring semester
- MUSC 12000–14000 or 22000–24000, both semesters
- Half Recital

MUSIC COURSE DESCRIPTIONS

COURSES OPEN TO ALL STUDENTS, WITHOUT PREREQUISITES

Any student may take these courses, regardless of prior musical background. The 200-level courses may also be taken as Music electives by Music majors. One credit per course.

MUSC 10000. FUNDAMENTALS OF MUSIC

Reading and aural recognition of single pitches, intervals, scales, triads, time values, key signatures, and other basic elements of music. Recommended for students with little or no musical background. Does not count toward either the major or minor in Music. *Spring 2012. [AH]*

MUSC 11100. INTRODUCTION TO MUSIC

An introduction to the appreciation of Western art music with an emphasis on hearing, recognizing, and relating the elements of music in an increasingly informed context. Topics will focus on major composers from the Middle Ages to modern times and will explore the range of meaning and value that their works have had and continue to have, by drawing connections between music and other humanities as well as the social and natural sciences. The course might include some jazz, popular music, and non-Western music. In addition to listening and reading, students will attend concerts and prepare written assignments. No previous musical background necessary. Does not count toward a major in Music. *Fall. Not offered 2011-2012. [AH]*

THTD 10000. ARTS AND ENTREPRENEURSHIP [AH]

THTD 10400. THE IMPULSE TO CREATE [AH]

MUSC 21400. HISTORY OF AFRICAN AMERICAN MUSIC (Africana Studies)

Study of the history of African American music from 1619 through the present day. Focuses on the socio-historical context in which popular music, folk music, classical music, and religious music evolved. Topics include spiritual, blues, gospel, jazz, rhythm and blues, and contemporary music as well as women in music. Open to non-Music majors. No technical knowledge required. *Fall 2011. [C, AH]*

MUSC 21500. MUSIC OF THE UNITED STATES

A survey of music created within the multi-cultural mosaic of this country over the past four centuries. Topics may include Native American music; Anglo-American folk song; popular song to the twentieth century; bluegrass and country music; band music; instrumental and vocal concert music; and the role of composers, performers, and listeners in American life. No previous musical background necessary. *Spring. Not offered 2011-2012. [AH]*

MUSC 21600. THE ART OF ROCK MUSIC

The study of the artistic and aesthetic potential of rock music. Areas of emphasis may include the history and analysis of rock music; rock music aesthetics and their relationship to the aesthetics of other music and art forms; the evolution of rock musical styles; the connections between rock, poetry, and literature; “covering,” quotation, and stylistic borrowing in rock music; the impact of the electronic music revolution; and the live performance of rock. *Offered every two to three years. Spring. Not offered 2011-2012. [AH]*

MUSC 21700. SURVEY OF JAZZ (AFRICANA STUDIES)

A study of jazz from its inception to the present, including the New Orleans, swing, bebop, cool, hard bop, free

Music

jazz, and jazz-rock fusion styles, as well as major individual musicians such as Louis Armstrong, Duke Ellington, and Charlie Parker. Special assignments for Music majors and minors. *Annually, Spring. [C, AH]*

MUSC 21800. MASTERPIECES OF MUSICAL THEATRE

A study of approximately twelve classic operas, operettas, and musicals from the eighteenth century to the present, with attention to general characteristics of the three genres. The music and its relationship to plot are emphasized; occasional guest lectures on other aspects of the works. Attendance at performances when appropriate. Works studied have included Don Giovanni, The Magic Flute, The Barber of Seville, La Traviata, Otello, Carmen, La Bohème, Tosca, Madame Butterfly, Treemonisha, Porgy and Bess, Die Fledermaus, The Mikado, The Pirates of Penzance, Oklahoma!, Guys and Dolls, My Fair Lady, Candide, Fiddler on the Roof, Sweeney Todd, and Into the Woods. No previous musical background necessary. A few special assignments for Music majors. *Not offered 2011-2012. [AH]*

MUSC 21900. WOMEN IN MUSIC (WOMEN'S, GENDER AND SEXUALITY STUDIES)

Examination of the history of women in Western music, focusing upon black and white women in classical music, jazz, gospel, popular music, and the blues. Topics will include the status of women as professional musicians, the economics of mainstreaming women in the music industry, and the collaborative efforts of women to achieve parity with men in the creative and performing arts. No prior musical knowledge required. *Spring. Not offered 2011-2012. [C, AH]*

AFST 21200. SURVEY OF AFRICAN-AMERICAN FOLKLORE: THE CREATIVE AND PERFORMING ARTS

[C, AH]

MUSIC THEORY-COMPOSITION

One credit per course unless otherwise specified.

MUSC 10100. THEORY I

Fundamentals review, diatonic triads in root position, three- and four-part writing, principles of harmonic progression. Elementary dictation, sightsinging, and keyboard skills. Required of all majors and minors in Music. Strongly recommended for all: concurrent enrollment in MUSC 13200 unless the piano proficiency requirement for Music majors has already been completed. *Prerequisite: MUSC 10000; or fluent ability as measured by timed testing in the first week of class to read pitches in treble and bass clefs through the second ledger lines above and below those staves. Annually, Fall. [AH]*

MUSC 10200. THEORY II

First and second inversions, cadences, elementary form, non-chord tones, common seventh chords. Related dictation, sightsinging, and keyboard skills. Required of all majors and minors in Music. Strongly recommended for all: concurrent enrollment in MUSC 13200 unless the piano proficiency requirement for Music majors has already been completed. *Prerequisite: C- or better in MUSC 10100. Annually, Spring. [AH]*

MUSC 20100. THEORY III

Modulation, less common seventh chords, binary and ternary forms. Related dictation, sightsinging, and keyboard skills. Required of all majors in Music. *Prerequisites: C- or better in MUSC 10200, and concurrent enrollment in MUSC 13200 or completion of the piano proficiency requirement. Annually, Fall. [AH]*

MUSC 20200. THEORY IV

Advanced chromatic techniques in tonal music prior to the 20th century. Related dictation, sightsinging, and keyboard skills. Required of all majors in Music. *Prerequisites: C- or better in MUSC 20100, and concurrent enrollment in MUSC 13200 or completion of the piano proficiency requirement. Annually, Spring. [AH]*

MUSC 20800. ACOUSTIC COMPOSITION

Original writing for various instrumental and vocal media in small and large forms. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and homogeneous forms. One half-hour private lesson per week. (.5 course credit) *Prerequisite: MUSC 10200. Annually, Fall and Spring.*

MUSC 20900. ELECTRONIC COMPOSITION

Original writing for electronic media. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and organic forms. One half-hour private lesson per week. (.5 course credit) *Prerequisite: MUSC 10200 and either MUSC 18000 or 28000. Annually, Fall and Spring.*

MUSC 30100. THEORY V

Twentieth century techniques and related sightsinging/keyboard skills. Required of all majors in Music. *Prerequisite: C- or better in MUSC 20200, and successful completion of the piano proficiency examination. Annually. Fall. [AH]*

MUSC 30200. FORM AND ANALYSIS

Advanced harmonic, contrapuntal, and structural analysis of all types of musical composition. Required of all B.M. majors. *Prerequisite: MUSC 20200. Alternate years. Spring 2012.*

MUSC 30300. BASIC CONDUCTING

A course designed to introduce the fundamental skills of conducting, including basic symmetric and asymmetric patterns, expressive gestures, cues, fermatas, and the development of independence of the right and left hands. Attention is also given to transposition, instrumental score reading, score preparation, and ensemble rehearsal techniques. Required of all B.M. and B.M.E. majors. *Prerequisite: MUSC 10200. Annually. Spring.*

MUSC 30400. COUNTERPOINT

Study of the basic polyphonic principles of the sixteenth and eighteenth centuries, including species counterpoint, imitation, canon, invertible counterpoint, two- and three-part inventions, and fugue. Required of all B.M. majors. *Prerequisite: MUSC 20200. Alternate years. Spring 2012.*

MUSC 30500. ORCHESTRATION

A theoretical and practical study of instrumentation and scoring music for various instrumental combinations. Required of B.M. in Composition, B.M. in Music History/Literature, and B.M.E. majors. Composition majors should take the course as early as possible. *Prerequisite: MUSC 20200. Annually. Fall.*

MUSC 30600. CHORAL CONDUCTING

A course devoted to the specific skills and techniques required for choral conductors. Score preparation, gestures, text analysis, diction, and general aspects of good singing are among the several foci of this course. Two class hours per week. (*5 course credits*) *Prerequisite: MUSC 30300. Fall 2011.*

MUSC 30800. ACOUSTIC COMPOSITION

Original writing for various instrumental and vocal media in small and large forms. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and homogeneous forms. One hour private lesson per week. *Prerequisite: MUSC 10200. Annually. Fall and Spring.*

MUSC 30900. ELECTRONIC COMPOSITION

Original writing for electronic media. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and organic forms. One hour private lesson per week. *Prerequisite: MUSC 10200 and either MUSC 18000 or 28000. Annually. Fall and Spring.*

MUSIC HISTORY AND LITERATURE

One credit per course unless otherwise specified.

MUSC 21000. BASIC REPERTOIRE

Guided listening to standard works of the Western classical repertoire. The list of works is determined by the entire Music faculty and is revised periodically. Required of all Music majors; others admitted by permission of the instructor. *Prerequisite: MUSC 10100 or permission of the instructor. Annually. Spring.*

MUSC 21100. MUSIC HISTORY I

Early music. The development of major musical styles from antiquity through the early baroque. Required of all B.M. majors. *Prerequisite: MUSC 10100 or permission of the instructor. Not offered 2011-2012. [W, AH]*

MUSC 21200. MUSIC HISTORY II

Monteverdi to Mozart. The development of major musical styles in the baroque and classical periods. Required of all B.A., B.M., and B.M.E. (Public School Teaching) majors. *Prerequisite: MUSC 10100 or permission of the instructor. Spring 2012. [W+, AH]*

MUSC 21300. MUSIC HISTORY III

Beethoven to the present. The development of major musical styles in the nineteenth and twentieth centuries. Required of all B.A., B.M., and B.M.E. (Public School Teaching) majors. *Prerequisite: MUSC 10200 and 21200 or permission of the instructor. Annually. Fall. [AH]*

MUSC 31100. SEMINAR IN MUSIC LITERATURE

Selected historical studies. Topics have included The Song Cycle, Music of Living Composers, Bach, Haydn, Brahms, Piano Literature, and Romantic Concerto. Required of B.M. (Composition) majors. *Prerequisite: MUSC 10200 or permission of the instructor. Not offered 2011-2012. [AH]*

PERFORMANCE

MUSC 12000-14000, 22000-24000. PERFORMANCE

Please see the "Applied Music Study" section of the *Handbook for Music Students and Faculty* for details about performance study, special requirements for Performance majors on different instruments, applied music requirements for Music Education majors, required recitals for all Music majors, and private lessons for non-Music majors.

For non-Music majors, no more than one credit in music performance courses or groups may count toward the minimum of 32 courses required for graduation, unless the student is a minor in Music, in which case two credits of such courses may count towards graduation.

For non-majors, private performance lessons are normally taken at the 100-level for one-half (.5) course credit. Full-credit (200-level) lessons are reserved for Music majors; non-majors may take full-credit lessons only with the approval of the Music Department chair. Please see the Handbook for further information, and please see the *Expenses* section of this Catalogue for information about lesson fees.

12000/22000. BAGPIPE	12700/22700. FRENCH HORN	13400/23400. STRING BASS
12100/22100. BASSOON	12800/22800. GUITAR	13500/23500. TROMBONE
12200/22200. CELLO	12900/22900. OBOE	13600/23600. TRUMPET
12300/22300. CLARINET	13000/23000. ORGAN	13700/23700. TUBA
12400/22400. ELECTRIC BASS	13100/23100. PERCUSSION	13800/23800. VIOLA
12500/22500. EUPHONIUM	13200/23200. PIANO	13900/23900. VIOLIN
12600/22600. FLUTE	13300/23300. SAXOPHONE	14000/24000. VOICE

CLASS INSTRUCTION IN MUSIC

MUSC 15000-15700. ENSEMBLE

In addition to the larger performing groups (Band, Orchestra, etc.), smaller groups such as string, woodwind, percussion, and brass ensembles function as there is a demand or requirement. One to one and one-half hours per week. (.125 course credit) S/NC course. *Prerequisite: permission of instructor. Annually. Fall and Spring.*

15000. ACCOMPANYING	15400. KEYBOARD ENSEMBLE
15100. BRASS ENSEMBLE	15500. PERCUSSION ENSEMBLE
15200. GUITAR ENSEMBLE	15600. STRING ENSEMBLE
15300. JAZZ COMBO	15700. WOODWIND ENSEMBLE

Students are expected to practice 30-45 minutes per day for courses MUSC 17000-17800 and 37200.

MUSC 17000. CLASS VOICE

Study and development of basic individual vocal technique. Instruction in the International Phonetic Alphabet and its application to singing. Designed for Music Education and Music Therapy students. Two class hours per week. Required of all B.M.E. majors whose primary performance area is instrumental. (.25 course credit) *Prerequisite: MUSC 10200 or permission of the instructor. Alternate years. Spring 2012.*

MUSC 17100, 17200. CLASS BRASS INSTRUMENTS

Study of the mechanics of playing and instructional procedures and materials relative to brass instruments of the orchestra and band. MUSC 17100 covers trumpet and french horn; MUSC 17200 covers trombone, euphonium, and tuba. One class hour per week for each of two semesters. Both required of B.M.E. (Public School Teaching) majors. B.M.E. (Music Therapy) majors must complete MUSC 17100. (.25 course credit) *Alternate years. Not offered 2011-2012.*

MUSC 17300, 17400. CLASS STRING INSTRUMENTS

MUSC 17300 covers violin and viola; MUSC 17400 covers cello and string bass. Limit of six in a class. One class hour per week for each of two semesters. Required of all B.M.E. majors. (.25 course credit) *Alternate years. MUSC 17300 in Fall 2011; MUSC 17400 in Spring 2012.*

MUSC 17500, 17600. CLASS WOODWIND INSTRUMENTS

Study of the mechanics of playing and instructional materials and procedures relative to woodwind instruments of the orchestra and band. MUSC 17500 covers flute and clarinet; MUSC 17600 covers saxophone, oboe,

and bassoon. One class hour per week for each of two semesters. Both required of B.M.E. (Public School Teaching) majors. B.M.E. (Music Therapy) majors must complete MUSC 17500. (.25 course credit) *Alternate years. MUSC 17500 in Fall 2011; MUSC 17600 in Spring 2012.*

MUSC 17700. CLASS PERCUSSION INSTRUMENTS

Study of the mechanics of playing and instructional materials and procedures relative to percussion instruments of the orchestra and band. One class hour per week. Required of all B.M.E. majors. (.25 course credit) *Alternate years. Fall 2011.*

MUSC 17800. FUNCTIONAL GUITAR

A course designed for teaching Music Education and Therapy students how to use the guitar in their work. Basic strumming and finger-picking styles for song-leading and accompaniment, transposition of song material, and chording in several major and minor keys. One or two class hours per week. (.25 course credit) *Spring 2012.*

MUSC 18000. INTRODUCTION TO THE ELECTRONIC STUDIO

Hands-on experience with keyboard synthesizers, a sampler, a drum machine, sequencers, a multitrack recorder, a digital effects processor, and other electronic instruments, culminating in a creative musical project. No musical background necessary. (.25 course credit) *Not offered 2011-2012.*

MUSC 26400. INTRODUCTION TO JAZZ IMPROVISATION

Notation, standard forms and chord progressions, transcribing jazz solos from recordings, study of recordings, and other activities. (.25 course credit) *Prerequisite: permission of instructor required. Spring 2012.*

MUSC 28000. INTRODUCTION TO MUSIC TECHNOLOGY

Topics may include the MIDI electronic studio; computer applications in music including music notation, music education and music theory software, and musicological research; recording technology; and other appropriate technological developments. Assignments will be tailored insofar as possible to individual students' needs and interests. Required of all B.M. and B.M.E. majors. (.5 course credit) *Annually. Spring.*

MUSC 37000. VOCAL PEDAGOGY

Study of the anatomy and physiology of all singing voices. Examination of instructional materials and pedagogy texts relative to the vocal instrument used singly and collectively. Two class hours per week. Required of all B.M.E. and B.M. Vocal Performance majors. (.5 course credit) *Prerequisite: MUSC 17000 or two semesters of MUSC 14000. Alternate years. Fall 2011.*

MUSC 37100. INSTRUMENTAL PEDAGOGY

Study of the literature, instructional materials and procedures relative to the teaching of the major instrument. (.5 course credit) *Annually. Fall and Spring.*

MUSC 37200. FUNCTIONAL PIANO

A course designed to give practical experience in sight-reading, transposition, accompanying, improvisation, and aural dictation, as required for certification to teach in Ohio public schools. Two hours per week. Required of all B.M.E. majors. (.5 course credit) *Prerequisite: completion of all parts of the Piano Proficiency Examination. Annually. Fall and Spring.*

MUSIC EDUCATION

One credit per course unless otherwise specified.

MUSC 29000. FOUNDATIONS OF MUSIC EDUCATION

This is an introductory course for all students planning to pursue teacher licensure in music. Emphasis is on historical, cultural, and social contexts for music education as well as the role of personal expression, arts criticism, and the nature and meaning of the arts in the education of children and adolescents, ages 3-21. Topics include philosophical foundations for music teaching and learning, curriculum planning and development, goals and objectives of music programs, materials, technology, and assessment strategies. Students will also examine the music education profession, its history, and the qualities, competencies, and skills required of music teachers. Clinical experiences in the classroom and field experiences in the schools are a major component of the course. Required of all B.M.E. majors. *Annually. Fall.*

MUSC 34200. METHODS AND MATERIALS FOR TEACHING PRE-K AND ELEMENTARY GENERAL MUSIC

This course provides a study of specific methods of delivering standards-based instruction to children, ages 3-12, in pre-school and general music classroom settings. Included is significant use of the National Standards for

Music

Arts Education and the Ohio Academic Content Standards in Music. Emphasis is on specific teaching techniques in the implementation of curriculum, classroom procedures and materials, integration of technology, instructional strategies for special needs students, and the use of various assessment strategies. Field experiences in elementary general music and preschool settings are a major component of the course. Required of all music education and music therapy majors. (.5 course credit) Prerequisite: MUSC 29000. Spring 2012.

MUSC 34300. METHODS AND MATERIALS FOR TEACHING SECONDARY CHORAL AND GENERAL MUSIC

This course addresses the role of choral and general music instruction in secondary public school education, techniques of teaching choral music, and the study of music from various cultures appropriate to students in choral ensembles. Included is significant use of the National Standards for Arts Education and the Ohio Academic Content Standards in Music. Emphasis is on literature selection, specific teaching techniques in the implementation of curriculum, classroom procedures and materials, integration of technology, instructional strategies for special needs students, and the use of various assessment plans. Field experiences in middle and high school choral and general music settings are a major component of the course. Required of all music education majors. (.5 course credit) Prerequisite: MUSC 29000 and 34200. Spring 2012.

MUSC 34400. METHODS AND MATERIALS FOR TEACHING INSTRUMENTAL MUSIC

This course provides a study of specific methods of delivering instruction in instrumental music, covering band and orchestra instruments. Emphasis is on recruitment and retention of instrumental music students, appropriate teaching techniques for musical and technical concepts for instrumentalists from the beginning years through high school, integration of technology into the instrumental classroom, and differentiation of instruction for all students and especially for those with special needs. Administrative and organizational aspects are also addressed. Field experiences in grades 5-12 instrumental music settings are a major component of the course. Required of all music education majors. (.5 course credit) Prerequisite: MUSC 29000 and 34200. Spring 2012.

MUSC 39500. SPECIAL TOPICS IN MUSIC EDUCATION

This course provides a study of the administrative responsibilities of music educators with a focus on projects that address the specific needs of students enrolled in the course. Topics include but are not limited to contemporary issues in education and music education; educational technology; budget and finance; facilities and equipment; music library and instrument inventory management; travel; design and purchase of uniforms; music support groups; professional development for teachers; philosophical foundations and advocacy; and relationships with parents, administrators, music dealers, and private teachers. Field experience in the student teaching setting is a strong component of the course. Prerequisite: MUSC 29000, 34200, 34300, and 34400. Spring 2012.

MUSIC THERAPY

All courses listed below, with the possible exception of MUSC 40700-40800, will normally be taught at Baldwin-Wallace College in Berea by the Music Therapist who is also the Director of the Music Therapy Consortium. One credit per course is standard unless otherwise specified. Please see the *Handbook for Music Students and Faculty* for further information about the Music Therapy major, including acceptance requirements and the entrance exam.

MUSC 19000. INTRODUCTION TO MUSIC THERAPY

Provides an overview of the profession including current terminology, history, and practical application of Music Therapy for several client populations. Assessment of personal qualities necessary to become a music therapist is an on-going process of the class. Observation of music and related-area therapists is required in addition to classwork. Required of all B.M.E. (Music Therapy) majors. (.5 course credit) Annually. Spring.

MUSC 19100. RECREATIONAL MUSIC - PROGRAMMING AND LEADERSHIP

The main focus of this course is students' development of a repertoire of activities which will provide a foundation for their initial fieldwork experiences. Adaptation of activities and instruments, basic assessment of client interests and needs, and evaluation by observation are addressed as part of the fieldwork that is required as part of this course. Group leadership skills, time management, and musical skills are also emphasized through student-led activities and class demonstrations. Required of all B.M.E. (Music Therapy) majors. (.5 course credit) Prerequisite: MUSC 19000. Annually. Fall.

MUSC 29100. MUSIC THERAPY IN PSYCHIATRY AND REHABILITATION

Clinical methods as they relate to working with psychiatric, elderly, medical, head-injured, corrections, and addiction clients. Includes a review of behavioral characteristics, treatment adaptations, current therapeutic intervention models, goals and objectives, and applicable resources. Required of all B.M.E. (Music Therapy) majors. Prerequisite: MUSC 19100. Fall 2011.

MUSC 29200. MUSIC THERAPY WITH THE DEVELOPMENTALLY DISABLED

Clinical practice as it relates to working with mentally retarded, autistic, sensory impaired, physically challenged, and learning-disabled clients. Includes review of behavioral characteristics, treatment considerations, current therapeutic intervention models, goals and objectives, and current literature. Required of all B.M.E. (Music Therapy) majors. *Prerequisite: MUSC 19100. Spring 2012.*

MUSC 29300. PRACTICUM I IN MUSIC THERAPY

Practical experience with clients in approved institutions, including a musical and behavioral assessment of the group or individual, the development and implementation of ongoing treatment procedures, and evaluation. To be taken in conjunction with MUSC 29100, 29200, and 39400. Required of all B.M.E. (Music Therapy) majors. (.25 course credit) *Prerequisite: MUSC 19100. Annually. Spring.*

MUSC 29400. PRACTICUM II IN MUSIC THERAPY

Practical experience with clients in approved institutions. Continuation of MUSC 29300. Required of all B.M.E. (Music Therapy) majors. (.25 course credit) *Prerequisite: MUSC 29300. Annually. Fall.*

MUSC 29500. ADVANCED PRACTICUM IN MUSIC THERAPY

Practical experience with clients in approved institutions. Continuation of MUSC 29400. Required of all B.M.E. (Music Therapy) majors. (.25 course credit) *Prerequisite: MUSC 29400. Annually. Spring.*

MUSC 39200. PSYCHOLOGY OF MUSIC

Study of the basic principles of musical acoustics and the relationship between the human apparatus of hearing and actual perception of music. Research literature is reviewed for the psychology of musical abilities, emotion and meaning in music, development of musical preference, and behavior of music listeners. Required of all B.M.E. (Music Therapy) majors. (.5 course credit) *Prerequisite: MUSC 19100. Annually. Fall.*

MUSC 39300. RESEARCH SEMINAR IN MUSIC THERAPY

This course provides students with practical exposure to research methods. Students will pursue independent research projects using the critical review of literature completed by them in the preceding course and augmented by instruction in test design and the most common methods of data analysis: correlation, analysis of variance, non-parametric and parametric statistics. Also includes critique of several consumer-oriented periodicals and the benefit of these publications to public education about Music Therapy. Required of all B.M.E. (Music Therapy) majors. (.5 course credit) *Prerequisite: MUSC 39200. Annually. Spring.*

MUSC 39400. PROGRAM DEVELOPMENT AND ADMINISTRATION IN MUSIC THERAPY

Program planning, scheduling, budgeting, and public relations strategies are main topics. Documentation procedures, including current standards for various types of agencies, and legislative issues relating to Music Therapy practice are also covered. Music Therapy in the milieu approach and the Music Therapist as a member of the treatment team. Structure and function of local, state, and national Music Therapy organizations, including Standards of Practice and Code of Ethics. Required of all B.M.E. (Music Therapy) majors. *Prerequisite: MUSC 19100. Alternate years. Spring 2012.*

MUSC 40700, 40800. INTERNSHIP

A six-month, full-time (1,040 clock hours) clinical experience in an American Music Therapy Association (AMTA)-approved facility. Involves general orientation to the institution, observation of the therapist, and personal involvement in observing, describing, and providing music therapy to clients. Documentation and special research projects are included according to the clinical internship training plan. Application for internship is generally initiated late in the junior year; the internship must be completed within two years of completing coursework. Required of all B.M.E. (Music Therapy) majors. (.25 course credit) *S/NC course. Annually.*

GENERAL COURSES IN MUSIC

One credit per course unless otherwise specified.

MUSC 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

MUSC 40100. JUNIOR INDEPENDENT STUDY

A one-semester, creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track. The Junior I.S. in music performance leads to the presentation of a public recital 25-30 minutes in length. The Junior I.S. in music history and literature emphasizes bibliographical and research methods, major library resources, and writing style, and results in a major paper. In music composition the Junior I.S. normally consists of at least two pieces in small forms

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planned for public performance by performers or ensembles available at the College. Junior I.S. projects in music theory yield written analyses of music.

MUSC 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study, in which the student engages in a creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track, which will be ultimately completed in the second semester of Senior Independent Study. The Senior I.S. in music performance leads to the presentation of a public recital 50-60 minutes in length, with a supporting document of ten pages length in the case of B.A. majors. The Senior I.S. in music history and literature emphasizes bibliographical and research methods, major library resources, and writing style, and results in a major paper at least 60 pages in length. In music composition the Senior I.S. normally consists of one composition on a larger scale planned for public performance by performers or ensembles available at the College. Senior I.S. projects in music theory yield written analyses of music at least 60 pages in length.
Prerequisite: MUSC 40100.

MUSC 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, in which the student engages in and completes a creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track. *Prerequisite: MUSC 45100.*

GLCA ARTS PROGRAM IN NEW YORK

See *Off-Campus Study*.

MUSIC PERFORMANCE GROUPS

Non-majors may receive up to a total of one course credit for participation in the following music performance groups, all of which are graded S/NC.

MUSC 16000. WOOSTER SINGERS

A choir open to all without audition. This ensemble explores choral music of a wide range of styles and historic periods and develops sight-singing skills. Performances will be scheduled depending on the size and preparation of the ensemble. Two hours per week. Two semesters of enrollment required of all B.M. and B.M.E. majors (except B.M. Voice majors, who may substitute MUSC 16100 instead); these semesters must be Fall and Spring of the same year, except by permission of the instructor. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16100. WOOSTER CHORUS

A performing choir dedicated to the performance of the finest sacred and secular choral works of the past five centuries. In addition to presenting several programs on campus each year, the Wooster Chorus makes a concert tour during spring vacation. Admission is by audition. Four hours per week. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16200. WOOSTER SYMPHONY ORCHESTRA

A performing organization comprised of students and members of the community devoted to the study and performance of the standard orchestral repertoire from the baroque to the contemporary. Admission is by audition. Four hours per week. Four regular concerts per year. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16300. SCOT BAND

A performing organization whose emphasis during the fall season is on marching, with the latest techniques and best quality of appropriate music being prepared and performed. In winter and spring the band studies and performs the best in band literature from all periods for performance on tour and for home audiences. Admission to the Symphonic Band is by audition. Membership in the Marching Band is open to any student without audition. Selected music education majors are given the opportunity to prepare and conduct compositions. Four hours per week. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16400. WOOSTER JAZZ ENSEMBLE

A performing organization which prepares and performs suitable literature in the jazz idiom for large ensemble. Opportunity is given for composing, arranging, and improvisation. Three hours per week. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16500. GOSPEL CHOIR (AFRICANA STUDIES)

A performing organization, open to any student, faculty, or staff person at the College and to members of the community, offering live performance in a secular context of serious African American choral music. Two hours per week. *(.125 course credit) Annually, Fall and Spring.*

MUSC 16600. OPERA WORKSHOP

Study of basic stage movement through the analysis and staging of scenes and arias from the standard and contemporary repertoire. (.25 course credit) May be taken more than once. Prerequisite: permission of instructor required. Annually. Spring.

PREPARATORY DEPARTMENT

The Music Department accepts each year for private instruction in a performance area a limited number of non-matriculated students. For such students, the College provides no housing or meals. Information regarding teachers and entrance requirements may be obtained from the Administrative Coordinator of the Department of Music.

NEUROSCIENCE**CURRICULUM COMMITTEE:**

Amy Jo Stavnezer (Psychology), Chair
Dean Fraga (Biology)
Gary Gillund (Psychology)
Sharon Lynn (Biology)

Neuroscience is an exceptionally diverse and interdisciplinary field that incorporates aspects of biology, psychology, chemistry, philosophy, computer science, and other disciplines in the study of the nervous system. Neuroscientists seek to understand the function of the brain, spinal cord and peripheral nervous system at multiple levels, from the complex processes that occur in single neurons to the expansive cellular networks that ultimately give rise to perception, emotion, cognition, and even social behavior. The Neuroscience Program is thus a multidisciplinary program with the curriculum consisting of a combination of nine required foundational courses currently required for majors in Chemistry, Biology, and Psychology. Neuroscience continues to draw from, inform and expand the disciplines of Biology and Psychology in a variety of ways, and therefore emphasizes these areas in its curriculum. Students can choose from a variety of upper level electives according to their personal interests and career goals. The goals of the Neuroscience Program are to provide students with the essential foundational knowledge, skills, confidence and research experiences that will allow them to identify and meet their intellectual and professional goals. In addition, it will produce liberally educated scientists who are well-versed in scientific methodology and its application, who possess a thorough knowledge of fundamental neuroscientific concepts, and who are able to express themselves with clarity, both orally and in writing.

Major in Neuroscience

Consists of fifteen courses:

- PSYC 10000
- CHEM 12000
- BIOL 20000
- BIOL 20100
- PSYC 23000
- One of the following courses: PSYC 25000 or MATH 10200

- NEUR 32300
- NEUR 38000
- Four elective courses, from two or more departments, from cross-listed courses accepted for NEUR credit
- Junior Independent Study: NEUR 40100
- Senior Independent Study: NEUR 45100
- Senior Independent Study: NEUR 45200

Special Notes

- See Chemistry Department information on placement exams for CHEM 11000/12000.
- First year students are advised to complete all 100-level courses and at least one 200-level course by the end of the first year.
- The Core courses (PSYC 10000, 23000, 25000, BIOL 20000, 20100, CHEM 12000, NEUR 32300 and 38000) and at least two electives should be completed by the end of the Junior year.
- The electives BIOL 34400, 35200, and 37700 require BIOL 20200 as a prerequisite or special permission of instructor.
- The laboratory and classroom components are closely integrated in the upper-level Biology and Psychology courses and must therefore be taken concurrently. The course and laboratory grades will be identical and are based on performance in both components; the relative weights of the two components are stated in each course syllabus.
- For I.S., students can work with faculty advisers that are on the Neuroscience curriculum committee or other faculty members in Psychology, Biology, Chemistry or Biochemistry and Molecular Biology, with their permission.
- Students are also encouraged to take the following courses, which are requirements for many graduate, medical and other pre-professional programs: CHEM 21100 and 21200 (Organic Chemistry sequence), CHEM 33100 and 33200 (Biochemistry sequence), PHYS 20300, and MATH 11100 (OR both MATH 10700 and 10800).
- A double-major with Biochemistry and Molecular Biology, Biology, Chemistry or Psychology is not an option.
- If a student majors in Neuroscience, a minor in Biochemistry and Molecular Biology, Biology, Chemistry or Psychology must consist of six courses that do not double-count with the Neuroscience major.
- No minor in Neuroscience is offered.
- Only grades of C- or better are accepted for the major.

NEUROSCIENCE COURSES

PSYC 10000. INTRODUCTION TO PSYCHOLOGY [HSS]

CHEM 12000. PRINCIPLES OF CHEMISTRY [Q, MNS]

BIOL 20000. FOUNDATIONS OF BIOLOGY [MNS]

BIOL 20100. GATEWAY TO MOLECULAR AND CELLULAR BIOLOGY [Q, MNS]

PSYC 23000. HUMAN NEUROPSYCHOLOGY [HSS]

PSYC 25000. INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN [Q]

NEUR 32300. BEHAVIORAL NEUROSCIENCE (Communication, Psychology)

An introduction to the anatomical and physiological basis of animal and human behavior. Content areas

include basic neuronal physiology and brain anatomy, neural/endocrine interactions, methods in neuroscience, control of movement, sexual development and behavior, sleep, learning and memory, and physiological correlates of psychopathology. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually. Fall. [W]*

NEUR 38000. CELLULAR NEUROSCIENCE (Biochemistry and Molecular Biology, Biology)

This course focuses on the cellular and molecular aspects of the nervous system. Topics include nerve cell physiology, synapse structure and formation, axon guidance, simple pattern generators, and the cellular basis of learning and memory. Three lecture periods and one laboratory period weekly. Recommended: one upper-level Biology course or NEUR 32300. *Prerequisite: C- or better in BIOL 20100, CHEM 12000 or permission of instructor. Annually. Spring.*

NEUR 40100. INTRODUCTION TO INDEPENDENT STUDY

Students will attend weekly classroom meetings which focus on science writing, accessing and evaluating primary literature, and experimental design. The major paper will include a literature review and a detailed research proposal related to their I.S. thesis research. Students will also participate in the peer review process as well as present an oral research proposal presentation at the end of the semester. *Annually. Spring.*

NEUR 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: NEUR 40100.*

NEUR 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: NEUR 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR NEUROSCIENCE CREDIT**

BIOLOGY

- BIOL 30400. HUMAN PHYSIOLOGY
- BIOL 30500. CELL PHYSIOLOGY [W+]
- BIOL 30600. GENES AND GENOMES
- BIOL 30700. DEVELOPMENT
- BIOL 34400. COMPARATIVE ANIMAL PHYSIOLOGY
- BIOL 35200. BEHAVIORAL ECOLOGY
- BIOL 37700. BEHAVIORAL ENDOCRINOLOGY

INTERDEPARTMENTAL

- IDPT 20011. NEUROSCIENCE OF LEARNING AND MEMORY [MNS]

PHILOSOPHY

- PHIL 21500. BIOMEDICAL ETHICS [AH]
- PHIL 30400. PHILOSOPHY OF MIND AND COGNITIVE SCIENCE [AH]

PSYCHOLOGY

- PSYC 21200. ABNORMAL PSYCHOLOGY [HSS]
- PSYC 32100. LEARNING AND BEHAVIOR [W]
- PSYC 32200. MEMORY AND COGNITION [W]
- PSYC 33500. PERCEPTION AND ACTION [W]

PHILOSOPHY

Elizabeth Schiltz, Chair

Grant Cornwell

Ronald E. Hustwit

Henry B. Kreuzman

Lee McBride

Evan Riley

John Rudisill

Garrett Thomson

The Philosophy Department has as its fundamental mission the cultivation of skills, dispositions, and knowledge in its students that contribute to their development as autonomous persons and as responsible and engaged members of society. These skills and dispositions are acquired and honed through studying and doing philosophy. They facilitate a student's development by enabling the critical, systematic, and philosophically informed examination of beliefs, values, and conceptions of the world. Such an individual has an independent mind: one that is open, flexible, creative, critical, and capable of making well-reasoned decisions.

Philosophy is the critical search for understanding through argumentation and the analysis of concepts. Philosophical issues arise in all areas of human inquiry, and consequently the types of questions that philosophy examines are surprisingly diverse. Does the world consist only of matter? What does it mean to be rational? What is the relationship between law and morality? Do computers think? What obligations do we have to the environment? In answering such questions, one acquires skills in critical reading, writing, and discussion, conceptual analysis, argumentation, and identification of presuppositions. Thus, philosophy helps to enrich, expand, and develop one's liberal arts education.

Many students have found a minor in philosophy to be a valuable supplement to other majors in the natural and social sciences and other humanities departments.

Major in Philosophy

Consists of ten courses:

- PHIL 22000
- PHIL 25000
- PHIL 25100
- One of the following 300-level courses: PHIL 30100, 30200, 30300, or 30400
- PHIL 31100
- Two elective Philosophy courses
- Junior Independent Study: PHIL 40100
- Senior Independent Study: PHIL 45100
- Senior Independent Study: PHIL 45200

Minor in Philosophy

Consists of six courses:

- One of the following 200-level courses: PHIL 25000 or 25100
- One 300-level course: PHIL 30100, 30200, 30300, 30400, 31000, 31100, or 31200
- Four elective Philosophy courses

Special Notes

- Students are strongly encouraged to take PHIL 10000 as a first course in Philosophy.
- Majors and minors are not permitted to take any courses within the department for S/NC credit.
- Only grades of C- or better are accepted for the major or minor.

PHILOSOPHY COURSES

ETHICS, JUSTICE, AND SOCIETY

PHIL 10000. ETHICS, JUSTICE AND SOCIETY

Philosophy aims to understand and solve fundamental conceptual problems in all areas of human inquiry. Philosophical reasoning deals with such problems in a systematic and rigorous way. The aim of this course is to introduce the practice of doing philosophy. This course will focus upon questions relating to ethics and political philosophy, and will address methods of argumentation and critical reasoning. *Annually. Fall and Spring. [AH]*

PHIL 21000. JURISPRUDENCE: LAW AND SOCIETY

This course examines the nature of law, its relation to coercive power and to morality. How should one define law? In what way should precedent determine the decisions of judges? As well as investigating these classical questions of jurisprudence, it will also study contemporary criticism of legal theory, the relationship of the law to justice, and important legal cases. *Spring 2012. [AH]*

PHIL 21200. RACE, GENDER AND JUSTICE (Women's, Gender, and Sexuality Studies)

This course examines various historical and contemporary attempts to theorize race and gender and answer the questions 'what is race?' and 'what is gender?' Further, we will look at the ways in which "race" and "gender" pose problems for traditional conceptions of justice and inquire into the degree to which these problems warrant substantive revision of our favored theories of justice. Authors discussed include W.E.B. DuBois, Alain Locke, Franz Fanon, Anthony Appiah, Iris Marion Young, and Nancy Fraser. *Alternate years. Not offered 2011-2012. [C, AH]*

PHIL 21500. BIOMEDICAL ETHICS (Neuroscience)

This course examines the ethical problems that arise within medicine and health care. Ethical questions relating to the physician-patient relationship, reproductive rights, abortion, AIDS, physician-assisted suicide, patient autonomy, and the allocation of resources will be addressed. *Alternate years. Fall 2011. [AH]*

PHIL 21600. ENVIRONMENTAL ETHICS (Environmental Studies)

This course is an examination of the ethical obligations that humans have toward the environment. What is the nature and source of our obligations to animals, plants, and the environment as a whole? Can non-human entities have rights? We will evaluate various approaches to these questions including anthropocentrism, biocentrism, and eco-feminism. *Alternate years. Fall 2011. [AH]*

PHILOSOPHY AND THE LIBERAL ARTS

PHIL 22000. LOGIC AND PHILOSOPHY

This course examines the development of formal logic from categorical logic to sentential and predicate logic. In addition, the course evaluates the nature of formal logical systems and the philosophical issues related to them. Such issues include puzzles about sets, conditional statements, induction, contradiction, and the nature of truth and meaning. *Annually. Fall and Spring. [AH]*

PHIL 22100. PHILOSOPHY AND THE RELIGIOUS LIFE (Religious Studies)

In one part of this course we will look at traditional issues in the philosophy of religion: the nature of religious experience, classical proofs for the existence of God, and the problem of evil. In the second part of the course we will focus on issues in religious language, "seeing God," the place of ceremony and liturgy in religious life, and religious pluralism. *Alternate years. Spring 2012. [R, AH]*

PHIL 22200. SCIENTIFIC REVOLUTIONS AND METHODOLOGY

The traditional view of scientific method, with its emphasis on observation, prediction, falsification, and hypothesis forming, is often thought to be a model of rationality. Yet there have been several conceptual revolutions in science that seem to challenge this view. The course will critically evaluate the scientific method, including empiricist, post-modern, and feminist critiques. *Alternate years. Spring 2012. [AH]*

PHIL 22300. PHILOSOPHY, CULTURE, AND EDUCATION (Education)

The philosophical study of education includes such issues as the formation of knowledge, curriculum rationale, conceptions of human nature, the requirements of citizenship, and the cultivation of intellectual and moral virtues. *Alternate years. Not offered 2011-2012. [AH]*

PHIL 22400. ART, LOVE, AND BEAUTY

What is the relationship between the artist, the work of art, and the audience? In this course, we will learn to say something meaningful about different forms of art, such as dance, music, architecture, and visual arts. What is it to appreciate them? What do we see, hear, feel? What is art's relationship to culture, to perception, to judgment? How do classical theories of aesthetics interface with modern and post-modern views? *Alternate years. Spring 2012. [AH]*

COMPARATIVE PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY (East Asian Studies, South Asian Studies)

This course is an examination of fundamental issues in philosophy, focusing on the work of philosophers in the Indian, Chinese, and Western traditions. Special attention will also be given to critical reflection on the project of comparative philosophy. *Alternate years. Fall 2011. [W†, C, AH]*

PHIL 23100. INDIAN PHILOSOPHY AND ITS ROOTS (South Asian Studies)

This course is an examination of the unique Indian tradition of philosophy, including careful study and analysis of the Vedic and Upanishadic inheritance, "Heterodox" developments, such as the Buddhist and Jaina systems, and the "Orthodox" schools of Hindu philosophy, as well as later developments in Indian thought. Each offering of this course will focus on a distinct philosophical theme. *Alternate years. Spring 2012. [W†, C, AH]*

PHIL 23200. CHINESE PHILOSOPHY (Chinese Studies, East Asian Studies)

An examination of traditional Chinese thought, in translation, with emphasis on philosophical problems. The topics to be covered in lectures and discussions will include Confucianism, Taoism, Buddhism, Neo-Confucianism, and Ch'ing empiricism. *Alternate years. Spring 2012. [C, AH]*

PHIL 23400. AFRICAN PHILOSOPHY (Africana Studies)

An examination of the African tradition of philosophy, including the epistemology and metaphysics, ethics, and political philosophy. The primary focus will be the various concepts in ethics and political philosophy, particularly, as these issues arise within the political and social structures in post-colonial Africa. *Alternate years. Not offered 2011-2012. [C, AH]*

HISTORICAL FOUNDATIONS

PHIL 25000. ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE (Classical Studies)

This course examines the major philosophical texts of Ancient Greece and the presocratic writings out of which they grew. The writings of these philosophers have implications for contemporary politics, education, morality, and knowledge. *Annually. Fall and Spring. [AH]*

PHIL 25100. RATIONALISM AND EMPIRICISM

During the period from about 1600 to 1800, modern science emerged, and the Medieval worldview receded. These deep changes led to a re-evaluation of our understanding of knowledge, God, and the human mind. This course focuses on the Empiricist philosophies of Locke, Berkeley, and Hume, and the Rationalism of Descartes, Spinoza, Leibniz, and Kant. Their work will be used to introduce some crucial debates in philosophy today. *Annually. Fall 2011. [AH]*

PHIL 26100. THEMES IN CONTINENTAL PHILOSOPHY

This course is meant to give an introduction to the major figures and schools of thought of phenomenology, hermeneutics, post-structuralism, and critical theory, paying particular interest to continental conceptions of subjectivity, rationality, and ethics. We will become well acquainted with the theoretical frameworks of four challenging and provocative philosophers, namely: Martin Heidegger, Hans-Georg Gadamer, Michel Foucault, and Jürgen Habermas. This will entail the careful reading, interpretation, and discussion of difficult texts as well as the exposition, critique, and construction of arguments. *Alternate years. Not offered 2011-2012. [AH]*

PHIL 26400. EXISTENTIALISM

What are the philosophies by which people live? Can abstract systems of philosophy be a guide to life? Existentialism claims that existence is an enigma and that abstract systems of philosophy have failed to explain it. What philosophy will stand in the place of these systems? Readings will be taken from such writers as Camus, Sartre, Dostoevsky, Heidegger, and Kafka. *Alternate years. Spring 2012. [AH]*

PHIL 26600. AMERICAN PHILOSOPHY

This course offers a detailed examination of the central doctrines of two or more of the following American philosophies: transcendentalism, American idealism, pragmatism, and neo-pragmatism. General topics

include: (i) the effects of evolutionary theories to our conceptions of reality and truth, (ii) the motivations behind individualism and collectivism, and (iii) melioristic faith in moral and religious ideals. Readings will be drawn from such writers as Ralph Waldo Emerson, Margaret Fuller, Charles Sanders Peirce, William James, Josiah Royce, George Herbert Mead, John Dewey, Jane Addams, Alain Locke, Cornel West, and Richard Rorty. *Alternate years. Not offered 2011-2012. [AH]*

ADVANCED SEMINARS IN PHILOSOPHY

PHIL 30100. ONTOLOGICAL COMMITMENTS

Ontology, as part of metaphysics, investigates the general features of what there is, and takes up questions about topics as diverse and central as universals, particulars, space, time, causation, and persistence. This class undertakes a rigorous investigation of the ontological commitments we have – and works toward an understanding of which ones we should have. At the same time, it develops students' skills in critical interpretation, analysis, argumentation, and expression. *Prerequisite: a minimum of two Philosophy courses. Alternate years. Spring 2012. [AH]*

PHIL 30200. EPISTEMOLOGY: RATIONALITY AND OBJECTIVITY

This course examines the nature and scope of human knowledge. What does it mean to be rational? What is objectivity? Can humans obtain knowledge and truth? We will critically examine answers presented by foundationalism, coherentism, reliabilism, and naturalized epistemology. *Prerequisite: a minimum of two Philosophy courses. Alternate years. Not offered 2011-2012. [AH]*

PHIL 30300. UNDERSTANDING LANGUAGE

What is meaning? How do we understand each other? To what do words refer? Formal theories of meaning and syntax offer one kind of answer to these questions. Other answers focus on communicative behavior and speech acts. Still others focus on the metaphorical use of language and context. We will critically evaluate these different approaches. *Prerequisite: a minimum of two Philosophy courses. Alternate years. Fall 2011. [AH]*

PHIL 30400. PHILOSOPHY OF MIND AND COGNITIVE SCIENCE (Neuroscience)

What is the relation between the mind and the brain? Is consciousness a neurological function? What are the limits of artificial intelligence? During this century, there has been a dramatic revolution in our understanding of these and other issues. We will follow and critically evaluate some of these changes. *Prerequisite: a minimum of two Philosophy courses. Alternate years. Not offered 2011-2012. [AH]*

PHIL 31000-31009. SEMINAR IN PHILOSOPHY

A topical seminar which focuses upon a special issue or the work of a particular philosopher. *Prerequisite: a minimum of two Philosophy courses. Alternate years. Fall 2011. [W+, AH]*

PHIL 31100. ETHICAL THEORY

In this course, we will examine and compare the main theories of ethics: utilitarianism, Kant's Ethics, virtue theory, feminist ethics, and moral cognitivism. The focus of this course will be on the foundations of moral principles. *Prerequisite: a minimum of two Philosophy courses. Annually. Fall and Spring. [AH]*

PHIL 31200. POLITICAL PHILOSOPHY

This course explores themes in political philosophy from the 19th century to the present. It addresses fundamental questions about the conditions for a political state's legitimacy, citizens' obligations, the nature of justice and rights, and the concept of fairness in respect to the distribution of resources. We will also examine questions about pluralism, the good life, and the relationship between conceptions of the good life and public/political institutions. Can and should our political institutions be neutral with respect to conceptions of the good life? *Prerequisite: a minimum of two Philosophy courses. Alternate years. Fall 2011. [AH]*

PHIL 40000. TUTORIAL

A tutorial course on a special topic offered to an individual student under the supervision of a faculty member. (.25 – 1 course credit) *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

INDEPENDENT STUDY

PHIL 40100. JUNIOR INDEPENDENT STUDY

A seminar designed to help students further develop their ability to do independent research in philosophy and to write a philosophical thesis. In order to achieve this goal, the course will require students to examine questions about the nature and methodology of philosophy, engage in research using philosophical journals and

Physical Education

electronic data bases, deliver oral presentations, participate in peer review of others' writing, and plan and write a philosophical paper.

PHIL 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: PHIL 40100.*

PHIL 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: PHIL 45100.*

PHYSICAL EDUCATION

Keith Beckett, Chair

Lisa Campanell-Komara

Brenda Meese

Steve Moore

Tim Pettorini

Mike Schmitz

The Department of Physical Education, Athletics, and Recreation supports the belief that participation in physical activity and sports are integral components of the culture in which we live. The values and concepts inherent in sports are parallel to those developed within the framework of a liberal arts education. Skills learned through physical activity and sport participation are valuable personal, social, and recreational tools which may be used to enrich the lives of men and women within society. The department is committed to create and develop a unique program of health, fitness, and leisure education dedicated to improving the quality of life and promoting longevity.

The discipline of Physical Education challenges us to:

- acquire and maintain a level of fitness and wellness necessary to enhance the quality of life;
- develop a coordinated body and efficient movement patterns that will be understood and utilized by us during activity;
- become more proficient in one or more activities which give personal satisfaction, enjoyment, and leisure time resources during and beyond college;
- develop through sport experiences and physical activity the values and standards of conduct inherent in participation in sport and recreational activity.

Minor in Physical Education

Consists of six courses:

- Six Physical Education courses at the 200-level or beyond

Special Notes

- Only grades of C- or better are accepted for the minor.

LIFETIME SPORT AND PERSONAL CONDITIONING COURSES

(.25 course credit)

The Department of Physical Education offers courses in a variety of lifetime sports and personal conditioning activities. These courses meet for one-half semester. The focus of these courses is for students to acquire and further develop the fundamental

skills/knowledge that would allow them to participate in a selected sport or activity. Students may earn one-quarter credit for each lifetime sport course, and no more than four of these courses may count for degree completion credit. Students who participate on intercollegiate teams may earn .25 course credit (one time) for their participation by registering for PHED 13001-13002.

PHED 10001-10002. ARCHERY

PHED 10101-10102. BADMINTON, BEGINNING

PHED 10301-10302. BASIC SELF DEFENSE, BEGINNING

PHED 10401-10402. BASIC SELF DEFENSE, INTERMEDIATE

PHED 10801-10802. BOWLING, BEGINNING

PHED 10901-10902. BOWLING, INTERMEDIATE

PHED 11101-11102. GOLF, BEGINNING

PHED 11201-11202. GOLF, INTERMEDIATE

PHED 11501-11502. KARATE, BEGINNING

PHED 11601-11602. KARATE, INTERMEDIATE

PHED 11801-11802. PERSONAL CONDITIONING

PHED 11901-11902. PERSONAL CONDITIONING, ADVANCED

PHED 12001-12002. PLYOMETRICS

PHED 12201-12202. SCUBA, BEGINNING

PHED 12301-12302. SCUBA, ADVANCED

PHED 12601-12602. TABLE TENNIS

PHED 12701-12702. TENNIS, BEGINNING

PHED 12801-12802. TENNIS, INTERMEDIATE

PHED 13001-13002. VARSITY SPORTS (*S/NC course*)

PHED 13201-13202. YOGA

PHYSICAL EDUCATION COURSES

PHED 20000. WOMEN IN SPORT (Women's, Gender, and Sexuality Studies)

Psychological, sociological, and physiological factors that contribute to an interest and ability to participate in sports, with special reference to those factors particularly significant to women. This course also reviews relevant historical and current events. *Spring 2012.*

PHED 20100. COACHING OF INDIVIDUAL AND TEAM SPORTS

The philosophies, methods, and strategies involved in the coaching of individual and team sports. *Not offered 2011-2012.*

PHED 20200. ELEMENTARY PHYSICAL EDUCATION

Development of a fundamental movement foundation along with skills and knowledge necessary for sequencing educational games, rhythms, and gymnastics. *Spring 2012.*

PHED 20300. KINESIOLOGY

An examination of the structure and function of the human muscular and skeletal systems. Emphasis will be placed on the mechanical analysis of human movement. *Not offered 2011-2012.*

PHED 20400. EXERCISE, NUTRITION, AND STRESS MANAGEMENT

Study of the basic concepts of nutrition, the elementary principles of exercise physiology, and the physiological principles of stress as well as the relationship of these subject areas to one another. *Not offered 2011-2012.*

PHED 20500. SPORT IN AMERICAN LIFE

A study of the social phenomena, economic roles, and the psychological and cultural consequences of sport in American life, with particular reference to social and psychological factors. Topics such as the interaction of sport and other social institutions and the competitive process will be examined. *Not offered 2011-2012.*

PHED 20600. PREVENTION AND CARE OF ATHLETIC INJURIES

Personal and team conditioning methods, standard first aid techniques, methods and materials for prevention and care of injuries common in athletic activities and their appropriate rehabilitation techniques. *Spring 2012.*

PHED 20700. ADMINISTRATION OF PHYSICAL EDUCATION

Professional planning of physical education programs with special reference to curriculum development, facilities, equipment, legal liability, and public relations. *Spring 2012.*

PHED 20800. EXERCISE PHYSIOLOGY

A study of the effects of various activities and environmental factors on the system of the body and an investigation of the capacity of individuals to meet the demands imposed on them to determine how this capacity can be influenced by training and acclimatization. *Not offered 2011-2012.*

PHED 30800. PRACTICUM IN COACHING/ATHLETIC TRAINING AND PHYSICAL THERAPY

Prerequisite: Approval of the department chairperson. Fall 2011 and Spring 2012.

PHED 40000. TUTORIAL

A tutorial course on special topics offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration. Fall and Spring.*

PHYSICS

John Lindner, Chair

Shila Garg

Donald Jacobs

Cody Leary

Susan Lehman

Karen Lewis

Nicole Moore

Why is the sky blue? Why is water wet? In seeking to understand natural phenomena as simply as possible, physicists have made a remarkable discovery: whatever questions they ask the answers ultimately involve the *same* elegant principles of energy and momentum, mass and charge. Physicists seek and study rhythms and patterns among natural phenomena, including those that are readily apparent (like the orbits of planets) and those that are apparent only to deep analysis and careful observation (like the quantum fluctuations of atoms). Abetted by the power of mathematics, they ultimately comprehend and express the fundamental regularities of the physical universe in uniquely human metaphors. In this way, the universe comes to know itself in human terms.

A Physics major provides a rigorous grounding in the scientific process and a firm scientific understanding of the world. It fosters critical thinking and provides broad practical training in science and technology. It can lead to graduate study and basic research (in a variety of disciplines), to stimulating jobs in industry, or to challenging and rewarding careers in teaching. Our faculty is engaged in original research, and our students are drawn early into collaborative research projects with faculty.

Major in Physics

Consists of fifteen courses:

- MATH 11100
- MATH 11200
- MATH 21200
- PHYS 20300
- PHYS 20400
- PHYS 20500
- One of the following courses: PHYS 22000 or 23000

- PHYS 20800
- PHYS 30100
- PHYS 30200
- PHYS 30400
- One of the following courses: PHYS 30300, 30500, 32000, 35000, or 37700
- Junior Independent Study: PHYS 40100
- Senior Independent Study: PHYS 45100
- Senior Independent Study: PHYS 45200

Minor in Physics

Consists of six courses:

- PHYS 20300
- PHYS 20400
- PHYS 20500
- Three elective Physics courses, only one of which can be PHYS 11000, 12100, or 12200

Special Notes

- The Foundations sequence PHYS 20300, 20400 is a prerequisite for the selection of Physics as a major and is best taken the first year, although one can still complete the major if the sequence is taken the second year.
- The Calculus sequence MATH 11100, 11200 must be taken at least concurrently with the Foundations sequence, although MATH 10700, 10800 may substitute for MATH 11100.
- Those students considering graduate study in physics should also take PHYS 35000, MATH 21100, CHEM 11000, 12000, and as many advanced Physics courses as can be scheduled.
- Those students considering astronomy or astrophysics as a career should major in Physics and take PHYS 12100, 12200, and 32000.
- For students interested in engineering, Physics is a natural basis for 3-2 engineering programs, which are described under *Pre-Professional and Dual Degree Programs*. However, such students must complete enough physics in three years to complete the major in the fourth year, if necessary.
- PHYS 10100, 10200, 11000, 12100, and 12200 do not count toward a Physics major (except by special permission of the department).
- **Advanced Placement:** A student may receive credit if a score of 4 or 5 is obtained on any of the following AP examinations:
 - Physics B
 - Physics C: Mechanics
 - Physics C: Electricity and Magnetism.
- Students need to check with the chairperson of the department to determine whether they will receive one or two credits toward graduation and at what level they should begin their college Physics courses. The advanced placement policy of the College is explained in the section on *Admission*. Students who have taken a college level physics course (other than Advanced Level or AP Exam) and would like to place beyond the first Physics course need to take a placement exam that the chairperson administers.
- No student may receive credit for both PHYS 10100 and 20300 or PHYS 10200 and 20400.
- The laboratory and classroom components are closely integrated in Physics courses with a laboratory and must therefore be taken concurrently. The course

grade and the laboratory grade will be identical and are based on performance in both components; the relative weight of the two components will be stated in each course syllabus.

- Physics majors cannot use S/NC grading option for the required courses, and the department recommends they not use it for any course in Physics, Mathematics, or Chemistry.
- Physics minors can use the S/NC grading option for no more than two of the required courses.
- Only grades of C- or better are accepted for the major or minor.

PHYSICS COURSES

PHYS 10100. GENERAL PHYSICS (Communication)

Mechanics, heat, wave motion and sound. For students who do not intend to major in physics. Students who have completed one semester of calculus with a grade of C+ or better should take PHYS 20300. Three hours per week plus laboratory. Knowledge of algebra and trigonometry is expected. (1.25 course credits) Annually. Fall. [Q, MNS]

PHYS 10200. GENERAL PHYSICS

Optics, electricity and magnetism, and atomic and nuclear physics. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 10100. Annually. Spring. [Q, MNS]

PHYS 11000. PHYSICS REVOLUTIONS

Designed for non-science majors, this course explores how physics has revolutionized our understanding of the natural world. Revolutions include the unification of the terrestrial and the celestial in Newton's Mechanics; of electricity, magnetism and light in Maxwell's Electromagnetism; of space and time in Einstein's Theory of Relativity; of particles and waves in Quantum Mechanics. No mathematics beyond high school algebra is assumed. Three hours per week. Fall 2011. [Q, MNS]

PHYS 12100. ASTRONOMY OF STARS AND GALAXIES

The brilliant and sometimes fuzzy objects in the night sky are dynamic, volatile stars and gigantic galaxies. We will study the general properties of stars as well as how they evolve from birth to death. We will also study the shape and composition of galaxies and the ultimate fate of our universe. Knowledge of high school algebra and trigonometry is expected. Three hours per week. Spring 2012. [Q, MNS]

PHYS 12200. ASTRONOMY OF THE SOLAR SYSTEM

In just one generation, space exploration has revolutionized our understanding of the solar system. Planets, moons, asteroids and comets have been transformed from obscure and remote objects with mythical names to remarkable and detailed real worlds. In this course, we will study the surprising new solar system that the Space Age continues to reveal. Knowledge of high school algebra and trigonometry is expected. Three hours per week. Not offered 2011-2012. [MNS]

PHYS 20300. FOUNDATIONS OF PHYSICS

Quantitative development of classical mechanics and thermodynamics. For students who intend to major in physics or chemistry or attend a professional school. Three hours per week plus laboratory. (1.25 course credits.) Prerequisite: MATH 11100 (may be taken concurrently; MATH 10700-10800 may substitute for MATH 11100, but taking MATH 10700 concurrently with PHYS 20300 will defer PHYS 20400 to the next academic year). Annually. Fall. [Q, MNS]

PHYS 20400. FOUNDATIONS OF PHYSICS

Quantitative development of classical electromagnetism and optics. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 20300, and MATH 11200 must be taken at least concurrently. Annually. Spring. [Q, MNS]

PHYS 20500. MODERN PHYSICS

Space-time physics (relativity, gravitation) and quantum physics (the microworld). Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 20400 or PHYS 10200 with permission of the instructor. Annually. Fall. [W, Q, MNS]

PHYS 20800. MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES

Introduces skills of differential equations, linear algebra, and Fourier analysis essential to the physical sciences and engineering. Three hours per week. *Prerequisite: MATH 11200 and PHYS 20400 or permission of the instructor. Annually, Spring.*

PHYS 22000. ELECTRONICS FOR SCIENTISTS

An introduction to the principles and applications of circuit components, operational amplifiers, oscillators, digital logic, analog-to-digital and digital-to-analog, and an introduction to *LabVIEW*. Three hours per week plus laboratory. (1.25 course credits) *Prerequisite: PHYS 10200 or 20400 or permission of the instructor. Fall 2011. [Q, MNS]*

PHYS 23000. COMPUTATIONAL PHYSICS

A project-based introduction to computer simulation that develops increasingly sophisticated numerical models of physical systems in parallel with proficiency in either a modern computer language like C++ or in computational software like *Mathematica*. Three hours per week plus laboratory. (1.25 course credits) *Prerequisite: PHYS 20500 (may be taken concurrently) or permission of the instructor. Alternate years. Not offered 2011-2012.*

PHYS 30100. MECHANICS

Viscous forces, harmonic motion, rigid bodies, gravitation and small oscillations in Newtonian mechanics, Lagrange and Hamilton formulations, computer simulation and numerical methods. Three hours per week. *Prerequisite: PHYS 20300 and MATH 21200, PHYS 20800 or permission of the instructor. Fall 2011.*

PHYS 30200. THERMAL PHYSICS

Classical and quantum treatment of problems in thermodynamics and statistical mechanics. Three hours per week. *Prerequisite: PHYS 20500. Alternate years. Not offered 2011-2012.*

PHYS 30300. MODERN OPTICS

An introductory course in the basic concepts, principles, and theories of modern optics, including lasers. Topics include wave optics, light and matter interactions, basic laser principles, holography, and specific optical systems. Three hours per week. *Prerequisite: PHYS 20500. Spring 2012.*

PHYS 30400. ELECTRICITY AND MAGNETISM

Introduction to classical field theory and Maxwell's equations of electromagnetism. Three hours per week. *Prerequisite: PHYS 20400, 20800, MATH 21200, or permission of the instructor. Alternate years. Not offered 2011-2012.*

PHYS 30500. PARTICLE PHYSICS

An introduction to the concepts and techniques of nuclear and elementary particle physics. Three hours per week. *Prerequisite: PHYS 20500. Every three years. Not offered 2011-2012.*

PHYS 32000. ASTROPHYSICS

A quantitative introduction to astronomy and astrophysics. Topics include classical astronomy; stellar structure, stellar atmospheres, and stellar evolution; galactic structure, cosmology, and cosmogony. Emphasis will be on quantitative application of physical theory to astronomical phenomena. Three hours per week. *Prerequisite: PHYS 20500. Every three years. Not offered 2011-2012.*

PHYS 35000. QUANTUM MECHANICS

A rigorous introduction to the formalism and interpretation of microworld physics. Probability amplitudes, interference and superposition, identical particles and spin, 2-state systems, Schrodinger evolution, applications. Three hours per week. *Prerequisite: PHYS 20500 and 20800, MATH 21200, or permission of the instructor. Alternate years. Spring 2012.*

PHYS 37700. SELECTED TOPICS

Condensed Matter, Nonlinear Dynamics, General Relativity, Introduction to Quantum Field Theory, and others offered when sufficient student interest is shown. *For Fall 2011 the topic is Nonlinear Dynamics.*

PHYS 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

PHYS 40100. INDEPENDENT STUDY

Laboratory investigations in Mechanics, Thermal Physics, Optics, Quantum, Electricity and Magnetism. Techniques of statistics and data analysis, library utilization, computer interfacing and simulation are explored. One hour per week plus two laboratories. *Prerequisite: PHYS 20800 and one of the following: PHYS 30100, 30200, or 30400. Annually, Spring.*

PHYS 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: PHYS 40100.*

PHYS 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: PHYS 45100.*

POLITICAL SCIENCE

Eric Moskowitz, Chair

Elissa Alzate

Angela Bos

Kent Kille

Matthew Krain

Jeffrey Lantis

Michele Leiby

Boubacar N'Diaye

Bas van Doorn

Mark Weaver

Political Science is concerned with the study of power, government, and the state. Power relationships among individuals, groups, nations, and their governmental and policy results are examined using a variety of political science methods, including case studies, textual analysis, field research, interviews, and statistical analysis of quantitative data.

The discipline is divided into four major fields, listed below. Students of United States politics examine the interactions among citizens, political parties, interest groups, social movements, and government institutions in the United States. Comparative politics provides students with a broader view of their own society by putting their experience into the context of how other societies in different parts of the world have attempted to solve problems of governance, justice, economic development, and political stability. International relations is concerned with patterns of conflict and cooperation among nations, countries, international organizations, and non-governmental actors such as human rights organizations, terrorist groups, and multinational corporations. Political theorists question the philosophical underpinnings of our understanding of the political world and implications for justice and the common good.

A major in Political Science provides the diverse analytical and critical skills appropriate to a liberal arts education at The College of Wooster. Political Science majors often continue their education by attending graduate school or law school. Many of our majors are employed by interest groups, government officials, research organizations, campaigns, and law and business firms.

Major in Political Science, Field I: Government and Politics in the United States

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field I, one of which is PSCI 11000
- Three electives, one from each of the other fields
- Two elective Political Science courses

- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field II: International Relations

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field II, one of which is PSCI 12000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field III: Political Theory

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field III, one of which is PSCI 13000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 33000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field IV: Comparative Politics

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field IV, one of which is PSCI 14000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Minor in Political Science

Consists of six courses:

- One 100-level Course: PSCI 11000, 12000, 13000, or 14000
- Five elective Political Science courses, with at least one course in each of two additional fields

Special Notes

- The two 100-level courses should be completed by the end of the sophomore year.
- Students will be asked to confirm their concentration field when they declare their major.
- Students who declare a concentration in Field I, II, or IV are required to take PSCI 35000, usually in the junior year. Students who declare a concentration in Field III are required to take PSCI 33000, usually in the junior year.
- Students should consult their advisor or the chair of the department concerning which courses might best complement their chosen concentration and interests.
- Senior Independent Study is completed in the field of concentration.

- Students may count towards graduation as many as three additional elective courses in Political Science. Indeed, students are strongly encouraged to take additional upper-division political science courses in order to acquire depth of understanding in preparation for internships and Senior Independent Study.
- **Teaching Licensure:** The requirements for the Teacher Education Licensure Program can be found in *Teacher Education at the College of Wooster: A Supplement to the Catalogue* (which can be found at the following website: www3.wooster.edu/education/current/forms.html). Interested students should consult with the chairs of Political Science and Education during their first year of study.
- **Advanced Placement:** A student may receive advanced placement credit in Political Science if a score of 4 or 5 is obtained on the following AP tests:
United States Government and Politics Test: credit for PSCI 11000
Comparative Government and Politics Test: credit for PSCI 14000
- Qualifying students must see the chair of Political Science. The advanced placement policy of the College is explained in the section on *Admission*.
- Only grades of C- or better are accepted for the major or minor.

POLITICAL SCIENCE COURSES

Field I: GOVERNMENT AND POLITICS IN THE UNITED STATES

PSCI 11000. INTRODUCTION TO UNITED STATES NATIONAL POLITICS

An introduction to the major governmental institutions and processes in the United States, and the political forces that continue to shape them. *Annually, Fall and Spring. [HSS]*

PSCI 20100. STATE POLITICS AND POLICY

A comparative analysis of state behavior and public policy. The course examines the function of the most significant state institutions (governor, legislature, and courts) as well as the role of state political parties and interest groups. It also focuses on the impact of federalism on state politics and on the causes and consequences of diversity in state politics and public policy. *Not offered 2011-2012. [HSS]*

PSCI 20200. ENVIRONMENTAL POLICY (Environmental Studies)

Examines the theories and politics of the U.S. environmental movement and analyzes the process through which environmental policy is made. The first part of the course focuses on the contemporary environmental movement, the environmental critique of present policies, and their proposals for changing the way we think about and interact with the environment. The second part of the course focuses on the political process through which environmental policy is made and on the policy alternatives regarding such topics as air pollution and hazardous waste. *Alternate years, Fall 2011. [HSS]*

PSCI 20300. THE POLITICS OF PUBLIC POLICY

Analyzes the nature of the policy-making process with an emphasis on the interactions among the various individual and institutional actors involved at all levels in the U.S. federal system. It examines the processes through which public policies are made in the United States and the various factors that influence their content. Both case studies of policy making and general models of the determinants of public policies are discussed. *Alternate years, Fall 2011. [HSS]*

PSCI 20400. PUBLIC POLICY ANALYSIS

An inquiry into the sources and consequences of public policy in the United States. The emphasis is on evaluation and impact rather than process; the approach is by case study in selected areas of contemporary policy. *Alternate years, Not offered 2011-2012. [HSS]*

PSCI 20500. URBAN POLITICS (Urban Studies)

An exploration of urban political processes in the context of a federalist governmental structure and a private economic system. Special emphasis is given to the distribution of community power, racial and ethnic conflict, community development, and the economic development of cities. *Annually, Spring 2012. [C, HSS]*

PSCI 20600. POLITICAL PARTIES AND ELECTIONS

A systematic examination of elections and political parties focused on how well elections perform their representative function in the United States. *Alternate years, Not Offered 2011-2012. [HSS]*

PSCI 20700-20712. SPECIAL TOPICS IN UNITED STATES POLITICS

A seminar focusing on a selected topic concerning U.S. politics. *May be taken more than once. Spring 2012. [HSS]*

PSCI 20800. RACE AND POLITICS (Africana Studies)

The course will explore the role of race in the development of the American political system. The course will evaluate a number of competing theoretical explanations for racial dynamics of contemporary American politics and public policy. While primarily focusing on the United States, there will also be a comparative dimension to the course. *Not offered 2011-2012. [C, HSS]*

PSCI 20900. POLITICAL MOVEMENTS AND COLLECTIVE ACTION

Examines collective political action and participation outside of electoral politics. The course focuses on the variety of ways that citizens participate in politics in the United States and Europe, and it examines the conditions under which citizens identify common concerns and join together in political movements to bring about change. *Not offered 2011-2012. [C, HSS]*

PSCI 21000. WOMEN, POWER, AND POLITICS (Womens, Gender, and Sexuality Studies)

A comprehensive examination of women as political actors, as candidates for political office, and as elected or appointed governmental officials in the United States. *Alternate years. Fall 2011. [C, HSS]*

PSCI 21100. CONGRESS

Examines the U.S. Congress as a representative and policy-making institution. Among topics included are the recruitment and selection process, the organization of Congress, Congressional procedures, the interaction of Congress with other American political institutions, and the impact of these aspects of Congress on public policies. *Alternate years. Not Offered 2011-2012. [HSS]*

PSCI 21200. THE PRESIDENCY

The course considers the question of whether the power of the contemporary presidency is appropriate for both effective national policy-making and constitutional democratic accountability. Examines the various political factors that influence the quality of the decision-making process within the modern presidency. *Alternate years. Not offered 2011-2012. [HSS]*

PSCI 21300. THE CONSTITUTIONAL LAW OF CIVIL RIGHTS (Africana Studies)

Examines the development and institutionalization of civil rights for racial, ethnic, religious, gender, and class groups in American society. The issue of the Court as an agent for social change will also be explored. *Not offered 2011-2012. [C, HSS]*

PSCI 21400. CONSTITUTIONAL INTERPRETATION AND CIVIL LIBERTIES

Examines important political and theoretical questions regarding the rule of law, the nature of constitutional law, and the role of the Supreme Court in the U.S. system of government. The course focuses on these issues in the context of the interpretation and development of civil liberties, such as freedom of expression, freedom of religion, and the right to privacy. *Alternate years. Not offered 2011-2012. [HSS]*

PSCI 21500. TOPICS IN CONSTITUTIONAL LAW AND APPELLATE ADVOCACY

Each year this course will focus on detailed analysis of two related constitutional questions that are presented in a hypothetical case problem. The selected constitutional questions will reflect important public policy issues that are currently being litigated in the lower courts, but have not yet reached the Supreme Court. Students will research the relevant authorities cited in the case problem, argue the case before a moot court, and learn to write analytical briefs, legal memoranda, and persuasive briefs. *Annually. Fall 2011. [W]*

PSCI 21600. THE IMPERIAL PRESIDENCY AND THE CONSTITUTION

Examines the historical growth of presidential authority in the U.S. through an investigation of presidential prerogative powers and emergency presidential powers delegated by Congress. The course seeks to answer the question of whether the contemporary U.S. constitutional system (including the courts, Congress, and the public) is capable of limiting the powers of the presidency. Among the issues to be considered are: the use of executive orders, presidential war making authority, executive detention of enemies of the state, warrantless wiretapping within the U.S., and the use of executive privilege and the classification of documents. *Alternate years. Spring 2012. [HSS]*

PSCI 21700. MEDIA AND POLITICS

A comprehensive analysis of the ways in which the mass media influence politics in the United States. Special attention is paid to the interaction between the media, citizens, and political campaigns. *Alternate years. Spring 2012. [W, HSS]*

PSCI 21800. POLITICAL PSYCHOLOGY OF MASS BEHAVIOR

An introduction to the field of political psychology, an interdisciplinary field that employs cognitive and social psychological theories to examine mass political behavior. The course focuses on United States politics and, specifically, on how ordinary citizens makes sense of their political world. *Alternate years. Fall 2011. [HSS]*

Field II: INTERNATIONAL RELATIONS

PSCI 12000. INTRODUCTION TO INTERNATIONAL RELATIONS (International Relations)

An introductory level course that focuses on key actors, issues, theories, and political dynamics that shape world politics. The course explores opposing trends toward integration (globalization) and disintegration (conflict) in international politics. Theories are tested in case studies of particular regions, problems, and historical moments. *Annually. Fall and Spring. [C, HSS]*

PSCI 22100. INTERNATIONAL SECURITY (International Relations)

An examination of the changing realities of security in the 21st century. Topics include the defense policies of various states and their implications for international stability; the proliferation of nuclear weapons; international terrorism; theories of war; and the prospects for security through negotiation, cooperation, and international organization. *Alternate years. Not offered 2011-2012. [HSS]*

PSCI 22200. PROBLEMS OF THE GLOBAL COMMUNITY (International Relations)

A critical analysis of problems confronting the global community — such as population expansion, economic development, environmental degradation, and anarchy — and individual and collective efforts to cope with them. *Not offered 2011-2012. [C, HSS]*

PSCI 22300. UNITED STATES FOREIGN POLICY (International Relations)

A critical assessment of the development of United States foreign policy from World War II to the present; examines the key actors and institutions involved in the foreign policy-making process (the President, Congress, interest groups, bureaucracy, public opinion, etc.); and surveys contemporary foreign policy challenges. *Annually. Spring 2012. [HSS]*

PSCI 22400. COMPARATIVE FOREIGN POLICY (International Relations)

This course analyzes foreign policy development in comparative perspective. It examines prominent theoretical perspectives and explores the behavior of different countries in Asia, Europe, Latin America, Africa, and the Middle East; and in different issue areas, including national security policy, foreign economic policy, and environmental policy. *Alternate years. Fall 2011. [C, HSS]*

PSCI 22500. THE UNITED NATIONS SYSTEM (International Relations)

An in-depth examination of the United Nations System, including historical background, organizational structure, procedures, and global problems handled. An extended Model United Nations simulation provides a detailed feel for the decision-making process involved in addressing issues through the United Nations. *Alternate years. Spring 2012. [C, HSS]*

PSCI 22600. INTERNATIONAL POLITICAL ECONOMY (International Relations)

This course explores mutual relationships between politics and economics in the relations of states; political effects of economic disparities; foreign economic policies of states in trade, aid, investment, and debt management; the roles of international institutions in the global economy; policy implications. *Annually. Spring 2012. [C, HSS]*

PSCI 22700. THEORIES OF INTERNATIONAL RELATIONS (International Relations)

This course examines the assumptions and implications of the major theories of international relations. Students will explore, compare, and debate the merits of contending theoretical explanations of international interactions, and explore how they might be applied to research and policymaking. Recommended for juniors. *Annually. Fall. [HSS]*

PSCI 22800. NATIONALISM AND INTERDEPENDENCE (International Relations)

This course explores the contrasting trends of fragmentation and integration in international relations by examining challenges to the predominance of sovereign states; including nations, regional and universal governmental organizations, nongovernmental organizations, and economic and cultural interdependence. *Alternate years. Not offered 2011-2012. [HSS]*

PSCI 22900-22909. SPECIAL TOPICS IN INTERNATIONAL RELATIONS (International Relations)

A seminar focusing on a selected topic concerning International Relations. *May be taken more than once. Spring 2012. [C, HSS]*

Field III: POLITICAL THEORY

PSCI 13000. INTRODUCTION TO CONTEMPORARY POLITICAL IDEOLOGIES

An introductory level course that focuses on the comparative analysis of competing ideologies that have dominated Western politics in the twentieth century: liberalism, libertarianism, conservatism, democratic socialism, communism, anarchism, and fascism. The second part of the course analyzes several of the newer ideologies that are transforming politics in the twenty-first century: minority liberation, liberation theology, gay liberation, feminism, environmentalism, animal liberation, and religious fundamentalism. *Annually. [HSS]*

PSCI 23100. MODERN WESTERN POLITICAL THEORY

A critical examination of the works of selected major theorists in the “modern” period which begins with Machiavelli and includes Hobbes, Locke, Rousseau, Burke, Hegel, John Stuart Mill, Harriet Taylor Mill, and Marx, among others. *Alternate years. Fall 2011. [HSS]*

PSCI 23200. KNOWLEDGE AND POWER

A critical analysis of the philosophical underpinnings of the study of politics and of the complex connections between knowledge and power in contemporary political life. *Alternate years. Not offered 2011-2012. [HSS]*

PSCI 23400. CONTEMPORARY WESTERN POLITICAL THEORY

A survey of major political and social theorists who have shaped twentieth century Western thought, such as Nietzsche, Weber, Freud, Woolf, Gadamer, Habermas, and Foucault, among others. *Alternate years. Spring 2012. [HSS]*

PSCI 23500. CONTEMPORARY FEMINIST POLITICAL THEORY (Women’s, Gender, and Sexuality Studies)

A critical analysis of selected contemporary feminist political theorists, including Davis, Eisenstein, Elshtain, Flax, Haraway, Hartstock, MacKinnon, O’Brien, and Watkins, among others. *Alternate years. Fall 2011. [HSS]*

PSCI 23900-23906. SPECIAL TOPICS IN POLITICAL THEORY

A seminar focusing on a selected topic concerning Political Theory. *May be taken more than once. Spring 2012. [HSS]*

Field IV: COMPARATIVE POLITICS

PSCI 14000. INTRODUCTION TO COMPARATIVE POLITICS

This course introduces students to the basic concepts, tools, and theories of comparative politics. The main focus is on the emergence and development of major types of political systems and political institutions. Different political systems and institutions are systematically compared and analyzed in terms of how they respond to developmental tasks at different stages in the historical process. *Annually. Fall and Spring. [C, HSS]*

PSCI 24200. THE POLITICS OF WEST EUROPE (International Relations)

A comparative analysis of the economic and political development of major countries in West Europe, with special consideration of parliamentary representation, political mobilization, governability, the rise of new social movements, and European unification. *Not offered 2011-2012. [HSS]*

PSCI 24400. POLITICS IN DEVELOPING COUNTRIES (International Relations)

This course examines the main problems confronting developing countries, the political tools and strategies used for addressing them, and their relative success and failure given the constraints of the international economic and political order. The problems of developing countries are examined in the light of modernization, dependency, world system, political-cultural, and institutional theories and approaches, and cases from all the main parts of the developing world. *Annually. Fall 2011. [C, HSS]*

PSCI 24600. PEACE STUDIES (International Relations)

An exploration of the numerous dimensions of violence present in the world and the variety of peace tools available to address this violence. Understanding of ways to build both negative and positive peace are bolstered through review of cases of violence. *Annually. Spring 2012. [C, HSS]*

PSCI 24700-24725. SPECIAL TOPICS IN COMPARATIVE POLITICS (International Relations)

A seminar focusing on a selected topic concerning Comparative Politics. Multiple Sections. *May be taken more than once. Fall 2011 and Spring 2012 [Wf, C, HSS]*

PSCI 24900. THE GOVERNMENT AND POLITICS OF AFRICA (Africana Studies, International Relations)

A general overview of Africa’s encounter with Europe and its after-effects. The course will also be concerned

with the various ways in which African countries have attempted to build viable political and economic systems. *Alternate years. Not offered in 2011-2012. [C, HSS]*

RESEARCH AND METHODS COURSES

PSCI 33000. RESEARCH IN POLITICAL THEORY

This tutorial surveys the major contemporary approaches to political theory, including textual analysis, hermeneutics, critical theory and conceptual analysis, and focuses on research design and writing in political theory. Course requirements include the design and completion of a substantial research paper in political theory. This course is a prerequisite to enrolling in PSCI 45100 in Field III, Political Theory. By arrangement with the instructor and the chair of the department. *Annually. Fall and Spring.*

PSCI 35000. RESEARCH METHODS AND DESIGN (International Relations)

This course is a survey of various methodologies employed in the study of political science as a foundation for Senior Independent Study. It emphasizes research design, hypothesis construction, data collection, and a variety of forms of empirical political analysis. PSCI 35000 is a prerequisite for enrolling in PSCI 45100. Political science majors normally take PSCI 350 in their junior year. In the rare case of a student spending their entire junior year off-campus, they must notify the Chair of the Department of Political Science no later than fall semester of their sophomore year so arrangements can be made for the student to take the course in spring semester of their sophomore year. The department recommends that students have at least one introductory course and one 200-level course in their concentration field prior to enrolling in PSCI 35000. Students with a field specialization in Political Theory are exempt from this requirement but are required to take PSCI 33000 instead. *Annually. Fall and Spring.*

PSCI 39100, 39200, 40200, 40700, 40800. INTERNSHIPS

For a detailed discussion of the various internships available through the Washington Semester Program, see the description under *Off-Campus Study and Internships*. For seminars and internships with a focus in Political Science, the Washington Semester's part-time internship is accredited as PSCI 40700; the two credit seminar is accredited as PSCI 39100 and 39200; and the research project can be accredited as PSCI 40200. Since the prerequisites differ for the different seminars and internships, you should consult the Washington Seminar adviser within the Political Science Department. *S/NC course.*

PSCI 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

PSCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: PSCI 35000 or 33000 (depending on concentration field).*

PSCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: PSCI 45100.*

PSYCHOLOGY

Michael Casey, Chair
Susan Clayton
Amber Garcia
Gary Gillund
John Jewell
Brian Karazsia
John Neuhoff
Amy Jo Stavnezer
Claudia Thompson

Psychology combines perspectives from both the natural and social sciences to gain an understanding of the processes underlying human and animal behavior, by examining influences ranging from the neurological to the sociocultural. The Psychology curriculum prepares students for diverse professional and career experiences. Approximately two thirds of its graduates enter professional programs at either the M.S. or Ph.D. level in psychology or related areas (e.g., education, law, social work, medicine). Other students enter the job market in a variety of settings immediately after graduation (e.g., technology, sales, finance, real estate, and social services).

The Psychology major stresses an empirical approach to the broad range of psychological and behavioral issues and problems. As such, the curriculum is intended to expose students to both scientific and applied aspects of the discipline. As part of its facilities, the Department of Psychology maintains a statistical/computer facility and well-equipped animal, developmental, cognition, sensory/perception, and social/personality laboratories. Students also have access to the College's nursery school for observational studies.

Major in Psychology

Consists of ten courses:

- PSYC 10000
- PSYC 25000
- One elective 200-level Psychology course
- One of the following 300-level courses: PSYC 32100, 32200, 33500, or NEUR 32300
- One of the following 300-level courses: PSYC 32500, 32700, or 33000
- Two elective 300-level Psychology courses
- Junior Independent Study: PSYC 40100
- Senior Independent Study: PSYC 45100
- Senior Independent Study: PSYC 45200

Minor in Psychology

Consists of six courses:

- PSYC 10000
- PSYC 25000
- One elective 200-level Psychology course
- One of the following 300-level courses: PSYC 32100, 32200, 33500, or NEUR 32300
- One of the following 300-level courses: PSYC 32500, 32700, or 33000
- One elective 200- or 300-level Psychology course

Special Notes

- Majors are encouraged to take a two-semester sequence of a laboratory course in either Biology or Chemistry and at least one course in Mathematics and Computer Science.
- **Advanced Placement:** A student who has received a 4 or 5 on the Advanced Placement examination in Psychology may receive credit for PSYC 10000 and does not need to take that course as a prerequisite for advanced courses. The advanced placement policy of the College is explained in the section on *Admission*.
- A student who has earned a D or F in the same course two times may not repeat that course or count it within the major or minor.

- A minimum grade of C is required in PSYC 25000 to advance in the major or minor.
- Majors and minors are not permitted to take any courses within the department for S/NC credit, except for internships.
- A student must earn a grade of C- or higher for a course to count toward the major or minor, or to count as a prerequisite for any Psychology course.

PSYCHOLOGY COURSES

PSYC 10000. INTRODUCTION TO PSYCHOLOGY (Neuroscience)

An introduction to psychological theory, research, and methods. Coverage includes basic neurological processes, principles of learning and cognition, individual differences in personality, developmental processes, sensation and perception, mental health, and social influences on behavior. Students may take the course only once for course credit. *Annually, Fall and Spring. [HSS]*

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT (Communication, Education)

A study of the processes that contribute to the development of the individual as a person. The emphasis is typically on the child from conception to early adolescence. This course is intended primarily for students seeking licensure in Education. Psychology majors and minors are strongly encouraged to enroll in PSYC 10000. A 2-hour per week field placement at the College of Wooster Nursery School is required of all students. The field placement satisfies licensure requirements for Education minor students. Precludes enrollment in PSYC 32700. *Annually, Fall 2011. [HSS]*

PSYC 21100. MATURITY AND OLD AGE (Communication)

A course exploring the individual's needs and developmental tasks to be accomplished by people as they progress from young adulthood to retirement and beyond. The impact of biological, sociological, and psychological factors on the aging process will be examined in an attempt to separate myth from reality about aging. The emphasis will be on middle aged people to senior citizens. *Prerequisite: PSYC 10000. Alternate years. Not offered 2011-2012. [HSS]*

PSYC 21200. ABNORMAL PSYCHOLOGY (Neuroscience)

Examines the origin, development, and classification of abnormal behavior and human psychopathology. Topics will include mood and anxiety disorders, psychosis, substance-related disorders, and disorders usually diagnosed in childhood. *Prerequisite: PSYC 10000. Alternate years. Not offered 2011-2012. [HSS]*

PSYC 21500. PSYCHOLOGY OF WOMEN AND GENDER (Women's, Gender, and Sexuality Studies)

This course focuses on the societal construction and significance of gender, as well as the psychological implications of events unique to women. We will engage in a critical examination of theories and evidence concerning differences between women and men. *Prerequisite: PSYC 10000. Alternate years. Not offered 2011-2012. [HSS]*

PSYC 22500. ENVIRONMENTAL PSYCHOLOGY (Environmental Studies)

The field of environmental psychology explores the interrelationships between people and their physical environments, including both built and natural environments. This course covers the major areas of research in environmental psychology, including effects of the environment on humans, human perception of the environment, the relationship between humans and the natural world, and psychological factors affecting human care for the natural environment. We will also consider how this information can be applied to promote a healthier relationship between humans and their environment. *Prerequisite: PSYC 10000, or permission of the instructor. Alternate years. Fall 2011. [HSS]*

PSYC 23000. HUMAN NEUROPSYCHOLOGY (Communication, Neuroscience)

This course will explore the functioning of the fascinating human brain by discussing how we make decisions, how we rationalize choices, how we consider emotions and how we learn, to name a few. The course emphasizes the various methodologies used to assess the functions of brain regions and behavior through case studies as well as empirical research. *Prerequisite: PSYC 10000. Alternate years. Spring 2012. [HSS]*

PSYC 23500. EVOLUTIONARY PSYCHOLOGY

The course provides an integrated approach to studying human behavior based on an evolutionary model. Using Darwin's theory of natural and sexual selection we will investigate adaptive problems such as predator avoidance, inter-group aggression, mate selection, child rearing, and negotiating social relationships. Other topics include: "human nature," the origins and functions of various behavioral sex differences, the evolutionary

basis of nepotism, gene-behavior relations, reproductive behavior, and how culture and social learning interface with Darwinian evolution. *Prerequisite: PSYC 10000. Alternate years. Not offered 2011-2012. [HSS]*

PSYC 24000. TOPICS IN APPLIED PSYCHOLOGY

A course in which traditional concepts, methods, and theories in psychology are applied to a practical issue. Topics selected yearly and announced in advance by the faculty member responsible for the course. *Prerequisite: PSYC 10000. Annually, Fall and Spring. [HSS]*

PSYC 24500. HUMAN SEXUALITY

A survey course examining the evolutionary, comparative, biological, developmental, social, and historical-cultural aspects of human reproductive behavior. Additional topics include: sexually transmitted disease, sex in the context of human relationships, and issues of sexual orientation. *Prerequisite: PSYC 10000. Alternate years. Not offered 2011-2012. [HSS]*

PSYC 25000. INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN (Neuroscience)

Introduction to the basic principles of descriptive statistics, inferential statistics, and experimental design. Includes SPSS instruction and a one-hour laboratory. Minimum grade of C is required to advance in the major or minor. *Prerequisite: PSYC 10000. Annually, Fall and Spring. [Q]*

PSYC 32100. LEARNING AND BEHAVIOR (Neuroscience)

Detailed critical examination of theory, research and applications of learning processes, from simple associative processes (classical and operant conditioning) to complex processes (conceptual abstraction and reasoning). Scientific writing is emphasized. Three-hour weekly laboratory with additional outside hours for animal testing. Class and laboratory components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Spring 2012. [W]*

PSYC 32200. MEMORY AND COGNITION (Communication, Neuroscience)

Analysis of complex human behavior, including learning, memory, perception, and cognition. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Not offered 2011-2012. [W]*

PSYC 32500. PERSONALITY: THEORY AND RESEARCH

A basic course emphasizing theories of human personality and research generated from the theories. Scientific writing is emphasized in this course, which includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Fall 2011. [W]*

PSYC 32700. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH (Education)

A survey of methods, research topics, and theory in developmental psychology. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. A 2-hour per week field placement at The College of Wooster Nursery School is required of all students. The field placement satisfies licensure requirements for Education minor students. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Spring 2012. [W]*

PSYC 33000. SOCIAL PSYCHOLOGY: THEORY AND RESEARCH

This course surveys theory and research on human social cognition and behavior, addressing the ways in which human beings are affected by others and covering topics such as social influence, prosocial and antisocial interactions, and relationships. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Fall 2011. [W]*

PSYC 33100. CLINICAL METHODS

Primarily for majors, the course includes an introduction to current methods of psychotherapy, counseling, behavioral modification, and other selected topics concerning treatment and evaluation. *Prerequisite: PSYC 21200 and 25000. Alternate years. Not offered 2011-2012.*

PSYC 33200. PSYCHOLOGICAL TESTING

An introduction to basic principles of psychological testing (reliability, validity, and normative data) and types of psychological tests. Assignments are intended to familiarize the students with administration, interpretation, and evaluation of psychological tools. *Prerequisite: PSYC 25000. Alternate years. Not offered 2011-2012.*

Psychology

PSYC 33500. PERCEPTION AND ACTION (Communication, Neuroscience)

A basic introduction to sensations, sensory processes, and their organization into perceptions. Both psychophysical and physiological perspectives are emphasized. Scientific writing is emphasized in this course. Includes a 3-hour laboratory to addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually, Spring 2012. [W]*

PSYC 34000-34016. ADVANCED TOPICS IN PSYCHOLOGY

A seminar for junior and senior majors and minors that explores current theory and research in selected topics in psychology. Topics selected yearly and announced in advance by the faculty member responsible for the seminar. *Prerequisite: PSYC 25000, junior or senior standing with advanced background in Psychology. Annually, Fall and Spring.*

PSYC 39500. HISTORY AND SYSTEMS OF PSYCHOLOGY

A study of changing views of psychology from Aristotle to the present, with emphasis on the influences of ideas and methodologies of the evolution of systems and theories of psychological thought over the past hundred years. The course offers an integrative perspective on the varied courses of the Psychology major. *Prerequisite: Psychology major, a 300-level Psychology lab course. Annually, Fall 2011.*

PSYC 39900. SPECIAL PROBLEMS

Special courses on selected topics offered for a single time only to groups of students. *Prerequisite: as specified by the instructor.*

NEUR 32300. BEHAVIORAL NEUROSCIENCE [W]

PSYC 40000. TUTORIAL

A tutorial course on special topics offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration. Annually, Fall and Spring.*

PSYC 40100. RESEARCH METHODS FOR INDEPENDENT STUDY

A one-semester course, with instruction in research methods and statistical analysis. The course emphasizes active engagement in all stages of research, including experimental design and methodology, data collection and analysis, and scientific writing. Requires literature searches on three psychological topics, design of empirical research projects, and preparation of materials related to ethical considerations pertaining to research with humans and other animals. *Prerequisite: Psychology major, any of the 300-level writing intensive laboratory courses in Psychology. Annually, Fall and Spring.*

PSYC 40700, 40800. INTERNSHIP

An academically-oriented, applied experience that provides off-campus placement in an approved clinic, agency, institution, or research center. Focuses on the practical application and implications of theory and research under supervision and within the limits of the student's competence. Number of credits allowed for the experience (1-2 units) will be determined in advance by the department. Advanced planning and permission of the department chairperson are required. Credits cannot be substituted for major requirements. (1 – 2 course credits) *S/NC course. Prerequisite: advanced standing and permission of the department chairperson. Annually, Fall and Spring.*

PSYC 45100. SENIOR INDEPENDENT STUDY - SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The Independent Study Thesis must be a data-gathering research project. Students are encouraged to base their projects on a study from the experimental, comparative, personality, developmental, social, clinical, or neuroscience literature. *Prerequisite: senior standing and PSYC 40100.*

PSYC 45200. SENIOR INDEPENDENT STUDY - SEMESTER ONE

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: PSYC 45100.*

RELIGIOUS STUDIES

Mark Graham, Chair

Mary Bader

Lisa Crothers

Joan Friedman

Jennifer Graber

Charles Kammer

Jeremy Rapport

Religious Studies is an interdisciplinary approach to the academic study of religion. The department provides for students a broad, yet nuanced, understanding of the place of religion in human experience. Although Religious Studies is a mode of intellectual inquiry, for many students the study of religion involves a personal journey as academic study and religious faith intersect and challenge one another. Religious Studies does not endorse a particular creed or religious position, but creates the context for discussion and study that allows students to explore academic and personal questions about religion and society within the framework of their growing knowledge.

The natural connection of Religious Studies to other liberal arts disciplines is reflected in the range of courses offered. Courses in the department examine religion from the dual perspectives of methodology and content. Courses in the department are divided into two general areas: Area I focuses on religious traditions and histories; Area II focuses on issues and theories in the study of religions.

Major in Religious Studies

Consists of ten courses:

- Three courses in Area I
- Three courses in Area II
- One elective Religious Studies course
- Junior Independent Study: RELS 40100
- Senior Independent Study: RELS 45100
- Senior Independent Study: RELS 45200

Minor in Religious Studies

Consists of six courses:

- Two courses in Area I
- Two courses in Area II
- Two elective Religious Studies courses

Special Notes

- No more than two 100-level courses may count toward the major or minor.
- Only grades of C- or better are accepted for the major or minor.

BIBLICAL HEBREW COURSES

The Religious Studies Department also offers courses in Biblical Hebrew. As with other introductory (10100-10200) foreign language courses, Biblical Hebrew I and II may be taken by any student to fulfill the College's foreign language requirement, or may be taken as elective credits by students who have already fulfilled the language requirement. Students with some prior knowledge of Hebrew language who have questions about placement in HEBR 10200 should contact the Religious Studies Department.

HEBR 10100. BIBLICAL HEBREW I (Classical Studies)

Introduction to the grammar and vocabulary of Biblical Hebrew, beginning with the alphabet. Students will master basic grammatical forms and will read simple prose passages from the textbook and selected Biblical verses and phrases. No prior knowledge of Biblical Hebrew is expected. *Alternate years. Not offered 2011-2012.*

HEBR 10200. BIBLICAL HEBREW II (Classical Studies)

Continued study of Biblical Hebrew grammar and vocabulary, reading selected prose passages from the Hebrew Bible, and discussion of the cultural and religious context. *Prerequisite: successful completion of HEBR 10100 or placement/instructor permission. Alternate years. Not offered 2011-2012.*

RELIGIOUS STUDIES COURSES

Area I: RELIGIOUS TRADITIONS AND HISTORIES

RELS 11000. RELIGIONS EAST AND WEST

An examination of basic issues in religious studies and an overview of the beliefs and practices of some of the major religions of the world, such as Islam, Judaism, Hinduism, Buddhism, and Christianity. *Fall and Spring. [C, R, AH]*

RELS 12000. INTRODUCTION TO BIBLICAL STUDIES: INTERPRETATION AND CULTURE (Classical Studies)

Introduces the examination of basic issues of reading the Bible in an academic setting. Special attention will be given to the biblical texts as resources for understanding political, social, and religious discourses in the ancient world. The student will encounter introductions to historical, literary and feminist methodologies. *Not offered 2011-2012. [C, R, AH]*

RELS 13000. AMERICAN RELIGIOUS COMMUNITIES

An examination of the tension between religious power and religious pluralism in American history. *Fall and Spring. [C, R, AH]*

RELS 21600. CHINESE RELIGIONS (Chinese, East Asian Studies)

This course primarily examines Chinese “popular religions,” and the three formalized traditions of Confucianism, Daoism, and Buddhism, as practiced both historically and in contemporary life in China, Taiwan, and Chinese Diaspora communities in Asia and the West. This course also examines the presence of other non-indigenous Chinese religions (e.g., Islam and Christianity) in China. *Annually. Not offered 2011-2012. [C, R, AH]*

RELS 21700. AFRICAN RELIGIONS

This course explores African religious thought and practice. While the focus is on traditional African religions, it also investigates the impact of African thought and culture on Christianity and Islam on the African continent. The course includes the study of the role of religion in contemporary African culture and politics. *Alternate years. Not offered 2011-2012. [C, R, AH]*

RELS 21800. HINDUISM (South Asian Studies)

Hindu concepts and practices as reflected in texts such as the Vedas, Upanishads, and Bhagavad-Gita and in religious practice in Indian cultures through the centuries, with attention to sects and modern reform movements. *Alternate years. Fall 2011. [C, R, AH]*

RELS 22000. BUDDHISM (East Asian Studies, South Asian Studies)

Buddhist concepts and practices, including karma, rebirth, and devotion, as found in religious writings and as practiced through history, across Asian cultures. *Alternate years. Spring 2012. [C, R, AH]*

RELS 22200. ISLAM (South Asian Studies)

The foundations of Islam as set forth in the Qur'an, the life of the prophet Mohammad, Muslim philosophers and mystics as reflected in Middle Eastern and South Asian cultures, with attention to central concepts of revelation, community, law, and worship. *Alternate years. Spring 2012. [C, R, AH]*

RELS 22400. HEBREW PROPHECY AS RELIGIOUS IMAGINATION (Classical Studies)

An exploration into the historical, political, and religious traditions of the Hebrew prophets within both Jewish and Christian scholarship. The prophetic books of the canon will be examined from historical, literary and feminist viewpoints. *Prerequisite: RELS 12000 or permission of the instructor. Alternate years. Not offered 2011-2012. [R, AH]*

RELS 22500. THE LIFE AND TEACHINGS OF JESUS (Classical Studies)

An examination of the views, problems, and hypotheses about the identities of Jesus in the first few centuries C.E. Historical issues and religious-cultural implications of the “afterlife” of Jesus will be investigated. Attention will be given to Gnostic and Rabbinic references to Jesus. The course encourages students to develop a critical awareness about the complexities involved when we talk about Jesus in today’s world. *Prerequisite: RELS 12000 or permission of instructor. Alternate years. Not offered 2011-2012. [W, C, R, AH]*

RELS 23000. THE LIFE AND THOUGHT OF MAHATMA GANDHI (South Asian Studies)

A study of the life and thought of Mahatma Gandhi and his philosophy of non-violence as reflected in his ideas about religion, politics, economics, social work, etc., in comparison with such movements as Sarvodaya, Civil Rights, Liberation Theology, and the Women’s Movement. Also includes discussion of contemporary Gandhians and their application of Gandhian thought to their personal lives and social movements. *Prerequisite: RELS 10000 or 11000 or permission of the instructor. Alternate years. Not offered 2011-2012. [W+, C]*

RELS 23300. JUDAISM

Presents the Jewish religious tradition and its historical evolution, its sacred texts, practices and beliefs, and modern movements within Judaism, with particular attention to central concepts of covenant, divine authority, and the interdependence of religion and people hood. *Alternate years. Spring 2012. [C, R, AH]*

RELS 23900. GLOBAL CHRISTIANITY

Focuses on the history, theology and practice of Christianity as an international religion, especially the global zones of Asia, Africa, Europe, and Latin America. *Alternate years. Fall 2011. [R]*

RELS 24700. NATIVE AMERICAN RELIGIONS AND CULTURES

A study of tradition and change within the historical and modern religions of various regional Native American tribal groups, including Pan-Indian activism and revitalization. *Alternate years. Fall 2011. [C, R, AH]*

RELS 25200. THIRD WORLD FEMINIST THEOLOGY (Women’s, Gender, and Sexuality Studies)

To be human is to think about questions of meaning, transcendence, purpose and relationship. This course on Third World Feminist Theology will explore ways that women of Asian heritage are asking these questions. The course will begin with an experience of dislocation through an immersion experience in Thailand. This will provide the students with a taste of the context and experience from which Asian and Asian-American feminist theology emerges. Students’ direct engagement with the lived realities of several Thai communities forms the core of a course that will use a case-study approach. The second part of the course will take place at The College of Wooster during the regular semester. We will use the lens of sacred writing, theological discussion, and the immersion experience to better comprehend and appreciate the voice and perspectives that Asian and Asian-American feminists bring to the larger liberation conversation. *Not offered 2011-2012.*

RELS 25400. THE REFORMATION: PAST AND PRESENT TRADITIONS

A study of the theological, cultural, and political issues that prompted a variety of 16th Century Protestant movements. The course connects these new traditions to their modern-day instantiations around the globe. *Alternate years. Not offered 2011-2012. [R]*

RELS 26100. BLACK RELIGIOUS EXPERIENCE IN AMERICA (Africana Studies)

An interdisciplinary study of Black religious experience, institutions, leadership, thought, and social movements in American society, with emphasis on the work of King, Malcolm X, and the Womanist tradition. *Alternate years. Fall 2011. [C, R]*

RELS 26700-26722. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES (some sections cross-listed with: Classical Studies, South Asian Studies, Women’s, Gender, and Sexuality Studies)

An in-depth study of central issues in the history of religious traditions, such as Global Catholicism in America, Asian Religions in America, Modern Jewish Identities. *Fall 2011 and Spring 2012. [R]*

Area II: ISSUES AND THEORIES IN THE STUDY OF RELIGION

RELS 10000. RELIGIOUS THOUGHT AND ACTION

Approaches to selected religious ideas, themes, and problems in the thought of diverse traditions, religious issues, or major thinkers of the past and the present. *Annually. Fall and Spring. [C, R, AH]*

RELS 20600. SOCIOLOGY OF RELIGION

An analysis of the nature of religion, religious movements and institutions, belief and ethics in religion today

from the dual perspectives of sociology and religious studies. A focus on the interaction of religion, politics, and culture. *Alternate years. Not offered 2011-2012. [R]*

RELS 21900. ETHICS IN A SOCIAL PERSPECTIVE

A comparison of the ethical insights of a variety of Eastern and Western religious traditions as they relate to current social problems, such as war and peace, social justice, death and dying, and bioethics. *Alternate years. Fall 2011. [C, R]*

PHIL 22100. PHILOSOPHY AND THE RELIGIOUS LIFE [R, AH]

In one part of this course we will look at traditional issues in the philosophy of religion, the nature of religious experience, classical proofs for the existence of God and the problem of evil. In the second part of the course we will focus on issues in religious language, seeing God, the place of ceremony and liturgy in religious life and religious pluralism. *Alternate years. Not offered 2011-2012. [R, AH]*

RELS 22900. WOMEN AND RELIGION (Women's, Gender, and Sexuality Studies)

An investigation into the roles of women as depicted in sacred texts of the Jewish, Christian, Muslim, and Goddess traditions. This course will use feminist narrative skills as the primary methodology. Using leading feminists' work from all four traditions, students will investigate what texts may have to say about women's roles in both ancient and modern religious traditions, in world religions, the lives and thoughts of prominent women in religious history, and central issues in feminist theology. *Alternate years. Not offered 2011-2012. [C, R]*

RELS 24100. NEW RELIGIOUS MOVEMENTS

An examination of America's marginal but influential religious movements. 19th Century groups include Mormons, Spiritualism, Jehovah's Witnesses, Christian Scientists, 20th Century practices and traditions include Hare Krishnas, the Unification Church, New Age spiritualities, Scientology, Branch Davidians, and Wicca. *Alternate years. Spring 2012. [C, R, AH]*

RELS 24300. RELIGIOUS AND SPIRITUAL AUTOBIOGRAPHY

This course studies the many religious purposes (e.g. the understanding of religious experience, formation of religious identity, presentation of a moral or religious ideal, social criticism) that religious autobiographies serve. Such writings also provide readers a window into individual religious lives, experiences, and cultures. Writings selected may include classic Western religious autobiographies such as Augustine's *Confessions* as well as other writings, both historical and contemporary, from a variety of religious traditions. Recommended: one 100-level Religious Studies course. *Alternate years. Fall 2011. [W+, R, AH]*

RELS 24500. CHRISTIAN ETHICS

Historical overview of the structure of Christian ethics with the focus on its biblical and theological foundations and its application to important personal and social issues. *Alternate years. Not offered 2011-2012. [R]*

RELS 25100. MODERN RELIGIOUS THINKERS (Latin American Studies)

An introduction to selected religious thinkers of the 20th Century. Attention will be given to figures representative of major movements, such as neo-orthodoxy, existentialism, process theology, and third world theologies. *Not offered 2011-2012. [W, R]*

RELS 26300. RELIGION AND LITERATURE

This course examines the ways in which modern and contemporary writers represent religious traditions and experiences, make use of religious narratives and themes and confront religious questions in their novels, short stories, and poetry. Recommended: one 100-level Religious Studies course. *Alternate years. Spring 2012. [R, AH]*

RELS 26400. RELIGION AND FILM (Film Studies)

This course examines the interactions of religions and religious life with the electronic media technologies of film and video. Through such a course, students can arrive at better understandings of the place of religions in contemporary cultures, the aesthetics of film and video, and the place of these media as communicators of cultural phenomena such as religion. *Alternate years. Spring 2012. [C, R, AH]*

RELS 26900-26929. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION (some sections cross-listed with: Classical Studies, Environmental Studies, South Asian Studies, Women's, Gender, and Sexuality Studies)

An examination of one major issue involving the interface of sociological, ethical, and theoretical factors, such as Religion, Violence and Peacemaking; Interfaith Dialogue; Religion and the Environment; and Third World Feminist Theology. *Annually. Fall and Spring. [R]*

RELS 40700, 40800. ETHICS AND SOCIETY INTERN PROGRAM

Students will be placed for one semester in an agency, organization, or other context where the academic study of religion can be joined with a practical experience in dealing with ethical and religious issues in American society. Three credits, with the possibility of a fourth. (1-3 course credits) S/NC course. Prerequisite: Permission of instructor is required, and previously taken appropriate courses in the department are desirable. Annually.

OTHER COURSES

RELS 40000. TUTORIAL

Individual readings and reports may be required by the instructor. The course may be given an Area I or II designation with departmental approval. (.5 - 1 course credit) Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

RELS 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. Combines tutorial-seminar format. Spring (unless the student is studying off-campus Spring semester).

RELS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. Prerequisite: RELS 40100.

RELS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. Prerequisite: RELS 45100.

RUSSIAN STUDIES

Beth Ann Muellner (German), Chair

Yuri Corrigan (Russian Studies)

Engeniya Gerdt (Russian Language Assistant)

Russian Studies is an interdisciplinary area focused on Russia and Eastern Europe in cultural, literary, historical, philosophical, and political contexts. It is one of several programs at the College that provides students with the opportunity to develop proficiency in a foreign language in connection with their other academic and professional interests. The department offers courses in three areas: 1) Russian language, 2) Russian culture, and 3) Russian literature. These, together with courses in history and comparative literature, give students a strong background in Russia and Eastern Europe.

Recent graduates in Russian Studies have embarked on employment in government service, non-governmental organizations, and private companies, both in the United States and abroad. Some have gone on to graduate school, pursuing careers in such areas as law, education, library science, and academia. Recent graduates have also served in the Peace Corps in the former Soviet Union.

Major in Russian Studies

Consists of twelve courses:

- RUSS 20100
- RUSS 20200
- RUSS 21000
- RUSS 22000

- One of the following courses: HIST 10100-10176 (when topic focuses on Russian history), 23000, 23300, or 30100-30142 (when topic focuses on Russian history)
- Three of the following courses: RUSS 23000, 25000, 26000, CMLT 24800, HIST 10100-10176 (when topic focuses on Russian history), 23000, 23300, or 30100-30142 (when topic focuses on Russian history)
- RUSS 40000
- Junior Independent Study: RUSS 40100
- Senior Independent Study: RUSS 45100
- Senior Independent Study: RUSS 45200

Minor in Russian Studies

Consists of six courses:

- RUSS 20100
- Five of the following courses: RUSS 20200, 21000, 22000, 23000, 25000, 26000, CMLT 24800, HIST 10100-10176, 23000, 23300, or 30100-30142

Special Notes

- The College language requirement may be satisfied in Russian by completing a 102-level course or receiving a score equivalent to the 102-level on the placement examination administered during registration week. If a student registers for and completes a course in language below the level at which the language department's placement exam placed him or her, that student will not receive credit toward graduation for that course, unless he or she has obtained the permission of the instructor of the course into which the student placed and permission of the department chair.
- **Study Abroad:** Students will be encouraged to enhance their educational experience (or fulfill requirements for a major in International Relations) by studying in Russia or East Central Europe, and are advised to consult with the chairperson of the department in the first term of their first year of study at the College. Early planning is essential for the CIEE program in St. Petersburg, as well as for other programs such as SIT in St. Petersburg and Irkutsk, and IPSL in Moscow. Approved courses taken in an off-campus semester will provide additional variety in the courses offered for the major.
- **Russian House:** Students have the opportunity to take up residence in Russian House, a suite in Luce Hall that houses students along with a native Russian assistant and serves as the focal point for most campus Russian language and cultural activities.
- **Related Interdepartmental Programs:** Students interested in Russian and East Central European literature and culture should be aware of several interdepartmental programs in which the Department of Russian Studies cooperates: Comparative Literature, Film Studies, and International Relations.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

RUSSIAN STUDIES COURSES

RUSS 10100. BEGINNING RUSSIAN (LEVEL I)

An introduction to understanding, speaking, reading, and writing Russian; acquisition of basic grammar; conversational practice and short readings. Cultural content. Five hours per week. *Annually, Fall.*

RUSS 10200. BEGINNING RUSSIAN (LEVEL II)

Continuation of RUSS 10100, with increased emphasis on conversational, reading, and writing skills. Cultural content. *Prerequisite: RUSS 10100 or placement. Annually, Spring.*

HIST 10100-10136. INTRODUCTION TO HISTORICAL INVESTIGATION (when topic focuses on Russian history) [W, some sections count toward C, HSS]

RUSS 20100. INTERMEDIATE RUSSIAN (LEVEL III)

Review and enhancement of basic grammar; practice through speaking, listening, reading, and writing. Attention to reading strategies. Exposure to cultural material. Four hours per week. *Prerequisite: RUSS 10200 or placement. Annually. Fall.*

RUSS 20200. INTERMEDIATE RUSSIAN (LEVEL IV)

Continuation of RUSS 20100, with still greater emphasis on speaking, reading, and writing. Cultural content. *Prerequisite: RUSS 20100. Annually. Spring.*

RUSS 21000. RUSSIAN CIVILIZATION: FROM FOLKLORE TO PHILOSOPHY (Comparative Literature)

An introductory and interdisciplinary study of fundamental aspects of Russian culture from medieval Russia through the post-Soviet era, with emphasis on the changing and evolving concept of Russian identity over the centuries. A broad range of texts will include folktales, memoirs, fiction, painting, poetry, philosophy, music and film. *Every three years. Spring 2012. [W, C, AH]*

RUSS 22000. RUSSIAN CULTURE THROUGH FILM (Comparative Literature, Film Studies)

An introduction to twentieth-century Russian society and culture through the medium of cinema, covering the immediate pre- and post-revolutionary periods, Stalinism, the post-Stalin "thaw," stagnation under Brezhnev, Gorbachev's "perestroika" and "glasnost," and the post-communist era. Weekly screenings of films will be supplemented with readings in Russian film theory and criticism. *Every three years. Not offered 2011-2012. [C, AH]*

RUSS 23000. RUSSIAN DRAMA PRACTICUM (Comparative Literature)

This course has two components. The first is an in-depth study of the works of one major Russian playwright. The course will address figures such as Nikolai Gogol, Anton Chekhov, and Mikhail Bulgakov. Since these artists were prose writers to the same extent as they were playwrights, we will read a wide selection of both their prose and their dramatic works in order to understand the significance of their artistic innovations. The second part of the course will be to produce one of our author's major plays as a class and to present it to the public at the end of the semester. No acting experience required. *Every three years. Not offered 2011-2012. [C, AH]*

RUSS 25000. RUSSIAN LITERATURE IN THE AGE OF DOSTOEVSKY AND TOLSTOY (Comparative Literature)

In the nineteenth century, Russia witnessed an unprecedented explosion of literary and intellectual activity, a renaissance which yielded some of the greatest masterpieces world literature has seen. Our course will examine the seven most prominent authors of this period, with special emphasis on Russia's unique handling of the sudden influx of European philosophy and culture (Rationalism, Idealism, Romanticism, Atheism, Socialism). Through its literary canon, we will explore how Russia envisioned the problems of modern individualism in a culture divided between European and Slavic roots. *Every three years. Not offered 2011-2012. [C, AH]*

RUSS 26000. THE ARTIST AND THE TYRANT: TWENTIETH-CENTURY RUSSIAN LITERATURE (Comparative Literature)

Russian literature developed side by side with the myths and horrors of a cataclysmic twentieth century. In this course, we will read some of the most powerful artistic meditations on the collapse of imperial Russia, on the dream and nightmare of the Soviet experiment, and on the search for dignity and meaning in the post-Soviet contemporary world. Authors include Nobel laureates Pasternak, Bunin, Solzhenitsyn and Brodsky. We will also read novels by Bulgakov and Nabokov, short stories from a host of writers from Babel to Petrushevskaya, and some of the major poetry of the era in translation. *Every three years. Not offered 2011-2012. [C, AH]*

CMLT 24800: THE PERILS OF ROMANTICISM: NINETEENTH-CENTURY EUROPEAN LITERATURE [C, AH]

HIST 23000. RUSSIA TO 1900 [C, HSS]

HIST 23300. RUSSIA SINCE 1900 [C, HSS]

HIST 30100-30142. PROBLEMS IN HISTORY (when topic focuses on Russian history) [C, R, HSS]

RUSS 40000. TUTORIAL

Individually supervised advanced language learning. By prior arrangement with the department only. *Prerequisite: RUSS 20200 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

RUSS 40100. INDEPENDENT STUDY

Bibliographical and research methods in Russian Studies, including the preparation of one longer research paper. Normally taken Semester II of the junior year.

RUSS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research of a specific topic in Russian Studies guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: RUSS 40100.*

RUSS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: RUSS 45100.*

SOCIOLOGY AND ANTHROPOLOGY

Thomas Tierney (Sociology), Chair

Abigail Adams (Anthropology)

J. Heath Anderson (Anthropology)

Christa Craven (Anthropology)

Heather Fitz Gibbon (Sociology)

Pamela Frese (Anthropology)

Raymond Gunn (Sociology)

P. Nick Kardulias (Anthropology, Archaeology)

Setsuko Matsuzawa (Sociology)

David McConnell (Anthropology)

Anne Nurse (Sociology)

Craig Willse (Sociology)

The Department of Sociology and Anthropology offers a diverse curriculum exploring the institutions and processes that maintain and change human societies. Our program places special emphasis on the development of students' ability to analyze contemporary social and cultural issues, and their problem-solving and research skills. Students choose a major in either Sociology or Anthropology, but all majors are introduced to the concepts, methods and theories appropriate to research in both disciplines.

SOCIOLOGY

The basic challenge in sociology is to understand ourselves and others more fully. The discipline asks us to probe beneath the surface and to question why people behave as they do, especially in group situations. The sociological perspective asks us to question what we often take for granted, why our society operates as it does, and how our social arrangements could be different.

Major in Sociology

Consists of twelve courses:

- SOCI 10000
- ANTH 11000
- One of the following courses: SOCI 20700, 20900, 21400, 21500, or 21700
- SOAN 24000
- One of the following courses: SOCI 34200 or ANTH 34100
- SOCI 35000
- SOCI 35100

- Two elective Sociology courses (see note below)
- One elective Sociology, Anthropology, or Sociology / Anthropology course (see note below)
- Junior Independent Study: (see note below)
- Senior Independent Study: SOCI 45100
- Senior Independent Study: SOCI 45200

Minor in Sociology

Consists of six courses:

- SOCI 10000
- One of the following courses: SOCI 20700, 20900, 21400, 21500, or 21700
- SOAN 24000
- One of the following courses: SOCI 35000 or 35100
- Two elective Sociology courses

Special Notes

- A second or third course from SOCI 20700, 20900, 21400, 21500, or 21700 or a second 300-level methods course (SOCI 34200 or ANTH 34100) may count as electives for the requirements for the major.
- The Junior Independent Study requirement is met by completing SOCI 35000 or 35100 prior to Senior Independent Study.
- Sociology majors who plan to attend graduate school are strongly encouraged to take SOCI 34200 (*Social Statistics*).
- Sociology majors who elect to participate in the 3-2 program in Social Work at Case Western Reserve University (see *Pre-Professional and Dual Degree Programs*) must complete all requirements in the major except Senior Independent Study. Students should see the department chairperson for more details about this arrangement.
- **Teaching Licensure:** The requirements for teacher licensure can be found in *Teacher Education at The College of Wooster: A Supplement to the Catalogue* (which can be found at the following website: www3.wooster.edu/education/current/forms.html). Students should consult with the chairpersons of Sociology and Anthropology and of Education.
- Only grades of C- or better are accepted for the major or minor.

ANTHROPOLOGY

Anthropology explores the variety of human groups and cultures that have developed across the globe and throughout time. Anthropologists hope that by seeing ourselves in the mirror of alternative cultural and historical possibilities, we can come to a better understanding of our own assumptions, values and patterns of behavior.

Major in Anthropology

Consists of twelve courses:

- ANTH 11000
- SOCI 10000
- One of the following courses: ANTH 21000, 22000, or ARCH 10300
- ANTH 23100
- SOAN 24000
- One of the following courses: ANTH 34100 or SOCI 34200
- Two elective Anthropology courses (see note below)
- One elective Anthropology, Sociology, or Sociology / Anthropology course (see note below)

- Junior Independent Study Equivalent: ANTH 35200
- Senior Independent Study: ANTH 45100
- Senior Independent Study: ANTH 45200

Minor in Anthropology

Consists of six courses:

- ANTH 11000
- One of the following courses: ANTH 21000, 22000, or ARCH 10300
- SOAN 24000
- ANTH 23100
- Two elective Anthropology courses

Special Notes

- A second or third course from ANTH 21000, 22000, or ARCH 10300, or a second 300-level methods course (SOCI 34200 or ANTH 34100) may count as electives for the requirements for the major.
- Anthropology majors who plan to attend graduate school are strongly encouraged to take ANTH 34100 (*Ethnographic Methods*).
- Anthropology majors who elect to participate in the 3-2 program in Social Work at Case Western Reserve University (see *Pre-Professional and Dual Degree Programs*) must complete all requirements in the major except Senior Independent Study. Students should see the department chairperson for more details about this arrangement.
- Only grades of C- or better are accepted for the major or minor.

SOCIOLOGY COURSES

SOCI 10000. INTRODUCTION TO SOCIOLOGY

An examination of sociological principles and methods of investigation, and their relationship to the major issues in society, such as social change, social class, urbanization, and intergroup relations. Attention will also focus upon the major social institutions and the relationship between the individual and society. Class sessions will utilize lectures, seminar discussions, data analysis, and audio-visually. *Annually. Fall and Spring. [HSS]*

SOCI 11100. TOPICS IN SOCIOLOGY

A seminar focused on a special topic in sociology. Topics are chosen by the instructor and announced in advance. *Annually. Fall. [HSS]*

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT (Education)

An acquaintance with selected anthropological and sociological approaches to the study of education. It seeks to communicate a cross-cultural perspective on the educative process through case studies of education and socialization in diverse societies. Theories and research on the social effects of schooling will also be covered. Special attention will be given to the situation of minorities in the schooling process and to understanding educational policy debates in American society. *Alternate years. Not offered 2011-2012. [C, HSS]*

SOAN 20200. GLOBALIZING HEALTH

An examination of public health issues from a global perspective. The twenty-first century has presented numerous public health challenges, such as the AIDS crisis, the rise of multidrug-resistant tuberculosis, and trafficking in human organs and tissues. Such problems can only be addressed by a combination of local and global responses. This course applies contemporary globalization theories to such public health challenges, and critically examines the ways in which Western medical techniques and attitudes toward health are disseminated throughout the world, and the tensions generated in local cultures by this globalization of health. *Every third year. Not offered 2011-2012. [C, HSS]*

SOCI 20300. ENVIRONMENTAL SOCIOLOGY (Environmental Studies)

An investigation of the dynamic relation between society and the environment. Sociology points us beyond mere technical and scientific problems to the social roots of contemporary ecological issues, as well as the justice issues these circumstances entail. We explore the many ways in which environmental issues are, in fact,

social issues. The topics we cover include: causes of environmental degradation, environmental movements, environmental activism and organizations, corporate social responsibility, social construction of the environment, collective behavior, Genetically Modified Organisms (GMO), and locavorism. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Not offered 2011-2012. [HSS]*

SOCI 20400. SELF AND SOCIETY

An examination of social psychological perspectives on the interrelationships among the individual, the small group, and the larger culture. Topics emphasized include socialization, the development of self, deviance, the individual and social change, and attitude formation. *Prerequisite: SOCI 10000 or ANTH 11000 or permission of instructor. Alternate years. Spring 2012. [W, HSS]*

SOCI 20500. SOCIOLOGY OF LAW

In this course we will read some influential legal cases, but our task will not be the technical application of the law (such as in a law school course). The social science field of law and society is designed to show both the impacts of the broader social context on law-making and judicial decision-making and the impacts of the law and the courts on society. Students will also be introduced to some classic law and society research. The topics we cover include: courts and social science, courts and economic interests, courts and social expectations, law and citizenship, the death penalty, law and culture, the limits of justice, litigation crisis, and legal globalization. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Spring 2012. [HSS]*

SOCI 20600. URBAN SOCIOLOGY (Urban Studies)

An analysis of contemporary urban problems with an emphasis on race, class and gender. The course examines the historical roots of urban areas; global urban development; and present spatial, economic and political trends in cities. *Prerequisite: SOCI 10000 or permission of instructor. Fall 2011. [HSS]*

SOCI 20700. SOCIOLOGY OF GENDER (Women's, Gender, and Sexuality Studies)

An examination of the role of gender in society, exploring how gender intersects with race, ethnicity, social class, sexuality, and nationality. The course examines biological, psychological, and social structural explanations of gender roles, with emphasis on the experiences of women and men within social institutions such as family, work, and education. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Not offered 2011-2012. [HSS]*

SOCI 20900. INEQUALITY IN AMERICA (Africana Studies, Education)

An examination of the structure and process of inequality in the United States. Included will be an analysis and explanation of the extent of lifestyle as well as economic, occupational, and political inequality among groups, including gender and race as dimensions of inequality. Policies aimed at dealing with inequality will also be addressed. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Spring 2012. [HSS]*

SOCI 21100-21105. ADVANCED TOPICS IN SOCIOLOGY (some sections cross-listed with: Chinese Studies, Women's, Gender, and Sexuality Studies)

A seminar focusing on a specialized area of sociology. Topics are chosen by the instructor and announced in advance. *Prerequisite: SOCI 10000. Annually. Not offered in 2011-2012. [HSS]*

SOCI 21300. DEVIANCE AND CRIMINOLOGY

An analysis of deviant and criminal behavior. The focus is on definitions and measurement of deviant and criminal behavior. The major types of criminal behavior that occur in the United States are discussed, followed by a review of several sociological theories that explain criminal behavior. The course concludes with a general overview and assessment of major agencies that comprise the Criminal Justice System. *Prerequisite: SOCI 10000 or permission of instructor. Annually. Not offered 2011-2012. [W†, HSS]*

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY (Africana Studies, Education)

An analysis of racial and ethnic groups in the United States. Emphasis is placed on investigating discrimination based on race, gender, and culture; how discrimination develops; and the solutions proposed for solving the problems associated with it. *Prerequisite: SOCI 10000 or permission of instructor. Annually. Fall. [C, HSS]*

SOCI 21500. AMERICAN MASCULINITIES

An introduction to the sociological study of masculinity in its various guises in the contemporary United States. The theoretical perspective of the course is based on three fundamental premises: there is no single *masculinity*, but rather multiple *masculinities*; individuals in society are best understood as *doing* gender rather than as *being* gender; and masculinities are not static identities, but are fluid, fragile, negotiated, and always subject to contestation. The course explores the complex world of American masculinities through a series of overlapping

themes that students will reflect on and analyze as the class progresses through a variety of writing assignments. The course material is presented through readings and visual images. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Not offered 2011-2012. [W, C, HSS]*

SOCI 21700. BLACKS IN CONTEMPORARY AMERICAN SOCIETY (Africana Studies)

A sociological study of the life experiences of African Americans, including a focus upon a critical analysis of race relations as it impacts intra- and intergroup dynamics. The primary focus of the course may vary (i.e., family, community, development, leadership). *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Spring 2012. [C, HSS]*

SOCI 21900. GLOBALIZATION AND CONTEMPORARY CHINA (East Asian Studies)

An exploration of the social causes, including globalization, and consequences of the economic, cultural, and social changes that China is undergoing today. Following a roughly chronological order, we will focus mainly on events and trends of the past twenty years: from the social movements of 1989 and the economic expansion of the early 1990s to the consequent changes in a consumer-driven popular culture, as well as renewed quests for moral and religious meaning and emerging social activism (e.g., the environment, women's rights, etc.). *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. Not offered 2011-2012. [C, HSS]*

SOAN 24000. RESEARCH METHODS (Archaeology, Urban Studies)

A general introduction to research methods and the analysis of social science data. Students will learn about the process of doing research—from forming a research question, to collecting data, to analyzing the data. Basic qualitative and quantitative data collection techniques taught will include surveys, interviewing, content analysis, and participation observation. The course will cover elementary statistical analysis and qualitative data coding. *Prerequisite: SOCI 10000 or ANTH 11000 or permission of instructor. Annually. Fall and Spring. [HSS]*

SOCI 34200. SOCIAL STATISTICS (Urban Studies)

An examination of the statistical analysis of social science data. Students will be trained to use statistical techniques, including chi square, t-testing, and regression. Emphasis will be placed on understanding the logic behind the numbers. The course will enable students to think critically about statistics in social research and in the popular media. *Prerequisite: SOCI 24000 or permission of instructor. Annually. Fall. [Q, HSS]*

SOCI 35000. CLASSICAL SOCIAL THEORY (Archaeology)

An examination of classical social theories of the nature of society and of human behavior. Included are the works of Marx, Durkheim, Weber, and Simmel. Emphasis will be placed on understanding these theories and their relevance in contemporary society. *Prerequisite: SOCI 10000 or permission of instructor. Annually. Fall. [HSS]*

SOCI 35100. CONTEMPORARY SOCIAL THEORY

An examination of the wide range of contemporary social theories that developed out of the classical tradition. Among the theories examined in this course are: functionalism, conflict theory, feminist theory, critical race theory, queer theory, globalization theory, and various forms of late- or post-modern theory. Students will be expected to develop an understanding of the relevance of these theories for the critical analysis of contemporary social issues and structures. Over the course of the semester all students will use one or more of these contemporary social theories to develop a theoretical perspective on a research question or topic that the students will examine in their Senior Independent Study thesis. This course, or SOCI 35000, is a prerequisite for enrolling in SOCI 45100. *Prerequisite: SOCI 10000, or permission of instructor. Annually. Spring.*

SOCI 40000. TUTORIAL

A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. *Prerequisite: SOCI 10000 or permission of instructor; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

SOCI 40700, 40800. INTERNSHIPS

In close consultation with a faculty member in the department, students may arrange for credit for a supervised work situation that relates to their major course of study. It is expected that in addition to the work experience itself, this course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the students to reflect critically on their work experiences. Internship credit will be approved by the chairperson of the department on a case-by-case basis. *S/NC course. Prerequisite: SOCI 10000, ANTH 11000, or permission of instructor.*

SOCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The student will normally do the thesis during the Fall and Spring semesters of the senior year. The suggested fields include papers or projects in any of the standard subcategories of sociology, such as family, community, race, urban, mental health, or social work. The student is assigned to an appropriate adviser by the chairperson following submission of a proposal. *Prerequisite: SOCI 35000 or 35100.*

SOCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: SOCI 45100.*

ANTHROPOLOGY COURSES

ANTH 11000. INTRODUCTION TO ANTHROPOLOGY (Archaeology)

An introduction to the five fields used by anthropologists to explore broadly the variety of human groups that have developed across the globe and throughout time. The five fields include biological, cultural, linguistic, applied anthropology, and archaeology. The course will prepare students to take a holistic perspective on contemporary human cultures. It will also foster an appreciation of cultural relativity in the sense of understanding other cultures in their own terms as coherent and meaningful designs for living. *Annually. Fall and Spring. [C, HSS]*

ANTH 11100. TOPICS IN ANTHROPOLOGY

A seminar focused on a special topic in anthropology. Topics are chosen by the instructor and announced in advance. *Annually. Not offered 2011-2012. [HSS]*

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT (Education)

An acquaintance with selected anthropological and sociological approaches to the study of education. It seeks to communicate a cross-cultural perspective on the educative process through case studies of education and socialization in diverse societies. Theories and research on the social effects of schooling will also be covered. Special attention will be given to the situation of minorities in the schooling process and to understanding educational policy debates in American society. *Alternate years. Not offered 2011-2012. [C, HSS]*

SOAN 20200. GLOBALIZING HEALTH

The twenty-first century has presented numerous public health challenges, such as the AIDS crisis, the rise of multidrug-resistant tuberculosis, and trafficking in human organs and tissues. Such problems can only be addressed by a combination of local and global responses. This course applies contemporary globalization theories to such public health challenges, and critically examines the ways in which Western medical techniques and attitudes toward health are disseminated throughout the world, and the tensions generated in local cultures by this globalization of health. *Every third year. Not offered 2011-2012. [C, HSS]*

ANTH 20500. POLITICAL ANTHROPOLOGY (Archaeology)

A comparative analysis of politics as the cultural process through which people make binding decisions for groups. The course examines this process in western and non-western cultures at all stages of complexity from bands to stages within an evolutionary model. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. Fall 2011. [W+, C, HSS]*

ANTH 21000. PHYSICAL ANTHROPOLOGY (Archaeology)

An introduction to the role of physical anthropology in defining humans as biological and cultural entities. This course examines a variety of topics, including the genetic basis for evolution, primate behavior, the process of primate and human development, and contemporary variation among human populations. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. Fall 2011. [C, HSS, MNS]*

ANTH 21100. ADVANCED TOPICS IN ANTHROPOLOGY

A seminar focusing on a specialized area of anthropology. Topics are chosen by the instructor and announced in advance. *Prerequisite: ANTH 11000. Annually. Fall and Spring. [HSS]*

ANTH 22000. LINGUISTIC ANTHROPOLOGY (Archaeology, Communication)

A critical analysis of language and all other forms of human communication within the context of culture and society, human thought, and behavior. Special attention is paid to the relationships between culture and language, the social uses of language, language as a model for interpreting culture, language and all forms of non-verbal communication within speech interactions. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. Spring 2012. [C, HSS]*

ANTH 22500. GENDER IN WORLD CULTURES (Women's, Gender, and Sexuality Studies)

An examination of the ways in which the boundaries of gender construct, reflect, and influence cultural ideology and social interaction from a cross-cultural perspective. This course also examines the development of gender studies within the discipline of anthropology. *Prerequisite:* ANTH 11000 or permission of instructor. Every three years. Fall 2011. [C, HSS]

ANTH 23000. MAGIC, WITCHCRAFT, AND RELIGION

Focuses on anthropological approaches to the study of cultural beliefs in the sacred: analysis of what is "religious" in many cultures; covers a variety of anthropological topics related to these practices, including myth, ritual, totemism, magic, and shamanism. Examination of the role that the study of religion, magic, and witchcraft has played in the theoretical development of anthropology. *Prerequisite:* ANTH 11000 or permission of instructor. Alternate years. Not offered 2011-2012. [C, R, HSS]

ANTH 23100-23112. PEOPLES AND CULTURES (some sections cross-listed with: Archaeology, East Asian Studies, Latin American Studies)

An exploration of the richness and diversity of a particular world culture. Readings and lectures provide the historical background for each culture area and an examination of the contemporary cultures. Generally focused on religious beliefs, economics, politics, kinship relationships, gender roles, and medical practices. Consideration of this culture area in the world economic system. *Prerequisite:* ANTH 11000 or permission of instructor. Annually. Fall and Spring. [C, HSS]

SOAN 24000. RESEARCH METHODS (Archaeology, Urban Studies)

A general introduction to research methods and the analysis of social science data. Students will learn about the process of doing research—from forming a research question, to collecting data, to analyzing the data. Basic qualitative and quantitative data collection techniques taught will include surveys, interviewing, content analysis, and participation observation. The course will cover elementary statistical analysis and qualitative data coding. *Prerequisite:* SOCI 10000 or ANTH 11000 or permission of instructor. Annually. Fall and Spring. [HSS]

ANTH 34100. ETHNOGRAPHIC METHODS

A course that is designed to build on the required Research Methods course (SOAN 240) and explore a variety of methods that are essential components to qualitative ethnographic research. The readings for this course include a selection of ethnographies as products of qualitative research methods. These ethnographies also illustrate the many ways in which the ethnography as final product can be constructed. Students learn how to design their own qualitative research projects; how to conduct the actual research; and, how to present a series of brief "ethnographic" descriptions based on the data they collect. Students will need to purchase a digital or tape recorder, as well as batteries and tape cassettes for this equipment. Annually. Spring. [HSS]

ANTH 35200. CONTEMPORARY ANTHROPOLOGICAL THEORY

An examination of key theoretical perspectives in anthropology from the mid-1900s to the present day. Among the perspectives examined in this course are: evolutionary theory, historical particularism, functionalism, culture and personality, cultural and ecological materialism, ethnohistory, symbolic anthropology, feminist anthropology, practice theory, and postmodernism. Students will be expected to develop an understanding of the relevance of these theories for the critical analysis of contemporary social and cultural issues. Over the course of the semester all students will use relevant concepts and theorists to develop a theoretical perspective on a research question or topic that they will examine in their Senior Independent Study thesis. This course is a prerequisite for enrolling in ANTH 45100. *Prerequisite:* ANTH 11000 or permission of instructor. Annually. Spring.

ANTH 40000. TUTORIAL

A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. *Prerequisite:* ANTH 11000 or permission of instructor; the approval of both the supervising faculty member and the chairperson is required prior to registration.

ANTH 40700, 40800. INTERNSHIPS

In close consultation with a faculty member in the department, students may arrange for credit for a supervised work situation that relates to their major course of study. It is expected that in addition to the work experience itself, this course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the students to reflect critically on their work experiences. Internship credit will be approved by the chairperson of the department on a case-by-case basis. S/NC course. *Prerequisite:* SOCI 10000, ANTH 11000, or permission of instructor.

ANTH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the

second semester. The student will normally do the thesis during the Fall and Spring semesters of the senior year. Suggested fields include papers or projects in any of the standard subcategories of anthropology, such as kinship, politics, economics, religion, education, media, gender, or ethnicity. The student is assigned to an appropriate adviser by the chairperson following submission of a proposal. *Prerequisite: ANTH 35200.*

ANTH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ANTH 45100.*

SOUTH ASIAN STUDIES

CURRICULUM COMMITTEE:

Mark Graham (Religious Studies), Chair

Lisa Crothers (Religious Studies)

Shirley Huston-Findley (Theatre and Dance)

Elizabeth Schiltz (Philosophy)

The interdepartmental minor in South Asian Studies focuses on developing an understanding of the diverse but related historical and cultural traditions of South Asia (a region that is comprised primarily of, but not necessarily limited to, the nations of India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Afghanistan, and Myanmar), both in their “home” locations and in their global and diasporic situations. The South Asian Studies minor recognizes the diversity of cultural and national traditions that exist across this region, but at the same time helps foster an understanding of the common cultural and historical concerns that make “South Asia” a coherent focus of study. Given the complexity of histories and traditions in this region of the world, the minor requires multidisciplinary study, and the integration of off-campus study in a South Asian country as part of the curriculum.

Minor in South Asian Studies

Consists of six courses:

- Six elective South Asian Studies courses from at least two departments

Special Notes

- **Off-campus Study:** The minor in South Asian Studies requires the completion of an approved off-campus study program in a South Asian country. Acceptable programs can be either Wooster-endorsed semester-long programs in a South Asian country (e.g., India or Nepal), or South Asia-focused “Wooster In” programs led by Wooster faculty members (e.g., *Exploring India at Home and Abroad Through the Arts; Global Social Entrepreneurship*, focused on India).
- A maximum of three courses completed for transfer credit during an approved off-campus study program in South Asia may, with the South Asian Studies curriculum committee’s approval, be counted toward completion of the minor.
- College of Wooster courses not listed below (e.g., new interdepartmental or special topics courses) may also be approved for the minor, if such courses are focused on South Asia. For example, in 2009-2010, the following courses were offered: *Global Social Entrepreneurship Seminar/Internship* (IDPT 40600, 40700), which was focused on India; *History of Indian Politics Since 1948* (IDPT 19902). Though not listed below as part of the regular course offerings, each of these could be applied to the minor.
- Only grades of C- or better are accepted for the minor.

SOUTH ASIAN STUDIES COURSES

PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY [W†, C, AH]

PHIL 23100. INDIAN PHILOSOPHY AND ITS ROOTS [W†, C, AH]

RELIGIOUS STUDIES

RELS 21800. HINDUISM [C, R, AH]

RELS 22000. BUDDHISM [C, R, AH]

RELS 22200. ISLAM [C, R, AH]

RELS 23000. THE LIFE AND THOUGHT OF MAHATMA GANDHI [W, C, R]

RELS 26700-26722. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES (approved when topic is South Asia-related) [R]

RELS 26900-26929. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION (approved when topic is South Asia-related) [R]

THEATRE AND DANCE

THTD 24300. EXPLORING INDIA AT HOME AND ABROAD THROUGH THE ARTS [C, AH]

SPANISH

Brian Cope, Chair

Mary Addis

John Gabriele

Cynthia Palmer

J. Morgan Robison

Diane Ulber

Cecilia Fraga (Spanish Language Assistant)

The curriculum of the Department of Spanish is designed to develop a critical understanding of cultural difference in a variety of contexts that correspond to the three general areas in the study of Hispanic languages, literatures, and cultures: Peninsular Spanish Literature and Culture, Latin American Literature and Culture (including the Caribbean and U.S. Latino), and Hispanic Linguistics. The department strongly recommends that students take courses in all three areas. The department's curriculum seeks to develop skills in spoken and written language, linguistic and literary analysis, and cultural knowledge — all of which are considered inseparable and complementary. Spanish is the language of instruction at all levels.

The Spanish curriculum may be utilized for specialization leading to public school or university teaching; research in Peninsular Spanish literature and culture, Latin American literature and culture or Hispanic Linguistics; business and government work; work with the Peace Corps and a wide variety of professional, service, and voluntary agencies in Spanish-speaking areas of the world and urban and rural concentrations of Hispanic peoples in the USA. Students interested in Spanish as preparation for a career in international business or finance should consider the Interdisciplinary Minor in International Business Economics. Students interested in the history, cultures, and languages of Latin America may consider the multidisciplinary Minor in Latin American Studies.

Major in Spanish

Consists of eleven courses:

- SPAN 20100
- SPAN 20200

- SPAN 22300 or 22400
- SPAN 27000 or 31000
- One of the following courses: SPAN 30100, 30200, 30500, or 30900
- Three elective Spanish courses at the 200-level or above
- Junior Independent Study: SPAN 40100
- Senior Independent Study: SPAN 45100
- Senior Independent Study: SPAN 45200

Minor in Spanish

Consists of six courses:

- SPAN 20100
- SPAN 20200
- SPAN 22300 or 22400
- SPAN 27000 or 31000
- Two elective Spanish courses at the 200-level or above

Special Notes

- **Language requirement and Placement Exam:** Successful completion of the first two courses of a foreign language satisfies the College's Foreign Language Graduation Requirement. In Spanish, this corresponds to SPAN 10100 and 10200. The Spanish Placement Exam is administered each year to incoming students during first-year registration to determine the proficiency level of students who have previously studied Spanish and to determine whether they have met the graduation requirement in foreign language, and to determine course selection for those students who wish to continue to study Spanish. If a student registers for and completes a course in a language below the level at which the language department's placement exam placed him or her, that student will not receive credit toward graduation for that course, without prior permission of the instructor of the course into which the student placed, and of the Department Chair.
- **Transfer Credit for the College's Foreign Language Requirement:** In order to receive transfer credit toward satisfying The College of Wooster's language requirement for taking the equivalent of SPAN 10100 (*Beginning Spanish I*) or SPAN 10200 (*Beginning Spanish II*) from another institution, the following requirements must be met: (1) The course must be taken at an accredited institution. Consult with the Office of the Registrar for this information; (2) A minimum of sixty contact hours is required for the transfer of credit; (3) If the institution is on a semester system, the course must be worth at least four semester-hours credit; (4) If the institution is on a quarter system, the course must be worth at least six quarter-hours credit; (5) The student must receive a grade of C or higher in the course. Students who wish to meet the College's foreign language requirement in Spanish through transfer credit for courses that do not meet the minimum requirements above must consult with the chairperson prior to such study, and will be required to take the departmental placement exam to demonstrate proficiency through the SPAN 10200 level. The Department of Spanish does not accept transfer credit from dual enrollment programs to fulfill the graduation requirement or requirements in the major or the minor. A student who seeks to fulfill the College's foreign language requirement for graduation based on work completed through a dual enrollment program must take the Spanish Placement Exam. The College does not accept transfer credit for online or distance learning courses.
- SPAN 20100, 20200, either 22300 or 22400, either 27000 or 31000, one 300-level

literature course, the Junior Seminar (SPAN 40100), SPAN 45100 and 45200 are required of all majors. Students who place above SPAN 20100 may take another upper-level course to complete the major. Whenever possible, the department strongly encourages students to take more than the required minimum of eleven courses.

- The Junior Seminar is to be completed before Senior Independent Study. A student may fulfill the Junior Seminar requirement by completing SPAN 31000, if not already taken to fulfill the department's requirements for the major, or an additional 300-level literature course. SPAN 31900 (*Applied Linguistics*) does not fulfill the Junior Seminar requirement.
- Students who place above SPAN 20100 may take another upper-level course to complete the minor. It is strongly recommended that one 300-level literature course be one of the six required courses for the minor.
- **Regarding the Major and the Minor:** SPAN 27000, 31000, the required 300-level literature course, and Junior Seminar may not be completed through transfer credit. A student may take both SPAN 22300 and 22400 for credit toward the major or the minor only with the permission of the Department Chair. A single 300-level literature course may not count as both the required literature course and Junior Seminar. SPAN 31000 may not count as both the required linguistics course and Junior Seminar. No more than one Spanish course taught in English may count toward the major. No Spanish courses taught in English may count toward the minor. Courses taken S/NC are not permitted in either the major or the minor.
- **Teaching Licensure:** Students interested in pursuing a career in elementary or secondary school teaching must complete the requirements for Multiage Licensure in Spanish as listed under *Teacher Licensure*. Complete information about the requirements may be found in *Teacher Education at the College of Wooster: A Supplement to the Catalogue* (which can be found at the following website: www3.wooster.edu/education/current/forms.html). Students should consult with the chairpersons of the departments of Spanish and Education.
- Please see the *Degree Requirements* section of this Catalogue, and the Department of Spanish Majors' Handbook, available on the Spanish Department webpage, for more complete information. In case of questions about the requirements for the major or the minor in Spanish, students should consult with the chairperson of the department.
- Only grades of C- or better are accepted for the major or minor.

SPANISH COURSES

SPAN 10100. BEGINNING SPANISH LEVEL I

Oral-aural instruction and practice with grammar, reading, and some writing. Emphasis on practical everyday language for direct communication. Instruction focuses on the cultural meaning of language. *Annually, Fall.*

SPAN 10200. BEGINNING SPANISH LEVEL II

Additional oral-aural instruction and continued practice with grammar, reading, and writing. Further emphasis on practical everyday language for communication. Instruction focuses on the cultural meaning of language. *Prerequisite: SPAN 10100 or placement. Annually, Spring.*

SPAN 20100. INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION, AND COMPOSITION I

Extensive practice in conversation and composition with comprehensive grammar review. Reading and discussion of short texts. Structured to improve oral and written proficiency and to develop reading ability by way of vocabulary building, recognition of grammatical structures, and determining meaning from context. *Prerequisite: SPAN 10200, equivalent, or permission of the instructor. Annually, Fall and Spring.*

SPAN 20200. INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION, AND COMPOSITION II

A continuation of Spanish 201. Extensive practice in conversation and composition with comprehensive grammar review. Reading and discussion of short texts. Structured to improve oral and written proficiency and to develop reading ability by way of vocabulary building, recognition of grammatical structures, and determining meaning from context. *Prerequisite: SPAN 20100, equivalent, or permission of the instructor. Annually. Fall and Spring.*

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN (Africana Studies, Comparative Literature, Latin American Studies)

Taught in English. A study of Caribbean culture, literature, and film with special emphasis on the African heritage and the cultural politics of race. Topics include colonization and transculturation, slavery and plantation culture, maroon resistance, negrismo, race, and nationalism. Primary texts include readings in social and cultural history, film, autobiography, historical fiction, and poetry. Works by Juan Francisco Manzano, Miguel Barnet, Alejo Carpentier, Nicolás Guillén, Nancy Morejón, Rosario Ferré, and Ana Lydia Cabrera. *Alternate years. Not offered 2011-2012. [C, AH]*

SPAN 21300. U. S. LATINO LITERATURES AND CULTURES (Comparative Literature, English, Latin American Studies)

Taught in English. A study of U. S. Latino literature, culture, and film that focuses on questions and issues of ethnic identity as presented in works by Puerto Rican, Chicano, Mexican, Cuban, and Dominican authors who live and write in the United States. Topics will include self-representation, "ethnic" autobiographical discourse, the concept of language literacy and legacy, border theory, and the notions of (be)longing and displacement. *Alternate years. Not offered 2011-2012. [C, AH]*

SPAN 22300. READINGS IN SPANISH PENINSULAR CULTURES

The study of selected, key issues in the cultures of Spain through the close reading and analysis of appropriate texts. The focus is on the nature of cultural values, political and gender ideologies, social norms, institutions, and cultural practices as manifested in the literature and the visual arts of Spain. *Prerequisite: SPAN 20200, equivalent, or permission of the instructor. Annually. Fall. [W, C]*

SPAN 22400. READINGS IN LATIN AMERICAN CULTURES

The study of selected, key issues in the cultures of Latin America through the close reading and analysis of appropriate texts. The focus is on the nature of cultural values, political and gender ideologies, social norms, institutions, and cultural practices as manifested in the literature and the visual arts of Latin America. *Prerequisite: SPAN 20200, equivalent, or permission of the instructor. Annually. Spring. [W, C]*

SPAN 24700. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH PENINSULAR WRITERS (Comparative Literature)

Introduction to Spanish Peninsular literature and textual analysis through readings of representative genres of the twentieth and twenty-first centuries. Intensive study and discussion of selected passages to develop a critical approach to the literary currents that have most clearly contributed to the development of Spanish Peninsular literature of the period. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Not offered 2011-2012. [C, AH]*

SPAN 24800. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH AMERICAN WRITERS (Comparative Literature, Latin American Studies)

Introduction to Spanish American literature and textual analysis through readings of representative genres of the twentieth and twenty-first centuries. Intensive study and discussion of selected passages to develop a critical approach to the literary currents that have most clearly contributed to the development of Spanish American literature of the period. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Not offered 2011-2012. [C, AH]*

SPAN 25000. COMMERCIAL LANGUAGE AND CULTURE IN THE HISPANIC WORLD (Latin American Studies)

The study of the general linguistic, geographic, and cultural proficiency essential to conducting business in Spanish successfully, both in the United States and abroad. The focus is on vocabulary building, written and spoken business communications, and role plays. Recommended: ECON 10100. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. Fall 2011. [C]*

SPAN 27000. SPANISH PHONOLOGY (Latin American Studies)

Introduction to Spanish Phonology and its historical development from Latin. The focus is on the principles of

phonetics and diction. Attention is given to speech characteristics and to dialectal differences in Peninsular and Spanish American phonology. Oral drill to improve pronunciation and diction. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. Spring 2012. [AH]*

SPAN 27500. INTERMEDIATE SEMINAR: SPECIAL TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (Comparative Literature)

Studies in Hispanic language, literature, and culture varying in topic from year to year. Topics will be chosen for their significance and impact on the Hispanic cultures and may include, but are not limited to, religion, politics, philosophy, feminism, minority groups, linguistics. *May be taken more than once. Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Not offered 2011-2012. [Depending on the topic, C, AH]*

SPAN 28000. HISPANIC FILM (Comparative Literature, Film Studies, Latin American Studies)

Taught in English. A study of the history and evolution of cinema in Spain and Latin America with special attention paid to the documentaries and avant-garde films of the silent era, the neo-realist trends of the 40s, 50s, and 60s, the national cinemas of the 70s, 80s, and 90s, and the new directions of the contemporary period. The course focuses on the continuity of the auteur tradition in an industry dominated by Hollywood. Topics for discussion include: film as a means of exposing or confronting social injustice, nation-building, (de)constructing identity, problematizing modernity, subverting social codification/codifying subversion. Requirements: two evening film screenings per week and pre-assigned readings on film criticism, history and theory. *Every three years. Not offered 2011-2012. [C, AH]*

SPAN 30200. GOLDEN AGE LITERATURE (Comparative Literature)

A study of the principal trends and themes in Golden Age literature. Reading, analysis, and discussion of selected literary works of the Renaissance and Baroque periods that most clearly reflect the cultural, social, and psychological temperament of sixteenth and seventeenth century Spain. Readings include the poetry of Góngora and Quevedo, and the plays of Alarcón, Lope de Vega, Tirso de Molina, Calderón de la Barca, and Rojas Zorrilla. Introduction to the research methods for the study of Hispanic literature and culture. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Not offered 2011-2012. [C, AH]*

SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL (Comparative Literature, Latin American Studies)

The study of selected Latin American novels of the Boom and post-Boom. Consideration of technical innovation, gender difference, literature and history. Novelists studied include Rulfo, Vargas Llosa, García Márquez, Traba, Puig, and Skármeta. Introduction to the research methods for the study of Hispanic literature and culture. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Fall 2011. [C, AH]*

SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE (some sections cross-listed with: Comparative Literature, Latin American Studies, Women's, Gender, and Sexuality Studies)

The study of major literary currents of Spanish America from the nineteenth century to the present through the readings, discussion, and criticism of key literary works that have most clearly contributed to the development of Spanish American literature. Emphasis on the realist and regionalist novel, the essay, and late nineteenth century and twentieth century theater. Introduction to the research methods for the study of Hispanic literature and culture. *May be taken more than once. Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Not offered 2011-2012. [C, AH]*

SPAN 31000. THE STRUCTURE OF MODERN SPANISH (Latin American Studies)

A contrastive study of morphological, syntactic, and semantic structures of Spanish and English. This course is designed to help advanced students and prospective teachers of either language to gain knowledge of the particular areas of difficulty and correct problems. Introduction to the research methods for the study of Hispanic language and linguistics. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. Not offered 2011-2012. [AH]*

SPAN 31100. ADVANCED SEMINAR: SPECIAL TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (some sections cross-listed with Latin American Studies)

An advanced seminar exploring a specific author or a limited number of authors, a literary period or genre, or a specific linguistic, literary, cultural topics or methodological approach. Topics will be chosen for their significance in Hispanic language, linguistics, literature, or culture. Introduction to the research methods for Hispanic Studies. *May be taken more than once. Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Not offered 2011-2012. [Depending on the topic, C, AH]*

SPAN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French, German, and Spanish. Individual practice for the students of each language. Required for licensure of prospective teachers of Spanish. This course does not fulfill the Junior Seminar requirement. *Prerequisite: SPAN 27000, 31000, or permission of the instructor. Alternate years. Spring 2012.*

SPAN 39900. DON QUIXOTE: METAFICTION AND THE DAWNING OF THE MODERN NOVEL (COMPARATIVE LITERATURE)

This course is offered in English. An in-depth study of Don Quixote as the beginning of the modern novel in the western world. Discussion of the inherent national values of Cervantes's masterpiece and its intrinsic universal appeal. Study of the structure, motives, and motifs of the novel; of Cervantes's narrative technique and narrative theory; of point of view in the novel; of the themes of self-conscious literature and metafiction; of Don Quixote's heroism and folly; and of the "quixotic principle" and its impact on the evolution of western narrative tradition. *Prerequisite: prior study of literature or film recommended. Spring 2012. {C, AH}*

SPAN 40000. TUTORIAL

Individual study of a topic developed in consultation with the faculty member of the department supervising the project. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

SPAN 40100. JUNIOR SEMINAR

A student may fulfill the Junior Seminar requirement by completing SPAN 31000, if not already taken to fulfill the department's requirements for the major, or an additional 300-level literature course. All 300-level courses provide an introduction to the research methods for the study of Hispanic language and linguistics, literature, and culture in preparation for Senior Independent Study. SPAN 31900 (*Applied Linguistics*) does not fulfill the Junior Seminar requirement. To be completed before Senior Independent Study. *Fall and Spring.*

SPAN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research of a specific topic in Spanish language, culture, or literature under the direction of a faculty member of the department, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: SPAN 40100, Spanish major of senior standing.*

SPAN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: SPAN 45100.*

THEATRE AND DANCE

Kim Tritt, Chair
Shirley Huston-Findley
James Levin
Jimmy Noriega
Dale Seeds

Theatre and Dance, as studied at The College of Wooster, emphasizes the relationship between scholarship and artistry, investigating both the range and depth of the human experience. The Theatre and Dance Major and Minor curricula offer a broad range of knowledge designed to examine acting, directing, dance, design and technology, history, literature, playwriting, and theory, focusing in each area on the importance of analyzing texts in their various modes: the written text, the visual text, and the physical text. While the Theatre and Dance student may choose to specialize in one of these particular areas of the discipline for their Senior Independent Study, the departmental philosophy remains dedicated to the liberal arts belief in developing, through its interdisciplinary curricular structure, a combination of historical and

critical analysis in relationship to the study of various performance texts, resulting in the creation of the artist/scholar.

The Theatre and Dance major consists of a minimum of 12 course credits: three 100-level foundational courses focusing on the understanding of text from a variety of perspectives, three 200-level history/literature/theory/criticism courses, two 300-level Topics courses, one 400-level Advanced Seminar, Junior Independent Study, and two semesters of Senior Independent Study.

Major in Theatre and Dance

Consists of twelve courses:

- THTD 10100
- THTD 10200
- THTD 10300
- Two of the following courses: THTD 20100, 20200, 24400, or 24600
- One of the following courses: THTD 24100, 24200, 24300, 24500, or 24800
- Two of the following 300-level courses: THTD 30100, 30200, or 30300
- One of the following 400-level courses: THTD 44100, 44200, or 44300
- Junior Independent Study: THTD 40100
- Senior Independent Study: THTD 45100 (see note below)
- Senior Independent Study: THTD 45200

Minor in Theatre and Dance

Consists of six courses:

- THTD 10100
- THTD 10200
- THTD 10300
- One of the following courses: THTD 20100, 20200, 24100, 24200, 24300, 24400, 24500, 24600, or 24800
- One of the following 300-level courses: THTD 30100, 30200, or 30300
- One of the following 400-level courses: THTD 44100, 44200, or 44300

Special Notes

- Students choosing to include a production/performance component in their Senior IS must also take three sections of either THTD 12101 *Performance Practicum* or THTD 12102 *Production Practicum*, and one section of THTD 12103 *Stage Management Practicum* (.25 credit each), for a total of one credit.
- Only grades of C- or better are accepted for the major or minor.

THEATRE AND DANCE COURSES

FOUNDATION COURSES

THTD 10000. ARTS AND ENTREPRENEURSHIP (Art and Art History, Music)

This course will provide an introduction to and overview of the philosophy of entrepreneurship as well as the operational, management and “real life” aspects of launching and maintaining a non-profit arts organization in contemporary America. The course will explore general principles and theories of the following aspects: legal, organizational, mission, board development, branding and marketing, fiscal and budgetary, fund-raising, programming and strategic planning. It will also examine the issues that modern artistic and managerial leadership confront including intellectual property, first amendment issues, successors, capital campaigns, and institutional survival. Classes will focus on the student’s conceptualization, formation, launch and management of a faux non-profit cultural organization. *Fall 2011. [AH]*

THTD 10100. THE WRITTEN TEXT (W)

The Theatre and Dance program at Wooster emphasizes the importance of analyzing texts in their various

modes: the written text, the visual text and the physical text of the performer's body. These modes interact simultaneously with each other in the process of performance. This course specifically poses fundamental questions about the nature of written texts, and how they become transformed in the performance process. This understanding of texts is fundamental to both the enlightened theatre and dance audience member and to the work we do as actors, dancers, directors, choreographers, dramaturges, designers, technical personnel, and support staff. *Annually. Spring. [AH]*

THTD 10200. THE VISUAL TEXT

The visual text, which includes the images created by the body, scenery, lighting, costumes, properties, film, and digital imagery, forms the ways in which the written text is performed. Students will focus on the following: how visual elements narrate the story; the basic tools and principles of design and the visual arts which communicate space, meaning, mood and emotion; and how visual communication in a performance context is culturally based and informed by historical and stylistic insight. The student is expected to develop a visual literacy and to apply this knowledge to both the understanding of how these elements create meaning and the development of creative visual representations of a text. *Annually. Fall 2011 and Spring 2012. [AH]*

THTD 10300. THE PHYSICAL TEXT

An introductory level course intended to engage students in the study of movement as a primary text necessary for developing the art and craft of performance. Students will be introduced to the diversity of physical tools that shape movement of the performative body and how to analyze physical text with critical literary and cultural theory of Western and non-western performance systems. *Annually. Fall. [AH]*

THTD 10400. THE IMPULSE TO CREATE (Art and Art History, Music)

Creativity has been defined as "the process involving the generation of new ideas or concepts or associations." The impulse to create is at the core of entrepreneurialism, which can be defined as the transformation of incoherent elements into a tangible "something," to create art or a product or an event. Class discussion will range over diverse topics such as theories of creativity, student research into the sources of creativity for artists, innovators, inventors and creators, and experiential, in-class exercises exploring the students' own creative impulses. *Spring 2012. [AH]*

THTD 12101. PERFORMANCE PRACTICUM

Performing in a faculty-directed theatre or dance production. Rehearsal and performance time must total a minimum of 40 hours. Only those students who are cast in faculty-directed productions should register for the Performance Practicum. Students cast in non-faculty directed productions may receive credit pending faculty approval through a student petition. (.25 course credit) *Annually. Fall and Spring.*

THTD 12102. PRODUCTION PRACTICUM

Practical experience in the production of a faculty directed play, musical or dance concert, including scene, costume or props design or construction; lighting design or execution; or serving on a stage or wardrobe crew. Non-faculty directed productions may receive credit pending faculty approval through a student petition. A minimum of 40 hours during the semester is required. *Permission and arrangements are made through the instructor and the Department's Technical Director. (.25 course credit) Annually. Fall and Spring.*

THTD 12103. STAGE MANAGEMENT PRACTICUM

Practical experience in stage management of a faculty directed play, musical or dance concert, including serving as an assistant stage manager or assistant director. Non-faculty directed productions may receive credit pending faculty approval through a student petition. A minimum of 40 hours during the semester is required. *Prerequisite: Permission and arrangements are made through the instructor and the Department's Technical Director. (.25 credit). Annually. Fall and Spring.*

HISTORY, LITERATURE, THEORY & CRITICISM

THTD 20100. CONTEMPORARY DANCE HISTORY

This course explores the development of contemporary dance as an art form. Rich in diversity, the modern dance is world-conscious, concerned with social, cultural, and personal issues. Beginning with an introduction to late-nineteenth-century theatrical dance, this class will examine twentieth-century concert dance choreographers and their work as evidence of identity and change through dance literature, critical essays, and film. *Alternate years. Not offered 2011-2012. [C, AH]*

THTD 20200. DANCE IN WORLD CULTURES

An introductory overview to selected dance traditions of the world. The course will examine such issues as the role of the physical text in dance, influences from other cultures, and culture-specific choices of the physical body. Students will gain understanding of how dance is embedded in the belief systems of the people who created it, how dance forms have changed and why, and develop skills in communicating about dance orally and in written form. *Alternate years. Not offered 2011-2012. [C, AH]*

THTD 24100. Latina/o Drama and Performance (Latin American Studies)

This course is an introduction to the history of Latina/o theatre and performance in the United States. By dismantling borders and opening up the public space of performance, students will explore topics related to identity and representation within the various Latina/o communities in the U.S. Analyzing a variety of performance genres and styles, the course examines how creative forms challenge dominant ideology and culture. Topics of emphasis include: immigration and diaspora, family and heritage, gender and sexuality, assimilation and resistance, violence, politics, and class struggle. Students will engage in historical, social, political, and cultural analyses of the theatre being created by Latina/os and the ways that their works bridge the gap between Latin America and the United States. *Fall 2011. [C, AH]*

THTD 24200. AFRICAN AMERICAN THEATRE HISTORY (Africana Studies)

An overview of the history and literature of African Americans in theatre from the pre-Civil War era to the emergence of contemporary theatre. Students will compare images of blacks as created by both black and white playwrights and the effect of those images on social attitudes, through the reading and analyses of various plays. In addition, the lives and contributions of noted African American artists will be researched. *Not offered 2011-2012. [C, AH]*

THTD 24300. EXPLORING INDIA AT HOME AND ABROAD THROUGH THE ARTS (South Asian Studies)

This interdisciplinary course provides students an opportunity to examine the rich history of the arts and culture of India both at home during the fall semester and abroad in a three-week field study experience during winter break. Through readings, discussions and guest lectures, the fall semester course, meeting one day per week, focuses on developing a foundational knowledge regarding the geography, religions, history, and cultural practices of India, as well as a more in depth awareness of the richness of the arts in their various forms. The three-weeks abroad provides students with a field experience where they will attend traditional January festivals in Chennai, engage in folk arts in the village of Dakshinachitra, interact with Indian artists and scholars in Kerala Kalamandalam University of Arts and Culture, and participate in a service-project in Wooster Nagar. *Fall 2011. [C, AH]*

THTD 24400. ORIGINS OF DRAMA

This course introduces students to the origins of eastern and western dramas, focusing primarily on Europe, the U.S, and India, emphasizing the relationships between history, dramatic literature, and theory. *Alternate years. Spring 2012. [AH]*

THTD 24500. FEMINISM AND THEATRE (Women's, Gender, and Sexuality Studies)

This course is designed to explore theories of feminism and gender issues in relation to dramatic literature from a wide range of time periods and perspectives. Emphasis will be placed on developing student appreciation of and critical responses to traditional and non-traditional forms of drama as they relate to women as bodies in performance; the relationship of the male gaze (in film and on stage) to both canonical and non-canonical works; and marginalized voices (e.g.; women of color). *Every third year. Not offered 2011-2012. [C, AH]*

THTD 24600. REALISM AND BEYOND

This course traces the various theoretical movements found in the development of world theatre from the introduction of Realism to the present, emphasizing the relationships between history, theory, criticism, and dramatic literature. *Alternate years. Not offered 2011-2012. [AH]*

THTD 24800. NATIVE AMERICAN PERFORMANCE (Film Studies)

The performance traditions within Native American cultures are extremely rich and diverse, embracing ritual, myth, spirituality, oral literature, art, music, dance, film, and, more recently, improvised and written scripts. A survey of this tremendous diversity would be impossible; accordingly, the course intends to indicate and suggest the diversity of recent Native performance in two ways: first, by focusing specifically on the range of recent performance practices of specific Native Alaskan and Native American peoples, and second, by the study of recent texts and performances by Native theatre groups, and performance artists such as Tomson Highway, William S. Yellow Robe, Drew Hayden Taylor, Chris Eyre, Marie Clements, and Hanay Geiogamah. *Every third year. Not offered 2011-2012. [C, AH]*

THTD 24900. INDIGENOUS FILM (Film Studies)

The course explores how indigenous cultures throughout the world have combined ritual, myth, oral literature, art, music, and dance with contemporary film. It will focus primarily on the films that have recently emerged from indigenous cultures of North American, Northern Europe Australia Africa, Asia and Polynesia. We will examine traditional culture, stories and performance practices as a means to gain awareness as to how a culturally specific indigenous film genre, free from colonial domination, develops its own voice and unique visual language. *Alternate years. Spring 2012. [C, AH]*

TOPICS

Intended to create a natural extension from 100-level foundation courses, THTD 30100-30103 *Topics in the Written Text*, THTD 30200-30209 *Topics in the Visual Text*, and THTD 30300-30308 *Topics in the Physical Text* educate students in a variety of areas pertaining to the many possible foci available in the performing arts: acting, dance, directing, design, writing, and/or history, as well as practical application to Film Studies when possible. Four 300-level Topics courses will be provided each year, two per semester, rotating emphasis upon the Written Text, the Visual Text, and the Physical Text as appropriate.

THTD 30100-30103. TOPICS IN THE WRITTEN TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10100 or permission of the instructor. [W, AH]

THTD 30200-30209. TOPICS IN THE VISUAL TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10200 or permission of the instructor. [AH]

THTD 30300-30308. TOPICS IN THE PHYSICAL TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10300 or permission of the instructor. [AH]

ADVANCED SEMINAR

An Advanced Seminar course intended to engage students in theatre and dance through the written text, the visual text or the physical text as they connect to and reinforce the production program. Students will have an opportunity to experience the relationship between the classroom and the stage by being challenged with advanced theoretical and critical thinking that mingles with the skills inherent in production.

THTD 44100-44102. ADVANCED SEMINAR IN THE WRITTEN TEXT

Prerequisite: THTD 10100 and 30000. At the discretion of the instructor, prerequisites may be waived for students whose major has prepared them for the specific topic of a particular Advanced Seminar. Not offered 2011-2012.

THTD 44200-44201. ADVANCED SEMINAR IN THE VISUAL TEXT

Prerequisite: THTD 10200 and 30000. At the discretion of the instructor, prerequisites may be waived for students whose major has prepared them for the specific topic of a particular Advanced Seminar. Not offered 2011-2012.

THTD 44300-44304. ADVANCED SEMINAR IN THE PHYSICAL TEXT

Prerequisite: THTD 10300 and 30000. At the discretion of the instructor, prerequisites may be waived for students whose major has prepared them for the specific topic of a particular Advanced Seminar.

OFF-CAMPUS STUDY

THTD 39100, 39200. INDIVIDUAL SUMMER STUDY

This course is intended to provide the advanced theatre student an opportunity to develop professionally by accepting a Summer Internship or Apprenticeship with a recognized theatre or dance company. Students will submit a detailed course proposal to the departmental faculty at the beginning of the second semester prior to commencing summer study. The reputation and operational procedures of each theatre organization will be closely scrutinized by the faculty in order to assure a significant experience for the student. Special attention will be paid to the supervision and evaluation of the summer experience by a Theatre and Dance faculty member. Students must turn in a journal to the supervising faculty member at the conclusion of the course. (1 – 2 course credits) *Prerequisite: permission of the department.*

THTD 40700, 40800. PROFESSIONAL THEATRE INTERNSHIPS

Internships with established professional theatres are included under this classification. Interns are assigned responsibilities by the host theatre, which they are expected to fulfill, and the theatre will make available other

opportunities for observation and participation. The student's choice of theatre and its intern program must be approved by the department. Students choosing to study off-campus for a full semester are strongly encouraged to do so in either the Spring of their sophomore year or the Fall of their junior year to avoid conflict with the Junior Independent Study offered in the Spring only. *S/NC course.*

GLCA NEW YORK ARTS PROGRAM

A semester of study and work in New York with professionals in various aspects of theatre and dance according to individual interest. Students live in a dormitory-type environment where they also attend a number of seminars. The major portion of time is spent on-the-job as an intern with a well-known artist or artists and companies. *Prerequisite: recommendations by the department chairperson and adviser, and acceptance by the administrators of the program in New York. (4 credits)*

INDEPENDENT STUDY

THTD 40100. JUNIOR INDEPENDENT STUDY

An application of methods of research (historical, theoretical, analytical) pertinent to the performing arts, with emphasis on developing a research agenda and writing process, including the formation of a critical question, sentence outline, and annotated bibliography. Requirements include a 25-30-page research paper. Prerequisites: THTD 101, 102, 103, the completion of a writing-intensive (W) course, at least one 300-level Topics course, and at least one of the three required history courses. *Annually. Spring.*

THTD 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student produces a thesis and/or a project. The project can be in stage management, directing, acting, play writing, design, dance, or a devised production and must include a companion research paper that articulates and explores a critical question posed by the project. *Prerequisite: THTD 40100.*

THTD 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and/or project. *Prerequisite: THTD 45100.*

URBAN STUDIES

CURRICULUM COMMITTEE:

James Burnell (Economics), Chair

Heather Fitz Gibbon (Sociology)

Eric Moskowitz (Political Science)

The Urban Studies program provides both an interdisciplinary major and an off-campus urban experience for non-majors. Urban Studies is sponsored by the departments of Economics, Political Science, and Sociology and administered by a faculty committee.

The Urban Studies major allows students to gain a perspective on the different urban phenomena that crucially affect the quality of life of most Americans, and to relate their liberal education to specific and real human concerns. The Urban Studies major provides a social-scientific core from which students may elect to branch out into various curricular tracks that either broaden the disciplinary bases of urban understanding or deepen competence within a particular discipline.

Major in Urban Studies

Consists of fourteen courses:

- URBN 10100
- ECON 10100
- One of the following courses: ECON 11000 or SOAN 24000
- URBN 20100

- PSCI 20500
- SOCI 20600
- One of the following courses: ECON 21000 or SOCI 34200
- ECON 26100
- URBN 29100
- URBN 29200
- URBN 29300
- Junior Independent Study: URBN 40100
- Senior Independent Study: URBN 45100
- Senior Independent Study: URBN 45200

Minor in Urban Studies

Consists of six courses:

- URBN 10100
- ECON 10100
- One of the following course: ECON 11000, SOCI 24000, or Urban Semester
- PSCI 20500
- SOCI 20600
- ECON 26100

Special Notes

- **Off-Campus Study:** The Urban Studies Program requires off-campus study – the Urban Semester. The off-campus program should consist of a city seminar and an urban related internship. Contact the chairperson of Urban Studies about the opportunities and arrangements for the Urban Semester.
- To be eligible for the Urban Semester, the major must complete either URBN 10100 or one of the following: ECON 26100, PSCI 20500, or SOCI 20600.
- For the Urban Semester, the students enroll in URBN 29100-29200 *Urban Field Study*. This is the field placement for which the students receive two course credits. In addition, they enroll in URBN 29300 *Urban Field Seminar*, a course designed to familiarize the student with the particular problems of the host city. URBN 29100, 29200, and 29300 are graded S/NC.
- Participation in the Urban Semester is also available to non-majors. The prerequisites for Urban Semester for the non-major are either URBN 10100 or two of the following courses: ECON 10100, 26100, PSCI 20500, SOCI 20600, or URBN 20100. The Urban Semester for the non-major consists of URBN 29100-29200 *Urban Field Study* and the additional options as provided for majors.
- S/NC evaluation is not permitted for courses in the major, except for URBN 29100, 29200, and 29300.
- Only grades of C- or better are accepted for the major or minor.

URBAN STUDIES COURSES

URBN 10100. CONTEMPORARY URBAN ISSUES

An interdisciplinary approach to issues and institutions present in American cities. Contemporary urban problems related to growth, housing, poverty, race, social relations, etc., and public policies designed to alleviate them are analyzed from a social science perspective. Alternative ideological perspectives are presented. *Annually, Fall. [HSS]*

URBN 20100-20103. SPECIAL TOPICS IN URBAN STUDIES

A seminar exploring the current theories and research regarding selected issues facing urban areas. Topics will be announced in advance by the faculty member teaching the course. *Prerequisite: URBN 10100 or any course in Economics, Political Science, or Sociology. Annually, Spring. [HSS]*

URBN 29100, 29200. URBAN FIELD STUDY

The city itself is the laboratory in which this learning experience takes place. The student becomes engaged in the activity of that “laboratory” through thirty or more hours a week of intern-type service in any one of a variety of public or private agencies. Placements are designed to meet the student’s particular curricular and pre-professional interests. The field experience is supervised by a mature employee of the agency. On location in various cities. (2 course credits)

URBN 29300. URBAN FIELD SEMINAR

The cross-disciplinary analysis of the city as a political, social, and economic entity will draw upon and help interpret the student’s experience in urban field study. Utilizing various resources, including local citizens and leaders, attention will focus on acquisition and analysis of information about the host city. Seminar directed by staff on location in the city.

URBN 40100. JUNIOR INDEPENDENT STUDY

This course will introduce Urban Studies majors to the process of conducting social scientific research in an urban context. Students will be exposed to the practical techniques for accomplishing an urban research project. This includes providing the appropriate theoretical framework and specification of methodology that will be used to test hypotheses on urban phenomena.

URBN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student undertakes a significant, independent, interdisciplinary analysis of an urban-related topic, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: URBN 40100.*

URBN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: URBN 45100.*

WOMEN’S, GENDER, AND SEXUALITY STUDIES

CURRICULUM COMMITTEE:

Nancy Grace (English), Chair

Travis Foster (English)

Amber Garcia (Psychology)

Raymond Gunn (Sociology)

Katherine Holt (History)

Monika Flaschka

Stacia Kock

The WGSS curriculum is based in feminist scholarship—both within traditional disciplines across the academic divisions and in response to questions that cannot be answered within the framework of a single discipline. To foster this interdisciplinary inquiry, the Women’s Studies Program was established in 1978 and has been built upon the feminist teaching, scholarship, and activism of faculty and students with a wide variety of disciplinary and cross-disciplinary perspectives. In the past few decades, the program has grown and evolved, changing its name to the Women’s, Gender, and Sexuality Studies Program in 2008 to recognize important changes within feminist scholarship.

Acknowledging this important history, WGSS courses retain Women’s Studies’ focus on examining previously unavailable information about the lives and contributions of women and analyzing the effects of cultural attitudes, power and unequal

ity, and social structures on the experiences of women. The courses also incorporate the important and transformative scholarship and questions that have been revealed by Men's and Queer Studies, about the relationships between patriarchy, men's experiences, and the dynamic mutability of gender. By valuing the relationship between theoretical and experiential knowledge, and privileging historically marginalized voices, WGSS encourages scholarship and teaching that is committed to the feminist principle of creating a more just world for all.

Major in Women's, Gender, and Sexuality Studies

Consists of eleven courses:

- WGSS 12000
- Two of the following courses: WGSS 20200, 20400, or 20600
- WGSS 31000
- Four electives from cross-listed courses accepted for WGSS credit.
 - Two of these must be courses accepted for WGSS credit from one division (AH, HSS, or MNS).
 - One of these must be a course accepted for WGSS credit from a second division (AH, HSS, or MNS).
 - One elective must be a course accepted for WGSS credit and focused on race, class, or culture in an area other than the United States.
- Junior Independent Study: WGSS 40100
- Senior Independent Study: WGSS 45100
- Senior Independent Study: WGSS 45200

Minor in Women's, Gender, and Sexuality Studies

Consists of six courses:

- WGSS 12000
- One of the following courses: WGSS 20200, 20400, or 20600
- WGSS 31000
- Two electives from cross-listed courses accepted for WGSS credit from two different divisions (AH, HSS, or MNS).
 - One of these must be a course accepted for WGSS credit and focused on race, class, or culture in an area other than the United States.
- WGSS 33000

Special Notes

- Majors and minors may substitute one WGSS 200-level course, WGSS 40000, or WGSS 40700 for one of the cross-listed courses.
- WGSS 40700 is strongly recommended.
- Only grades of C- or better are accepted for the major or minor.

WOMEN'S, GENDER, AND SEXUALITY STUDIES COURSES

WGSS 12000. INTRODUCTION TO WOMEN'S, GENDER, AND SEXUALITY STUDIES

This course is an interdisciplinary overview of the discipline of Women's Studies and the issues, theories, and feminist approaches to the study of gender and sexuality. It explores the meaning of the terms "gender" and "sexuality" in a historical and transnational context—particularly through their complex intersections with race, class, and nationality—and the political movements mobilized around these terms. Students will gain the critical tools necessary to examine how gender and sexual orientation are constructed in society and how these constructions might be shaped by individual experience. *Annually. Fall and Spring. [Wt, AH or HSS]*

WGSS 20200. HISTORY OF WESTERN FEMINIST THOUGHT

A broad introduction to the history and literature of Western feminist thought, beginning with precedents in the middle ages and the early modern eras and focusing on the major thinkers of the suffrage movement (First

Wave) through the Second and Third Waves of the women's movement. A consideration of the impact of feminists of color and of feminist postcolonial critiques, queer studies, and queer theory on contemporary feminist thought concludes the course. *Prerequisite:* WGSS 12000 or permission of instructor. Every three years; alternates with WGSS 20400 and 20600. Not offered 2011-2012. [W+, AH or HSS]

WGSS 20400. GLOBAL FEMINISMS (Latin American Studies)

This course will explore how feminism is understood throughout the world and examine struggles for women's equality in both a historical and transnational perspective. It examines the relationship between Western and so-called "Third World" feminisms, especially as efforts to empower women are impacted by nationalism, race, class and caste, religion, sexuality, and immigration. It will also interrogate the complex process of globalization to understand why it is experienced differently based on gender, as well as a geographical location. Theoretical developments in feminist and postcolonial theory and case studies of transnational feminist activism will allow students to critically explore political movements to address a variety of human rights issues throughout the world. *Prerequisite:* WGSS 12000. Every three years; alternates with WGSS 20200 and 20600. Spring 2012. [C, HSS]

WGSS 20600. QUEER LIVES

This course addresses a broad range of "queer" issues and the lived experiences of sexual minorities throughout the world. It explores major events in the history of lesbian, gay, bisexual, transgender, transexual, and queer political movements in the United States and transnationally to understand the social construction of identities and movements and how they have changed in different times and places—often as a result of race-, class-, and gender-based inequities. This course also considers the categories we use to describe same-sex desire. How do Western terms used above help (or hinder) our understandings of the experiences of Indian hijras, Thai "Toms" & "Dees," Native American two-spirit people, drag queens & kings, and others who don't fit "neatly" within single categories of gender, sex, and sexuality? *Prerequisite:* WGSS 12000. Every three years; alternates with WGSS 20200 and 20400. Not offered 2011-2012. [C, HSS]

WGSS 31000. SEMINAR IN FEMINIST LEARNING AND TEACHING

A rethinking of students' previous work in Women's, Gender, and Sexuality Studies through an in-depth immersion in advanced theoretical readings, literature, and personal writings pertaining to women, gender, and sexuality. The course is taught through feminist pedagogy and collaborative learning. The seminar is required of majors and minors but open to other interested students. S/N/C course. *Prerequisite:* WGSS 12000 and one 200-level WGSS course, or permission of instructor. Annually. Fall 2011.

WGSS 32000-32003. SPECIAL TOPICS IN WGSS

An advanced seminar exploring current theory and research on selected interdisciplinary issues in Women's, Gender, and Sexuality Studies. Topics will be announced in advance by the faculty member teaching the course. *Prerequisite:* WGSS 12000 or permission of instructor. Annually. Not offered 2011-2012. [W+]

WGSS 33000. FEMINIST METHODOLOGIES

What makes a research methodology feminist? Through advanced interdisciplinary readings and short writing assignments, students will be introduced to feminist research methods as well as distinctive feminist critical approaches to issues in the social sciences, physical sciences, and the humanities. This course is required of Women's, Gender, and Sexuality Studies majors and minors, but it is designed for other students planning to incorporate feminist perspectives into their senior research. *Prerequisite:* WGSS 12000 and/or permission of instructor. Annually. Spring 2012.

WGSS 40000. TUTORIAL IN WGSS

Independent research on a topic in consultation with a supervising faculty member. *Prerequisite:* WGSS 12000 and at least one other course from Women's, Gender, and Sexuality Studies courses or cross-listings; the approval of both the supervising faculty member and the chairperson is required prior to registration.

WGSS 40100. FEMINIST METHODOLOGIES

What makes a research methodology feminist? Through advanced interdisciplinary readings and short writing assignments, students will be introduced to feminist research methods as well as distinctive feminist critical approaches to issues in the social sciences, physical sciences, and the humanities. This course is required of Women's, Gender, and Sexuality Studies majors and minors, but it is designed for other students planning to incorporate feminist perspectives into their senior research. *Prerequisite:* WGSS 12000 and one 200-level WGSS course, or permission of instructor. Annually. Spring 2012.

WGSS 40700. WGSS PRACTICUM

Supervised participation in practical efforts toward understanding and/or working for gender equity; to be undertaken through approved placement in an organization in the community or a student-defined project addressing these goals. The work will culminate in written analysis of the practicum experience in relation to coursework in WGSS. Students interested in a practicum experience are also urged to explore the Antioch Women's Students Semester in Europe (Fall), the GLCA Philadelphia Center Urban Program, and make prior arrangements with a Women's, Gender, and Sexuality Studies faculty member to count their off-campus work as a practicum upon submission of a reflective paper or journal entries. *Prerequisite: WGSS 12000 and at least one other WGSS course; permission of the chairperson is required before registration. Annually. Fall and Spring.*

WGSS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which students use the methods and perspectives of feminist interdisciplinary scholarship to pursue questions of their own design, developed within the context of their prior course work and their interests within the major, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: WGSS 40100.*

WGSS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: WGSS 45100.*

**CROSS-LISTED COURSES ACCEPTED FOR
WOMEN'S, GENDER, AND SEXUALITY STUDIES CREDIT**

AFRICANA STUDIES

- AFST 24000. AFRICANA WOMEN IN NORTH AMERICA: EARLIEST TIMES THROUGH THE CIVIL RIGHTS MOVEMENT [C, HSS]
- AFST 24100. AFRICANA WOMEN IN CONTEMPORARY SOCIETY [C, HSS]

ART AND ART HISTORY

- ARTD 21600. GENDER IN TWENTIETH-CENTURY ART [AH]
- ARTD 31018. THE VISUAL CULTURE OF CHILDHOOD IN EUROPE, 1300-1800 [AH]

CHINESE STUDIES

- CHIN 22200. WOMEN IN CHINESE LITERATURE [C, AH]

CLASSICAL STUDIES

- AMST 22300. GENDER AND SEXUALITY IN CLASSICAL ANTIQUITY [AH]

COMPARATIVE LITERATURE

- CMLT 23000. COMPARATIVE SEXUAL POETICS [W, AH]

ECONOMICS

- ECON 24500. ECONOMICS OF GENDER [HSS]

ENGLISH

- ENGL 21002. BLACK WOMEN WRITERS [AH]
- ENGL 21004. GENDER, RACE, AND THE CONSTRUCTION OF EMPIRE [AH]
- ENGL 21008. GENDER, SEX, AND TEXTS [AH]
- ENGL 21017. FEMINIST/QUEER THEORY [AH]
- ENGL 22003. VIRGINIA WOOLF [AH]
- ENGL 22011. JAMES BALDWIN AND TONI MORRISON [AH]
- ENGL 22015. REPRESENTING SEXUALITIES IN AMERICAN LITERATURE [AH]
- ENGL 30000. QUEENS [AH]

GERMAN STUDIES

- GRMN 22700. GERMAN LITERATURE IN TRANSLATION: GENDER, POWER, TEXT
- GRMN 22800. TOPICS IN GERMAN SOCIETY AND CULTURE: WOMEN IN GERMAN SOCIETY AND CULTURE [C]

HISTORY

- HIST 10100-10176. INTRODUCTION TO HISTORICAL INVESTIGATION (depending on topic)
[W, some sections count toward C, HSS]

Pre-Professional and Dual Degree Programs

HIST 10101. HISTORY OF MEN IN AMERICA [Wt, Ct, HSS]
HIST 20100. CRAFT OF HISTORY: TOPIC IN GENDER HISTORY [W, AH]
HIST 24700. WOMEN IN U.S. HISTORY [HSS]
HIST 27502. STUDIES IN HISTORY: HISTORY OF BRAZIL [HSS]
HIST 30126. WOMEN'S LIVES IN LATIN AMERICA [C, R, HSS]
HIST 30142. SOCIAL HISTORY OF AFRICAN AMERICAN WOMEN [HSS]

MUSIC

MUSC 21900. WOMEN IN MUSIC [C, AH]

PHILOSOPHY

PHIL 21200. RACE, GENDER, AND JUSTICE [C, AH]

PHYSICAL EDUCATION

PHED 20000. WOMEN IN SPORT

POLITICAL SCIENCE

PSCI 21000. WOMEN, POWER, AND POLITICS [C, HSS]
PSCI 23500. CONTEMPORARY FEMINIST POLITICAL THEORY [HSS]

PSYCHOLOGY

PSYC 21500. PSYCHOLOGY OF WOMEN AND GENDER [HSS]

RELIGIOUS STUDIES

RELS 22900. WOMEN AND RELIGION [C, R]
RELS 25200. THIRD WORLD FEMINIST THEOLOGY [R]
RELS 26719. GLOBAL CATHOLICISM IN AMERICA [R]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 22500. GENDER IN WORLD CULTURES [C, HSS]
SOCI 20700. SOCIOLOGY OF GENDER [HSS]
SOCI 21102. AMERICAN MASCULINITIES [HSS]

SPANISH

SPAN 30900. TRENDS IN SPANISH-AMERICAN LITERATURE: SPANISH-AMERICAN WOMEN WRITERS AND THE FEMALE LITERARY TRADITION [C, AH]

THEATRE

THTD 24500. FEMINISM AND THEATRE [C, AH]

PRE-PROFESSIONAL AND DUAL DEGREE PROGRAMS

The College of Wooster provides **pre-professional advising programs** to support and assist students who want to combine the study of the liberal arts with preparation for a specific profession. Professional schools in a variety of fields, from architecture and business to law and medicine, recognize the value of the range of skills that a liberal arts background provides. Wooster students have excellent success in pursuing advanced degrees in architecture, business, engineering, forestry and environmental studies, health care (*e.g.*, dentistry, medicine, nursing, and veterinary medicine), law, seminary studies, and social work.

The pre-professional advising programs at Wooster provide students with advice on the development of an appropriate academic program, co-curricular and volunteer experiences that expand a student's understanding of a given profession, guidance on summer research opportunities, lectures by leaders in the various profes-

sions, and information regarding the process of applying to graduate/professional schools. In addition to the pre-professional advising programs, the College also has established formal cooperative relationships with a number of leading universities to offer **dual degree programs**.

DUAL DEGREE PROGRAMS

The College provides students with the opportunity to pursue a liberal arts degree from Wooster in conjunction with a graduate/professional degree from a number of leading universities. Graduate or professional programs in medicine, dentistry, nursing, physical therapy, engineering, polymer engineering, architecture, law, and forestry and environmental studies are examples of eligible programs that may be approved. Specific requirements for some of these programs are provided below. The Dean for Curriculum and Academic Engagement will exercise judgment as to which graduate and professional programs are consistent with a baccalaureate degree and will set conditions for awarding the degree.

Students who intend to pursue dual degrees may complete the senior year *in absentia* and upon the completion of a specified portion of the graduate/professional program receive the baccalaureate degree. A candidate for the *in absentia* privilege should apply in writing to the Dean for Curriculum and Academic Engagement **by the end of the second semester of the sophomore year** and must receive the recommendation of the major department. **Wooster does not offer financial aid for the senior year *in absentia*.**

The general conditions under which approval of participation in a combined program is granted are as follows:

- The student must have completed at least 24 semester courses of which not fewer than 16 courses have been completed at Wooster. No more than two transfer courses may be offered, if approved, in fulfillment of degree requirements for participation in a Combined Professional Program.
- All other requirements of the College for the degree of Bachelor of Arts must have been met, except in the major and in Independent Study. In the major, the student must have completed a minimum of six courses, excluding the Senior Independent Study, and in Independent Study, a student must have completed one course, which if taken in the major may be included among the six courses required in the major. Students enrolled in the 3-2, 3-3, or 3-4 programs may declare a major in only one department.

PRE-ARCHITECTURE

An undergraduate B.A. degree from a liberal arts college such as Wooster can provide an excellent foundation for graduate training as a professional architect. Since the built environment both shapes and is shaped by society, an architect needs not only the technical training in design and engineering that would be provided by an advanced degree in architecture but also the broader understanding of history and culture that is best attained within the context of a liberal arts education. Moreover, an architect must think and write critically and be able to articulate his or her vision—another reason why a liberal arts B.A. is good career preparation. Two options are available to students interested in graduate study in architecture.

Pre-Architecture Program

Students considering a career in architecture can major in any discipline while completing a four-year B.A. at The College of Wooster. While fulfilling their major and general education requirements, they should plan to take the following recommended courses as preparation for graduate study:

- one semester of Calculus
- one or two semesters of Physics
- introduction to Psychology
- two semesters of History of Western Civilization
- four semesters of Studio Art (drawing, design, photography, painting, sculpture, and ceramics particularly recommended—either four introductory classes in different studio areas, or three introductory studio classes and one upper-level class)
- one or both of the Architectural History courses (ARTD 22300 and 22400) are highly recommended.

While this pre-architecture curriculum can be undertaken in conjunction with the requirements of any major, many students interested in architecture major in Studio Art, given the emphasis on that area in this recommended program.

Cooperative Program in Architecture (also referred to as 3+4 Cooperative Program)

Under agreement with Washington University's School of Architecture in St. Louis, students may complete three years at The College of Wooster before applying to transfer to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Wooster. Upon acceptance into the graduate program at Washington University, three additional years of study then lead to a Master of Architecture degree.

Washington University recommends that students include the coursework outlined above in the program of their first three undergraduate years, although it does not include introduction to psychology and art history courses in its suggested preparation.

The co-advisers for the pre-architecture program are *John Siewert and Walter Zurko, Department of Art and Art History.*

PRE-BUSINESS

The liberal arts provide excellent preparation for a career in business and for graduate study in business-related areas. The communication, decision-making, and analytical skills required at higher levels of corporate management and in small businesses are well served by Wooster's emphasis on a broad education from a variety of areas. In addition to the specific business courses offered as part of the Business Economics major (Finance, Accounting, Marketing, Management), students are encouraged to consider courses in the languages, mathematics, English, computer science, speech, psychology, and sociology.

For students interested in International Business, there is an integrated course of study that includes language, culture, and business economics components. Students should consult with the pre-business adviser or with the chairpersons of French, German, or Spanish for additional information.

Students who are interested in graduate study in business (M.B.A., D.B.A., or Ph.D.) can select any undergraduate major but are encouraged to include courses in mathematics (calculus or above), statistics (ECON 11000), accounting, and several Business Economics courses at the 200-level in their plan of study.

The pre-business adviser is *John Sell, Department of Economics.*

PRE-ENGINEERING

Bachelor Degrees

The College of Wooster has established formal 3-2 cooperative engineering programs with two universities: Case Western Reserve University in Cleveland,

Ohio, and Washington University in St. Louis, Missouri. Under these cooperative programs, the student is eligible to apply for admission to the engineering school upon satisfactory completion of a specific set of courses taken in the first three years at Wooster. The student transfers to the engineering school after the junior year to complete the last two years of the undergraduate engineering program. Upon completing the program, the student has earned a B.A. from Wooster and a B.S. from the engineering school.

The bachelor degree programs in engineering available at one or more of the cooperating universities include aerospace, biomedical, chemical, civil, computer science, electrical, environmental science, materials science, mechanical, polymer, and systems engineering.

Students who are considering this program should consult with the pre-engineering advisor and the chairpersons of the departments of Biology, Chemistry, Mathematics, or Physics before arranging their schedules.

Bachelor/Master of Science

B.A. in Physics/Chemical Physics and M.S. in Polymer Engineering (with the University of Akron)

A special 3-2 program has been approved for strong science students who can complete the required set of courses in three years at The College of Wooster and be admitted by special arrangement to the M.S. program in polymer engineering at the University of Akron. The College of Wooster will award a B.A. degree to these students after successful completion of the fourth year of coursework at the University of Akron. In the fifth year at Akron, students will complete a master's thesis and may have the opportunity to be co-advised by a Wooster faculty member. Students who are considering this program should consult with the pre-engineering advisor at the earliest opportunity to arrange their course schedules.

The adviser for all the pre-engineering programs is *John Lindner, Department of Physics*.

FORESTRY AND ENVIRONMENTAL STUDIES

Qualified students may participate in a **joint program with the Nicholas School of the Environment and Earth Sciences at Duke University**. The program leads to a B.A. from The College of Wooster and either a Master's of Environmental Management (M.E.M.) or a Master's of Forestry (M.F.) from Duke University. The Wooster degree will be awarded upon the successful completion of the first year of the two-year professional curriculum. The purpose of the program is to educate students to apply knowledge from the natural, social, and management sciences in the analysis of problems in natural resources and environment. Students may major in any area at The College of Wooster, and may enroll in one of nine specialty areas at the Nicholas School. In addition to the Master's of Forestry, the Master's of Environmental Management programs are: Coastal Environmental Management; Environmental Toxicology, Chemistry, and Risk Assessment; Conservation Science and Policy; Ecosystem Science and Management; Water and Air Resources; Global Environmental Change; Environmental Health and Security; and Forest Resource Management.

In addition to satisfying the requirements for a combined professional training program at Wooster, students should have taken at least one semester of college calculus, a statistics course, and some courses in the natural or social sciences related to their area of specialty. Graduate Record Examination scores (verbal, quantitative, and analytical) must accompany the application to the program in the third year.

The adviser for this program is *Richard Lehtinen, Department of Biology*. Students

aspiring to this program are encouraged to discuss their goals with Dr. Lehtinen early in their first year.

HEALTH PROFESSIONS (DENTISTRY, MEDICINE, NURSING, AND VETERINARY MEDICINE)

A liberal arts education is designed to address the complex scientific, societal, and practical challenges facing modern health care practitioners. Correspondingly, The College of Wooster offers its pre-health students a range of opportunities including: 1) a strong curriculum in the sciences that emphasizes undergraduate research; 2) courses in the social sciences and humanities that address ethical, economic, and social issues in health care; 3) practical programs that focus on themes such as how to plan for a career in health care and how to apply to medical and other professional schools; 4) job shadowing at local facilities; and 5) lectures by physicians and other health care professionals.

The Pre-Health Advising Committee is composed of faculty from the natural sciences, social sciences, and humanities in addition to staff from the Longbrake Wellness Center and Office of Career Services. This integrated approach to advising reflects the multifaceted nature of health care as well as the recommendation of the American Association of Medical Colleges that undergraduates take a balanced distribution of courses across many different disciplines. Wooster offers several courses in the social sciences and humanities that address current issues in health care. Research and clinical experience are strongly encouraged for students pursuing a career in medicine, and Wooster students are provided with excellent opportunities for undergraduate research through the College's Independent Study and summer research programs. The Pre-Health Advising Committee assists students in choosing the most appropriate courses, informs them about the range of health career options, and conducts workshops on preparing for the application process. Students can also gain firsthand experience through the Medic Aide program at Wooster Community Hospital in addition to several other volunteer and job shadowing opportunities. A few students have even done Senior Independent Study projects with co-advisors from the Cleveland Clinic-Wooster.

While most students enter professional school after completing four years of undergraduate education, some have taken advantage of Wooster's dual degree programs. In medicine and dentistry, the **dual degree option** applies to any accredited medical or dental school that admits students with three years of pre-medical preparation. With approval of the *in absentia* privilege, the Bachelor of Arts degree is granted upon the successful completion of the first year of the professional program. The College has established a **Seven-Year Pre-Dental/Dental Program** in which students spend three years at Wooster followed by four years at Case Western Reserve University School of Dental Medicine. Students who have been accepted to Wooster but have not yet started their first year may apply to this program if they notify the Office of Admissions of their intent. Provided that they meet certain guidelines, participants in this program will have guaranteed placement in the School of Dental Medicine upon completion of their junior year. The College also has a cooperative **3-4 program with the Frances Payne Bolton School of Nursing at Case Western Reserve University**, which requires the completion of three years at Wooster and four years at Case Western Reserve. Students in this program follow a prescribed set of courses in the physical sciences, social sciences, and humanities at Wooster. The graduate entry program at Case progresses from licensure as a Registered Nurse (RN) to a Master of Nursing (MN) degree and ultimately to the Doctor of Nursing Practice (DNP) degree. Students have the option of entering the workforce or continuing their training at any of these stages.

Further information is available from *Paul Bonvallet, Chairperson of the Pre-Health Advising Committee.*

PRE-LAW

The College of Wooster has a network of Pre-Law advisers committed to assisting students in constructing an appropriate academic program, selecting and applying to law schools, and examining career opportunities in law. The Pre-Law Advising Committee includes both faculty members with interest and experience in law and attorneys in private practice, as well as community and staff members with legal backgrounds. In addition to a network of advisers, Wooster offers a diversified, demanding, and traditional liberal arts curriculum which is most effective in developing the necessary skills to be successful in law school and the legal profession.

Law schools and the American Bar Association point out that there is no correlation between academic major and success in law school. Extremely successful legal careers have been launched by Wooster graduates from a wide variety of academic majors, ranging from history, philosophy, and political science to communication, biology, and economics. Wooster graduates have pursued law degrees at a wide variety of institutions, including Harvard University, Columbia University, Georgetown University, the University of Virginia, Ohio State University, Case Western Reserve University, University of Michigan, University of Chicago, Northwestern University, and Stanford University. Wooster graduates have gone on to distinguished and successful careers in the judiciary, private practice, corporate counsel, government, academic administration, and public interest work.

The Pre-Law Advising Program provides various sessions that focus upon practical advice for students preparing for law school and a legal career, including such themes as "Considering Law School," "Applying to Law School," and "Choosing a Legal Career." The Program also aids students in their preparation for the LSAT by offering a Mock LSAT on campus.

In addition, the Pre-Law Advising Program sponsors co-curricular programs that expand students' understanding of law and provide exposure to the legal profession. Wooster has an active Moot Court Program. One of the unique features of the College's Moot Court Program is that students are guided in their preparation not only by Wooster faculty but also by local attorneys and judges. The Pre-Law Advising Program sponsors "The Bell Lectureship in Law," an annual lectureship endowed by Jennie M. Bell and Federal Judge Samuel H. Bell ('47). The purpose of the Bell Lectureship is to engage students, faculty, members of the legal profession, and members of the community in a legal issue that has broad implications for society.

The College of Wooster participates in the **Accelerated Interdisciplinary Legal Education (AILE) Program with Columbia University**, whereby two Wooster students may be admitted to Columbia School of Law after their junior year. The students are selected jointly by the College and Columbia School of Law. Applications are made through the Pre-Law Committee chairperson at the College. Students accepted into this 3-3 program receive their B.A. from Wooster after completing their first year at Columbia. In addition, this program requires that students incorporate twelve hours of interdisciplinary study into their law school program after the first year.

For further information, contact *John Rudisill, Chairperson of the Pre-Law Advising Committee* or *Mark Weaver, Coach of the Moot Court Team.*

PRE-SEMINARY STUDIES

The curricular program at The College of Wooster provides for a course of study that serves the educational needs of those students interested in seminary or gradu-

ate study in religion as preparation for religious vocations or other service-oriented professions related to religion and religious vocations. The Association of Theological Schools recommends a broad liberal arts program that includes courses across the liberal arts, with a particular focus in the humanities and social sciences. Courses in religious studies, which may result in a major or minor, are strongly urged for those interested in exposure to religious studies prior to seminary or graduate school. The Department of Religious Studies and the Department of Classical Studies, in addition to regular offerings, provide courses in the languages (Classical Greek, Latin, Biblical Hebrew) crucial for seminary education. Off-campus credit programs wherein students can gain experience in religious and religion-related fields are among the offerings of the Department of Religious Studies. Representatives from seminary and graduate schools of religion visit the campus frequently.

Those interested in structuring a course of study that will lead to advanced study and vocational alternatives in the field of religious studies are urged to consult *Mark Graham, Department of Religious Studies*.

PRE-SOCIAL WORK

Students who wish to combine a liberal arts education with a social work professional degree have an opportunity to participate in a 3-2 program that leads to a graduate degree in an accredited school of social work. The College of Wooster is one of a select group of schools cooperating with the **Mandel School of Applied Social Sciences at Case Western Reserve University**. Under this program, a student would complete three years of liberal arts education at Wooster and then transfer into a two-year social work program at Case Western Reserve University. The Bachelor's Degree will be granted by The College of Wooster when the student has earned 30 semester hours of credit through the Mandel School of Applied Social Sciences.

Admission to the social work phase of the program is determined by the admissions office of the Mandel School of Applied Social Sciences of Case Western Reserve University. Students are not recommended to apply for the 3-2 program with Case Western Reserve University if their cumulative grade point average is below 3.2.

Students interested in the details of the program and the specific course requirements for the 3-2 option should discuss their program with *Thomas Tierney, Department of Sociology and Anthropology*.

OFF-CAMPUS STUDY

Off-campus study is integral to global education at the College. It offers students the opportunity to study and live in another cultural setting, whether domestic or foreign, and to pursue academic work that is not available on campus but that complements and supports Wooster's curriculum. Off-campus study is coordinated by the Director of Off-Campus Studies through the office of Off-Campus Studies (OCS). The OCS office promotes global events on campus, advises students on off-campus opportunities, and facilitates both domestic and international off-campus study. **Please consult the OCS website (www.wooster.edu/Academics/Off-Campus-Study).** For further information, contact *Jessica DuPlaga, Director, Off-Campus Studies*.

The off-campus study application deadlines to study off-campus for the 2012-2013 academic year (fall or spring semester, or full year) are:

- December 1, 2011 — Declaration of Intent to Study Off-Campus
- March 1, 2012 — Off-Campus Study Application.

Application forms may be downloaded from the OCS website. Application to OCS is a request for permission from the College to participate in off-campus study.

To be eligible for off-campus study, students must meet the following **prerequisites**:

- sophomore or junior status at the time of the program;
- good standing under the College's Codes of Academic Integrity and Social Responsibility;
- a minimum cumulative GPA of 2.500 (some programs require a higher GPA);
- completion of the Off-Campus Study Application forms by the College deadline;
- approval by the student's academic adviser.

Following OCS approval of their application to study off-campus, students must also apply for admission to their program of choice. Many programs have requirements such as specific course prerequisites (particularly for those where English is not the language of instruction). Students should review the literature on the program and consult with the Director of Off-Campus Studies. Upon completing the off-campus study program, the student is responsible for arranging to have an official transcript sent to the Office of the Registrar at Wooster. When applying for an off-campus program, students should direct that the grade report be sent to the Office of the Registrar at the College. It is the responsibility of the student to know the credit system for the off-campus institution they are attending and how the earned credit from other institutions will be converted to the course credit system at Wooster. The grade for each course must be a C or higher, and course credits only—not grades—are entered on the Wooster transcript. Each course credit (1.000) at Wooster is valued at 4-semester hours or 6-quarter hours. Therefore, a 3-semester hour course transfers to Wooster as .750 course credit; and a 5-quarter hour course transfers to Wooster as .833 course credit.

In addition to its own "Wooster in" programs, the College also endorses a number of off-campus study programs provided by other organizations. A complete list of all programs endorsed by the College is available on the OCS website. Many off-campus programs are available through Wooster's membership in various organizations and academic consortia, such as the Great Lakes Colleges Association (GLCA). The GLCA collaborates on some programs with the Associated Colleges of the Midwest (ACM). Such programs of third-party providers typically involve an academic council or an advisory committee. As an institutional affiliate, the College offers direct input to the administration of these programs and shares in their assessment and evaluation.

Endorsement of an off-campus program by the College signifies the College's approval of the academic merit of the program. This formal endorsement permits the transfer of financial aid and scholarships to ONE endorsed off-campus study program (semester- or year-long) during the student's time at Wooster. Because the costs of off-campus study programs vary, students should consult the Director of Financial Aid on the applicability of financial aid and scholarships to the costs of specific programs. Students are expected to take advantage of the opportunities provided by the College's endorsed list of programs. Only in exceptional circumstances may other programs be endorsed through a petition to the Director of Off-Campus Studies, due February 15. All petitions are reviewed by the Director of OCS and the OCS Advisory Committee. Students must also petition for any exceptions to the above requirements. More information about petition policy for off-campus study is available on the OCS website.

STUDY ABROAD PROGRAMS

International off-campus study, or study abroad, provides opportunities for intensive academic and cultural experiences in another country. Wooster encourages students to incorporate a study abroad program into their educational experience, and approximately one-third of each graduating class has participated in off-campus study. The College endorses programs by third-party providers in more than 60 countries and on every continent except Antarctica. International programs often require some level of facility in a foreign language, as well as a degree of intercultural sensitivity. A number of the international programs endorsed by Wooster also offer internships, field research or service learning for which students can receive academic credit. For further information, consult the OCS website and contact *Jessica DuPlaga, Director of Off-Campus Studies*.

“Wooster in” Programs

“Wooster in” programs are Wooster faculty-led programs for which students receive academic credit. They tend to be short-term programs offered during winter or spring breaks or over the summer. Recent programs include *Wooster in Thailand*, a semester-long fall course focusing on religion and culture in Thailand; *Wooster Summer in Yunnan*, a six-week intensive Chinese language program; *Wooster in Kenya*, a two-week spring break program offered as part of a course in anthropology; *Wooster Summer in Trinidad and Tobago*, a three-week tropical field biology course; *Wooster Summer in Ecuador*, an on-campus course accompanied by a three-week in-country conservation biology field component; and *Global Social Entrepreneurship*, an on-campus course accompanied by a six-week consulting internship in Bangalore, India. Upcoming programs include *Wooster Summer in Tuscany*, a four-week program where students earn two History credits, based in Siena, Italy; *Wooster in India*, a two-week winter program focusing on the arts in India; and *Wooster in Israel/Palestine*, a spring break program offered as part of a course on the History of Conflict. For further information, contact *Nicola Kille, Assistant Director for Global Engagement*.

DOMESTIC OFF-CAMPUS STUDY: PROGRAMS AND INTERNSHIPS

For many students, off-campus study provides an opportunity to apply their academic work in a domestic context outside of Wooster. Many opportunities exist for off-campus study in the United States including a number of internship experiences. An internship or practicum is a supervised work situation in which students may test concepts learned in the classroom while enhancing their knowledge through experience. Internships are usually off-campus, but occasional on-campus positions may be approved by faculty members. In order to receive academic credit for an internship, the student must arrange the internship in advance through the appropriate department or program and register for it. A student may register for a maximum of two internships, for a total of no more than four Wooster course credits to count toward graduation. *All internships are graded S/NC*. For more information on internships, see *Academic Policies – Internships*.

Many internship experiences are available to majors in particular departments and programs. Often they are combined with academic components as part of an off-campus program. Interested students should consult the department chairperson in their major as well as the Director of Off-Campus Studies. A complete list of domestic programs and internship opportunities is available on the *OCS website*. The list includes:

Washington Semester Program

The Department of Political Science, in cooperation with The American University, offers a one-semester program in Washington, D.C., in either the fall or spring semes-

ter for juniors in good academic standing. The Washington Semester program consists of a full semester of credit through a two-course seminar, featuring several weekly sessions with public and private sector decision-makers; a one-course internship in an agency or organization of the student's choice (among such options as the Congress, executive branch, justice system, interest groups, think tanks, or trade associations); and a research project utilizing the resources of the nation's capital.

Full-time faculty members direct the program. Students reside at American University and have full access to its facilities while enrolled in the Washington Semester Program. A summer internship program is also available.

For further information, contact *Eric Moskowitz, Department of Political Science.*

United Nations Semester

Students on this program live on the Drew University campus and spend two days a week in New York City, where the university maintains a center across the street from the United Nations. The seminar includes a study of the United Nations system, conferences with UN diplomats, and meetings with representatives from the various national missions accredited to the UN. Students also have opportunities to serve as interns for UN agencies, national missions, or non-governmental organizations. That seminar, a research paper, and two courses taken at Drew University combine to produce four Wooster credits.

For further information, contact *Kent Kille, Department of Political Science.*

Ethics and Society

The Department of Religious Studies internship is designed to bring together the academic study of religion and a practical experience dealing with ethical and religious issues in American society. It is intended to place a student in an off-campus situation in which a conflict of values may be examined in a particularly clear way and in which the student may reflect critically upon the ethical and religious dimensions of social phenomena. Placements will be sought that enable the student to participate directly in an institution's program (political, legal, social, religious, etc.) at a significant level of responsibility. Majors in religion will be given special consideration as applicants, although those with minors in religion and non-majors may also apply. The students are expected to work 35-45 hours a week, will receive three semester course credits, and are obligated to participate in both pre-internship preparation and post-internship reflection.

For further information, contact *Charles Kammer, Department of Religious Studies.*

Seminary Semester

Wooster offers programs at Claremont School of Theology (Claremont, CA), Interdenominational Theological Center (Atlanta, GA), Chicago Theological Seminar (Chicago, IL), Louisville Presbyterian Theological Seminar (Louisville, KY), Hebrew Union College (Cincinnati, OH), or Pittsburgh Theological Seminary (Pittsburgh, PA). The program involves a two-course credit internship. Two courses of the student's choice will also be taken at the seminary. Given the variation in course credit systems, it is recommended that students ascertain the equivalent Wooster credit they will earn prior to registering for the Seminary Semester Program. Courses that are available cover a wide range of topics, including: ethics in politics or economics, peacemaking, liberation theology, feminist approaches to theology, Islam, Hinduism, Hebrew, early Jewish history, aging, and African American contributions to theology. These programs are open to any student regardless of major. A minimum 3.0 GPA is required.

For further information, contact *Charles Kammer, Department of Religious Studies.*

Professional Theatre Internships

The Department of Theatre and Dance offers a variety of internships for qualified students throughout the year, including the summer. With the cooperation of a variety of professional theatres, students are placed in acting, business management/public relations, or general and technical internships for academic credit. Internships will vary in length, depending on the needs of the theatre and the availability of the student. A background of theatre course work, experience with College of Wooster Theatre productions, demonstrable talent, interest, and maturity are required. Applications must be submitted to the Department of Theatre at least one semester in advance. Internships carry two to four course credits, two of which may count toward the major in theatre.

For further information, contact *Dale Seeds, Department of Theatre and Dance*.

The Business Economics Internship

Students of any major who have junior standing, a 2.75 cumulative GPA, and who have completed at least ECON 10100 and 20200 are eligible to apply for the Business Economics Internship. Additional Business Economics course work generally enhances a student's attractiveness to participating firms.

The Internship is an intensive 22-week, off-campus experience designed to acquaint students with the operations of a real-world firm, its goals, and problems. Internships normally begin during the summer following a student's junior year and continue into the middle of the fall semester. The goal of the program is to enable students to put their academic work into practice in a real-world setting and to provide them with information that will be useful in their future course work.

The College maintains an ongoing relationship with several local firms that regularly offer internships. Students may also make contact with other firms themselves, but formal internship arrangements must be made with the Internship Director in advance of the internship and must conform to the Internship's general guidelines. Students who successfully complete the 22-week program are eligible for two courses of academic credit graded on an S/NC basis.

A formal preparatory internship meeting is held during the fall semester of each year. For further information, contact *John Sell, Department of Economics*.

Practicum in Psychology

Qualified junior and senior Psychology majors have the opportunity to obtain off-campus applied experience at a clinic, agency, or institution. Local placements include the Counseling Center of Wayne and Holmes Counties, the College Nursery School, Ida Sue School, and Every Woman's House, among others. Off-campus programs include placements at the Massillon Psychiatric Hospital in Massillon, Ohio, and University Hospitals of Cleveland.

For further information, contact *Michael Casey, Department of Psychology*.

Practicum in Women's, Gender, and Sexuality Studies

The Practicum involves supervised participation in practical efforts toward understanding and/or working for gender equity, to be undertaken through approved placement in an organization in the community or a student-defined project addressing these goals. The work will culminate in written analysis of the practicum experience in relation to coursework in WGSS. Students interested in a practicum experience are also urged to explore study abroad programs that focus on gender issues, but also domestic sites such as the GLCA-recognized Philadelphia Center Program, and make prior arrangement with a WGSS faculty member to count their off-campus work as a practicum upon submission of a reflective paper or journal entries. The prerequisites are WGSS 12000 and at least one other WGSS course. Permission of the WGSS chair is required before registration.

For further information, contact *Nancy Grace, Coordinator of the Women's, Gender, and Sexuality Studies Program.*

The Philadelphia Center

This experiential program furnishes students the opportunity to grow professionally, academically, and personally within an urban environment. Comprised of a four-days per week internship (more than 700 placements are available) and two academic seminars, the program uses the city and all its resources as a “classroom for learning.” Students design a goal-oriented document, or Learning Plan, that provides the structure for integrating work experience with educational, social, and professional development goals. Founded in 1967, this fall or spring semester program is open to students with sophomore standing in any major with a 2.5 GPA.

For further information, contact *James Burnell, Department of Economics.*

New York Arts Program

The New York Arts Program is designed to provide those students seriously interested in the arts opportunities unavailable to them on their home campuses. In order to establish the highest possible standards, the program encourages participants to see themselves as novice professionals. The program is recognized by the GLCA.

The program has two main goals: to provide experience and knowledge in highly focused areas (primarily through the apprenticeship) and to provide all participants with a broadened knowledge of all the arts. The means of achieving these goals are adapted to the requirements of individual participants.

For further information, contact *Marina Mangubi, Department of Art and Art History.*

Other Internship Opportunities

Other internship programs at the College are available in chemistry, education, music therapy, sociology, communication, and physical education. Some international off-campus programs also offer credit-bearing internships. For details, see Interdepartmental Courses IDPT 40600, 40700, 40800, contact the relevant department and appropriate department chairperson, or visit the Off-Campus Study office. No more than two internships and a maximum of four Wooster course credits will count toward graduation. *All internships are graded S/NC.* For more information on internships, see *Academic Policies – Internships.*

SUMMER ACADEMIC PROGRAMS

In 2012, the academic calendar for Summer Session is from May 21 to June 29. During the Summer Session, students may arrange for additional courses, such as tutorials, internships, off-campus programs, or Independent Study, with the approval of the Dean for Curriculum and Academic Engagement. The College provides special off-campus opportunities including “Wooster Summer In” programs at international locations. For further information about “Wooster Summer In” programs, please contact *Jessica DePlaga, Director of Off-Campus Studies.*

DEGREE REQUIREMENTS

Three Baccalaureate degrees are offered: **Bachelor of Arts (B.A.)**, **Bachelor of Music (B.M.)**, and **Bachelor of Music Education (B.M.E.)**. The requirements for each of these degrees are listed below. *Although each student has a faculty adviser, the student is responsible for understanding the requirements for the degree and for meeting these requirements.* Students should review their progress toward meeting graduation requirements with their faculty adviser each semester.

DEGREE REQUIREMENTS BACHELOR OF ARTS

32 course credits are required for graduation, subject to restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.*

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Global and Cultural Perspectives

Foreign Language (0-2 course)

Students will demonstrate proficiency in a foreign language through the second-level course in a given language sequence, through placement examination or course work.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) that examines either a culture outside the United States or the culture of an American minority group (e.g., African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) that involves a substantial element of quantitative reasoning.

Learning Across the Disciplines (6 courses)

Students will complete no fewer than two approved courses in each of three academic areas: Arts and Humanities (**AH**), History and Social Sciences (**HSS**), Mathematical and Natural Sciences (**MNS**). [An individual course may be counted toward only one of these three areas.]

Learning in the Major (10-16 courses)

Students will complete a *major* in a department or program. The number of courses required in the major shall be no less than ten and no more than sixteen, including the Independent Study Sequence. The major shall contain no more than twelve courses in the same discipline, including the Independent Study Sequence. (In addition, a maximum of fifteen credits in any one discipline may be counted toward graduation.)

Independent Study Sequence:**Junior Independent Study (Research, Methodology, and Theory) (1 course)**

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. The structure of this course depends upon the discipline and includes a variety of pedagogical formats, such as one-on-one mentoring experiences, small seminars, and labs.

Senior Independent Study (2 courses)

A two-semester one-on-one mentoring experience in which each student engages in independent research and creates an original scholarly work.

DEGREE REQUIREMENTS BACHELOR OF MUSIC

Three majors are offered under the B.M. degree: **Performance**, **Theory/Composition**, and **Music History/Literature**. 32 courses are required for graduation, subject to restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.*

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Global and Cultural Perspectives**Foreign Language (0-2 course)**

Students will demonstrate proficiency in a foreign language through the second-level course in a given language sequence, through placement examination or course work.

Studies in Cultural Difference (1 course)

Students will complete a course (C) that examines either a culture outside the United States or the culture of an American minority group (e.g., African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (R) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (Q) that involves a substantial element of quantitative reasoning.

Non-Music Electives (0-5 courses)

Independent Study (3 courses)—see below

Learning in the Major (24 courses, including Independent Study)

A. BACHELOR OF MUSIC (PERFORMANCE MAJOR)

1. Applied Music (6-8 courses)

This requirement includes a half recital of 25-30 minutes of music in the junior year (MUSC 40100) and a full recital of 45-60 minutes of music in the senior year (MUSC 45100-45200), each to be performed after a successful jury examination covering preparation and competence. These recitals constitute I.S. for the performance major. In the junior year, performance majors must enroll in one semester of one-hour lessons (200-level) and one semester of MUSC 40100.

2. Music Theory (8 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory V), 30200 (Form and Analysis), 30300 (Basic Conducting), and 30400 (Counterpoint)

3. Music History (4 courses)

MUSC 21000 (Basic Repertoire), 21100 (History I), 21200 (History II), and 21300 (History III)

4. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

5. Pedagogy (.5 course)

MUSC 37100 (Instrumental Pedagogy) for instrumental majors or MUSC 37000 (Vocal Pedagogy) for voice majors (.5 course credit)

6. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

7. Music Electives (1.75-3.75 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement.

B. BACHELOR OF MUSIC (COMPOSITION MAJOR AND THEORY/COMPOSITION MAJOR)

1. Composition (4 courses)

MUSC 20800 or 20900 (Acoustic Composition or Electronic Composition; two semesters at .5 course credit each), 40100 (Junior I.S.), and 45100-45200 (Senior I.S.)

2. Music Theory (9 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory V), 30200 (Form and Analysis), 30300 (Basic Conducting), 30400 (Counterpoint), and 30500 (Orchestration)

3. Music History (5 courses)

MUSC 21000 (Basic Repertoire), 21100 (History I), 21200 (History II), 21300 (History III), and 31100 (Seminar in Music Literature)

4. Applied Music (2 courses)

Four semesters at .5 course credit each on the same instrument.

5. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

6. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

7. Music Electives (2.25 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement.

C. BACHELOR OF MUSIC (MUSIC HISTORY/LITERATURE MAJOR)

1. Music History/Literature (10 courses)

MUSC 21000 (Basic Repertoire), 21100 (History I), 21200 (History II), 21300 (History III), 40100 (Junior I.S.), 45100-45200 (Senior I.S.), and three from AFST 21200 (African American Folklore), MUSC 21400 (History of African American Music), 21500 (Music of the United States), 21600 (The Art of Rock Music), 21700 (Survey of Jazz), 21800 (Masterpieces of Musical Theatre), 21900 (Women in Music), or 31100 (Seminar in Music Literature)

2. Music Theory (9 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory V), 30200 (Form and Analysis), 30300 (Conducting), 30400 (Counterpoint), and 30500 (Orchestration)

3. Applied Music (2 courses)

Four semesters at .5 course credit each on the same instrument.

4. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the

following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation — in the major instrument or voice — in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

5. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

6. Music Electives (1.25 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement.

DEGREE REQUIREMENTS BACHELOR OF MUSIC EDUCATION

Two majors are offered under the B.M.E. degree: **Public School Teaching** and **Music Therapy**. Because of the heavy requirements for these degrees, it is likely that the student will need to carry overloads or extend the time required to complete the degree program. Students should note that either option will probably result in additional tuition charges.

Note: *Completion of the degree may require more than eight semesters of full-time academic work.*

A. BACHELOR OF MUSIC EDUCATION (PUBLIC SCHOOL TEACHING MAJOR)

36.75 to 39 courses are required for graduation, subject to current restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.* Students will complete 14.5 to 16.75 courses outside music.

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) in History or the Social Sciences that examines either a culture outside the United States or the culture of an American minority group (*e.g.*, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: A student may not use the same course in fulfillment of both the *Studies in Cultural Difference* requirement and the *Religious Perspectives* requirement.

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) in the Mathematical or Natural Sciences that involves a substantial element of quantitative reasoning.

Arts and Humanities (1 course)

Students will complete one non-music course in the Arts or Humanities (**AH**). [A student may not use this course in fulfillment of the *Studies in Cultural Difference* requirement or the *Religious Perspectives* requirement.]

Mathematical and Natural Sciences (1-1.25 courses)

Students will complete one to one and one-quarter courses in the Mathematical or Natural Sciences (**MNS**). [A student may not use this course in fulfillment of the *Quantitative Reasoning* requirement.]

History and Social Sciences (1 course)

Students will complete one course in History or the Social Sciences (**HSS**). [A student may not use this course in fulfillment of the *Studies in Cultural Difference* requirement or the *Religious Perspectives* requirement.]

Psychology (1 course)

Students will complete PSYC 11000. [This course may not count toward the *History and Social Sciences* requirement.]

Education (2.5 courses)

Students will complete EDUC 10000, 12000, and 30000.

Non-Music Elective (1 course)**Student Teaching (3 courses)**

The student teaching sequence satisfies the College requirement of three courses of Independent Study. Students will complete EDUC 39600-39800. All degree requirements except MUSC 39500 (Special Topics in Music Education) and the final semester of recital attendance must be completed prior to the semester in which the student registers for student teaching. Concurrent registration for MUSC 39500 and student teaching is expected; however, when student teaching is completed in the fall semester, MUSC 39500 must be completed prior to that semester. The recital attendance requirement continues through the student teaching semester.

Learning in the Major (22.25 courses)**1. MUSIC THEORY (7.5 courses)**

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory V), 30300 (Basic Conducting), 30500 (Orchestration), and 30600 (Choral Conducting)

2. MUSIC HISTORY/LITERATURE (3 courses)

MUSC 21000 (Basic Repertoire), 21200 (History II), and 21300 (History III)

3. PERFORMANCE (7.75 courses)**a. Group Music (1.25 courses)**

Degree Requirements

Ten semesters (.125 course credit per semester per group) of participation in group music, including at least two semesters of participation in Wooster Singers, and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

- b. **Class Instruments and Voice (2.5 courses)** MUSC 17000 (Class Voice), 17100 (Brass I), 17200 (Brass II), 17300 (Strings I), 17400 (Strings II), 17500 (Woodwinds I), 17600 (Woodwinds II), 17700 (Percussion), and 37200 (Functional Piano)
 - c. The **remainder** is to be taken in performance areas depending upon the pre-college preparation of the student. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirements. Each student is required to give a half recital of 25-30 minutes of music in either the junior or senior year (prior to the semester in which student teaching is scheduled). The recital is to be performed after a successful jury examination covering preparation and competence.
4. **MUSIC TECHNOLOGY (.5 course)**
MUSC 28000 (Introduction to Music Technology)
 5. **MUSIC EDUCATION (3.5 courses)**
MUSC 29000 (Foundations of Music Education), 34200 (Methods and Materials for Teaching Pre-K and Elementary General Music), 34300 (Methods and Materials for Teaching Secondary Choral and General Music), 34400 (Methods and Materials for Teaching Instrumental Music), 37000 (Vocal Pedagogy), and 39500 (Special Topics in Music Education)

B. BACHELOR OF MUSIC EDUCATION (MUSIC THERAPY MAJOR)

38.75 courses are required for graduation, subject to current restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.* Students will complete 14.25 courses outside music.

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) that examines either a culture outside the United States or the culture of an American minority group (*e.g.*, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines

the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: A student may not use the same course in fulfillment of both the *Studies in Cultural Difference* requirement and the *Religious Perspectives* requirement.

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) that involves a substantial element of quantitative reasoning.

History and Social Sciences (2 courses)

Students will complete two approved courses (HSS) in Political Science, History, or Economics. [A student may not use these courses in fulfillment of the *Studies in Cultural Difference* requirement or the *Religious Perspectives* requirement.]

Psychology (3 courses)

Students will complete PSYC 10000, 21200, and 25000.

Mathematical Sciences (1 course)

Students will complete one course in the Mathematical Sciences.

Natural Sciences (1 course)

Students will complete a course dealing with human anatomy.

Sociology (2 courses)

Students will complete SOCI 10000 and either SOCI 20400 or SOCI 21300. [A student may not use these courses in fulfillment of the *Religious Perspectives* requirement.]

Education (1 course)

Students will complete EDUC 20000.

Non-Music Electives (1-2 courses to complete 14.25 courses outside the major)

Independent Study (.25 course)

Students will complete MUSC 40700-40800 (a six-month, full-time clinical experience in a facility approved by the American Music Therapy Association).

Learning in the Major (24.5 courses)

1. MUSIC THEORY (7 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory V), 30300 (Basic Conducting), and 30500 (Orchestration)

2. MUSIC HISTORY/LITERATURE (2 courses)

MUSC 21000 (Basic Repertoire) and either 21200 (History II) or 21300 (History III)

3. MUSIC THERAPY (6 courses)

MUSC 19000 (Introduction to Music Therapy) and 19100 (Recreational Music—Programming and Leadership), each for .5 course credit; 29100 (Music Therapy in Psychiatry and Rehabilitation); 29200 (Music Therapy with the Developmentally Disabled); 29300 (Practicum I in Music Therapy), 29400 (Practicum II in Music Therapy), and 29500 (Advanced Practicum in Music Therapy), each for .25 course credit; 39200 (Psychology of Music) and 39300 (Research Seminar in Music Therapy), each for .5 course credit; and 39400 (Program Development and Administration in Music Therapy) and 40700-

40800 (Internship) (.25 course credit)

4. MUSIC EDUCATION (2 courses)

MUSC 29000 (Foundations of Music Education), 34200 (Methods and Materials for Teaching Pre-K and Elementary General Music), and the most appropriate course from either 34300 (Methods and Materials for Teaching Secondary Choral and General Music) or 34400 (Methods and Materials for Teaching Instrumental Music)

5. MUSIC TECHNOLOGY (.5 course)

MUSC 28000 (Introduction to Music Technology)

6. PERFORMANCE (7 courses)

a. Group Music (1 course)

Eight semesters (.125 course credit per semester per group) of participation in group music, including at least two semesters of participation in Wooster Singers, and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

b. Class Instruments and Voice (2.5 courses)

MUSC 17000 (Class Voice), 17100 (Brass I), 17300 (Strings I), 17400 (Strings II), 17500 (Woodwinds I), 17700 (Percussion), 37000 (Vocal Pedagogy), and 37200 (Functional Piano)

c. Applied Music (3.5 courses)

The remainder is to be taken in performance areas depending upon the pre-college preparation of the student. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement. Each student is required to give a half recital of 25-30 minutes of music in either the junior or senior year. The recital is to be performed after a successful jury examination covering preparation and competence.

DEGREE REQUIREMENTS MUSIC DOUBLE DEGREE

DOUBLE DEGREE: BACHELOR OF MUSIC OR MUSIC EDUCATION AND BACHELOR OF ARTS

A double degree enables students to make connections among fields that can enrich the study of each and expand career opportunities. Full double-counting of requirements for the two degrees is allowed. Upon graduation, the student will receive two diplomas and will participate in one Commencement ceremony. In most cases, completion of a double degree will require five years. Interested students should confer with the chairperson of the Department of Music and must have written approval from the Dean for Curriculum and Academic Engagement. Students who wish to pursue a double degree must declare their intention to do so no later than October 1 of the junior year.

DEGREE REQUIREMENTS GRADUATE & PROFESSIONAL DUAL DEGREE

The College has established formal programs with a number of leading universities to provide students with the opportunity to pursue a liberal arts degree from Wooster in conjunction with a graduate/professional degree from the other insti-

tution. These programs provide students with a rich liberal arts experience that focuses upon a dynamic understanding of multiple disciplines, independent and collaborative inquiry, global engagement, and social responsibilities and also facilitate their progress towards a graduate or professional degree.

Graduate or professional programs in medicine, dentistry, law, physical therapy, engineering, nursing, architecture, and forestry and environmental studies are examples of eligible programs that may be approved. The Dean for Curriculum and Academic Engagement determines which graduate and professional programs are consistent with a Wooster baccalaureate degree and will set conditions for awarding the degree. The conditions for participation in a dual degree program are provided in the Catalogue under *Pre-Professional and Dual Degree Programs*.

ACADEMIC POLICIES

Each student is assigned a faculty adviser to supervise his or her academic program at the College. However, it is each student's responsibility to make final decisions about his or her education. In addition, each student is responsible for understanding and following all academic policies.

ACADEMIC POLICIES – REQUIREMENTS FOR ALL DEGREE PROGRAMS AND COMMENCEMENT

GENERAL REQUIREMENTS FOR ALL DEGREE PROGRAMS

A minimum of 16 course credits must be completed at The College of Wooster:

- including four courses for general education requirements (foreign language, studies in cultural difference, religious perspective, learning across the disciplines);
- including seven courses in the major in addition to the Senior Independent Study.

RESIDENCE REQUIREMENTS

- Two years of residence at Wooster are required for the B.A. degree, with one of them the senior year.
- Students are required to be in residence for the two semesters preceding the fulfillment of their degree requirements and are permitted to take no more than 4.250 (including .125 course credit in music performance groups) course credits per semester in the two semesters in which they undertake the Independent Study Thesis.
- The last six courses (including the two-course Senior Independent Study) counting toward graduation must be completed in the College's curricular program.
- For transfer students, at least seven of the courses in the major, including the Senior Independent Study, must be taken at Wooster.

MINIMUM GRADES ACCEPTABLE IN THE MAJOR AND MINOR

Only grades of C- or higher are accepted for the major or minor. In addition, a student must have a major(s) GPA of 2.000 or higher at the time of graduation. All courses taken in the major(s) are counted towards the major(s) GPA. Thus, this

includes not only courses that are taken to fulfill the minimum requirements of the major(s) but also any additional elective courses in the major(s). (Courses that are repeated cannot be counted twice when computing the 32 courses required for graduation.)

COMMENCEMENT

To graduate from The College of Wooster, a student must meet all College requirements, including the following:

- The student has completed all requirements in the major.
- The student has a minimum of 32 course credits.
- The student has a cumulative GPA of 2.000 or higher.
- The student has a major GPA of 2.000 or higher.
- The student is in good standing under the *Codes of Academic Integrity and Social Responsibility* as administered through the judicial system of the College.

Students who have failed to meet the requirements to graduate will be permitted to participate in Commencement (“**walk at Commencement**”) only if the following conditions are met:

- The student has successfully completed 31 of the 32 required course credits.
- All other requirements and electives, except one course, have been completed.
- The student has a cumulative GPA of 2.000 or higher.
- The student has a major GPA of 2.000 or higher.
- The student arranges through the Office of the Registrar to complete the outstanding course credit, whether at the College or at another institution.
- The student has no outstanding obligations under the *Codes of Academic Integrity and Social Responsibility*.
- The Commencement program will include a notation that the student has not yet completed the degree.

Students who have completed eight semesters of college-level coursework, including at least 16 College of Wooster course credits, and who have met all of the College’s degree requirements will be awarded the appropriate degree at the next scheduled Commencement. (See *Admission – Transfer Credit and Graduation Requirements*.) Students who finish degree requirements mid-year or *in absentia* must confirm their status for graduation and intentions for the May Commencement in writing with the Registrar by February 1. Students may participate in only one Commencement ceremony.

Grade point averages at the time of graduation will be recorded on the permanent transcript. Records of any courses taken at Wooster subsequent to graduation will appear on the transcript, but grades will not affect the grade point average at the time of graduation.

For information on Departmental Honors and Latin Honors at Commencement, please see *Honors and Prizes*.

ACADEMIC POLICIES – MAJORS AND MINORS

MAJORS

A liberal arts education should help students to appreciate the nature of the academic disciplines—as intellectual tools that enable us to think in structured and systematic ways, and for the depth of inquiry they allow. Students will come to understand a particular field of inquiry in depth, and develop a basis of knowledge and methodological ability that will enable them to participate actively and significantly in a disciplinary community. By coming to know at least one discipline in

depth, students will equip themselves to become scholars engaged in the creation of knowledge. *A student must declare a major in February of the sophomore year prior to registration for the junior year.*

DOUBLE MAJORS

With the approval of the chairpersons of the two relevant departments and the Dean for Curriculum and Academic Engagement, students are permitted to declare double majors. Requirements for each major in a double major are the same as those for a single major with the exception that, subject to the approval of both departments, a joint Senior I.S. project may be done on a topic that incorporates materials and approaches from both disciplines and fulfills the requirements of both departments. Each major in a double major must include at least six courses (except Senior Independent Study 45100 and 45200) that do not count in the second major. Students who declare double majors must complete two separate Junior I.S. courses (40100) — one in each major department. Students who declare double majors must register for Senior Independent Study in one major during fall semester and in the second major in spring semester. *Students who wish to pursue a double major must declare their intention to do so no later than October 1 of the junior year.*

Students enrolled in dual degree or pre-professional programs may not double major. Double majors are not permitted in: **International Relations** and its participating departments (Economics, History, Political Science), **Urban Studies** and its participating departments (Economics, Political Science, Sociology), **Biochemistry and Molecular Biology** and its participating departments (Biology, Chemistry, Neuroscience), **Chemical Physics** and its participating departments (Chemistry, Mathematics, Physics), and **Neuroscience** and the following programs (Biochemistry and Molecular Biology, Biology, Chemistry, Psychology).

A **Student-Designed Major** may declare a double major (subject to approval by the Dean for Curriculum and Academic Engagement), as long as (1) there is no course overlap between any of the courses in the two majors; (2) the second major is an existing major in one of the established academic departments; and (3) Junior Independent Study is completed in each major. Senior Independent Study may be combined between the majors, if the proposal clearly demonstrates that it can be done. All other requirements and deadlines for declaration are the same as any other double major.

STUDENT-DESIGNED MAJOR

Some students may find their educational objectives best served in a curricular pattern other than the normal one. In such cases, after consultation with the appropriate faculty members, the student may submit a plan for a Student-Designed Major to the Dean for Curriculum and Academic Engagement. *This plan must be submitted no later than March 1 of the sophomore year.* The student will be expected to outline precise aims, the courses that will be taken, and the procedure for meeting degree requirements in accordance with established guidelines. In considering applications for student designed majors, the Dean shall make decisions based on the intellectual content and rigor of the proposed program, and its integrity as a major in the liberal arts. The Dean may also take into consideration preparation for graduate education, certification, or licensing, but these shall not be the determining factors. Once a major has been approved, any subsequent changes to the major must be submitted to the Dean for Curriculum and Academic Engagement in advance for approval.

MINOR

A student may declare one or two minors, consisting of six courses in a department or program. Each minor must include at least four courses that are distinct from

any other minor. These four courses cannot be used in fulfillment of the major(s). A student must declare a minor by March 1 of the senior year. Some major and minor combinations are not permitted or allow less overlap. These restrictions are listed under *Special Notes* for each department or program.

ACADEMIC POLICIES – REGISTRATION, COURSES, AND GRADES

REGISTRATION AND CHANGES IN COURSE REGISTRATION

The Office of the Registrar is the principal source of information about registration procedures. Each student is assigned a faculty adviser to supervise his or her academic program at the College. However, it is each student's responsibility to make final decisions about his or her education. In addition, *each student is responsible for understanding and meeting all registration and graduation requirements.*

The faculty has established the following policies concerning registration:

1. It is the student's responsibility to pre-register for at least 3.000 course credits, and to maintain the normal course load each semester – see *Degree Requirements*. Failure to do so can result in: (i) loss of on-campus housing; (ii) loss of financial aid; and (iii) failure to be certified as a full-time student for insurance, financial aid, immigration, or other purposes.
2. A student is officially registered only after the student's name appears on class lists and the student has confirmed his/her registration with the Office of the Registrar on return to campus each semester.
3. Students are expected to be on campus when classes begin. Students who do not attend the first meeting of a class may be dropped from the class by the instructor. In this event the Registrar will drop the student from the class, notify the student, the instructor, and the academic adviser. The add/drop form is not necessary for this single transaction.
4. A student may **add course credits** before the end of the second week of the semester, and only with the permission of the faculty member teaching the course and the approval of the faculty adviser.
5. A student may **drop a course** before the end of the sixth week of the semester after consulting with the faculty member teaching the course and with the approval of the faculty adviser. A course dropped before the end of the sixth week will be removed without record of registration.
6. A student must **declare the S/NC grading option** with the acknowledgement of the academic adviser and course instructor no later than the end of the sixth week of the semester. Once the S/NC option is elected, it cannot be changed back to the letter-grade option.
7. A student may **add course credits for audit** before the end of the second week of classes. A student may **change registration status in a course from credit to audit** before the end of the sixth week of classes. Once the audit status is declared for a particular course, it cannot be changed back to the credit option.
8. To make changes in their course schedules after the stated deadlines, students must petition the Dean for Curriculum and Academic Engagement. If the petition is granted, changes are subject to a late registration fee of \$100 for each course change.

COURSE LOAD

- 4.000 course credits per semester is the normal course load.

- A minimum of 3.000 course credits is needed to maintain full-time status.
- A maximum of 4.630 course credits is permitted without the approval of the Dean for Curriculum and Academic Engagement.
- Students may register for up to .125 course credit in music performance groups beyond the maximum specified.
- For students in the Bachelor of Music Education program (Majors: Music Therapy or Public School Teaching) the maximum course load is 4.875.

THE GRADING SYSTEMS

A. There are **four grading systems**:

1. A **letter system** using the marks and grade points:

A = 4.000—a grade in the A range indicates outstanding performance in which there has been distinguished achievement in all phases of the course

A- = 3.667

B + = 3.333

B = 3.000—a grade in the B range indicates good performance in which there has been a high level of achievement in some phases of the course

B- = 2.667

C + = 2.333

C = 2.000—a grade in the C range indicates an adequate performance in which a basic understanding of the subject has been demonstrated.

C- = 1.667

D = 1.000—a grade of D indicates a minimal performance in which despite recognizable deficiencies there is enough merit to warrant credit.

F = 0.000—a grade of F or NC indicates unsatisfactory performance.

L = satisfactory performance in an audit course. An unsatisfactory audit performance does not appear on the transcript.

2. A **two-level system** using the marks:

S = Satisfactory Performance

NC (no credit) = Unsatisfactory Performance

3. A **two-level system for Senior Independent Study 45100** (see *Departmental/Program Independent Study Handbook* for details) using the marks:

SP = Satisfactory Progress

NC = No Credit

4. A **four-level system for Senior Independent Study 45200** (see *Departmental/Program Independent Study Handbook* for details) using the marks:

H = Honors

G = Good

S = Satisfactory

NC = No Credit

- ### B. Each course earns one course credit toward graduation except where otherwise indicated. A course equates to four semester hours of credit or six quarter hours of credit.
- ### C. The **Cumulative GPA (grade point average)** includes all A-F grades, and the transcript will carry the notation that these grades are averaged in the cumulative GPA. The cumulative GPA is calculated by totaling the number of grade points acquired for all courses that are letter graded (A-F) and dividing that total

by the number of course credits. The F grade is calculated into the cumulative GPA. The marks H, G, S, and NC are not calculated into the cumulative GPA. In addition, only grades received in courses taught by Wooster faculty are included in the cumulative GPA. Grades received during off-campus study at another institution are recorded as received from the other institution but are not counted in the Wooster cumulative GPA. For transfer students, only academic work completed at Wooster is included in the Wooster cumulative GPA.

- D. Students are permitted to elect the equivalent of **four courses (in addition to Senior Independent Study) graded S/NC** out of 32 courses required for graduation. The minimum equivalent grade to earn S in courses graded S/NC is C-. *First-Year Seminar in Critical Inquiry* and the *College Writing* course will not be graded S/NC. Transfer students are permitted to have one-eighth of the courses remaining to be taken at Wooster graded S/NC. Courses taken S/NC are not permitted in the major department/program, in the minor department/program, nor in courses exceeding the number in the major or minor unless specific exceptions to this regulation are stated by individual departments/programs.
- E. Courses for which credit is not received are designated F or NC, except in those cases for which the designation **“W” (Withdrawn)** is approved. Such withdrawals require a written petition to the Dean for Curriculum and Academic Engagement and are approved only in exceptional circumstances.
- F. Requests for a **medical withdrawal** from a course (also designated **“W”** on the transcripts) must be submitted in writing to the Dean for Curriculum and Academic Engagement no later than the last day of classes of the semester in which the course was taken. In unusual circumstances, such requests may be submitted by the last day of classes of the semester following that for which the medical withdrawal is requested. Withdrawal for medical reasons is approved by the Dean for Curriculum and Academic Engagement after consultation with counseling and medical staff.
- G. An **Incomplete** (designated **“I”**) is only appropriate if a student has attended and participated in the classroom activities throughout the semester and a small portion of the work of a course is unavoidably unfinished. This work must be completed before the end of the first week of the following semester (including work for Semester II that must be completed before the end of the first week of the Summer Session). If the work is not completed by the time specified, the I automatically becomes an F or NC. Credit for a course completed at the College will not normally be awarded after the deadline for changing incomplete grades. Exceptions to this policy require a written petition to the Dean for Curriculum and Academic Engagement and are approved only in exceptional circumstances.
- H. Students may **repeat a course** one time for credit if the original grade was a D or lower. In order to repeat a course the student must first obtain approval from the academic adviser and the appropriate department. The repeated course must be taken according to the same grading system as the original course (e.g., graded A-F or S/NC). Credit for the class will be granted only one time. The original grade remains on the student’s transcript, although the credit for the original course becomes 0.0. Only the grade in the second course counts toward the cumulative GPA. A course may be repeated off-campus only with pre-approval by the appropriate department chair; the course will count as credit but the grade will not count in the student’s GPA.
- I. Each faculty member has the obligation to inform students at the beginning of each course of the **means of evaluation** for the course and the factors to be considered in the evaluation process (e.g., mastery of course material, use of evidence, ability to generalize, writing ability, verbal ability, mathematical ability,

logical ability, ability to meet deadlines, class presence). Faculty are asked to inform students throughout the term as to how they are performing with regard to the criteria of evaluation. Each student must receive a grade in one major course assignment in each course prior to the end of the sixth week of class (i.e., before the last day to “drop” a course). Grades are due at times to be announced by the Office of the Registrar.

- J. **Final examinations or other integrating assignments** are mandatory in all courses, except in Independent Study and fractional courses (i.e., courses earning less than one full credit). No more than one-half of the final grade may come from a single assignment, including the final examination. *Final examinations are to be given only at those times scheduled for each particular class by the Registrar.* No examinations are to be given on reading days. Exceptions to the above must be approved by the Dean for Curriculum and Academic Engagement.
- K. The **criteria for evaluating Independent Study** are contained in the *Departmental/Program Independent Study Handbook*.
- L. A **change of grade** in a course taken at the College will not normally be permitted more than one semester after the date of completion of the course.
- M. Grade reports are released online at the end of each term to students and to academic advisers. The **Family Educational Rights and Privacy Act (FERPA)** provides for student control over release of confidential academic information, including grades. Requests for grade information from sources other than the student must comply with FERPA guidelines for disclosure and release of academic record information. It is the student’s responsibility to share grade information. In the event that a parent requests academic information, it must first be established that the student is a dependent as defined by IRS standards.

Student waiver of FERPA rights and parental verification of dependency is documented by completing the FERPA Release form posted on the web page of the Dean of Students. Prior to processing requests for grades by outside sources, including parents, the Registrar will verify authorized consent to receive confidential information and student consent to waive FERPA rights of protection.

AUDITS

- Full-time students are permitted to audit one course without charge in any semester.
- In the case of majors in the Music Department, this course could be a regular course carrying 1.000 credit or a combination of partial credit courses adding up to 1.000 credit, with the exception that a student may not audit any more than one half-hour applied lesson in a given semester.
- The deadline for adding a course for audit is the end of the second week of classes in any semester. Once the audit status is declared for a particular course, it cannot be changed to the credit option.
- The deadline for changing registration in a course from credit to audit is the end of the sixth week of classes.

TUITION-FREE COMMUNITY AUDIT PROGRAM

The College of Wooster provides the opportunity for local residents to audit one course each semester at no cost. The purpose of this program is to provide the opportunity for the continued growth and development of community members, strengthen the relationship between the community and the College, and enrich the learning environment at the College.

To be eligible to audit classes an individual must complete a brief application and be accepted as an auditor at the College, there must be room in the class after all cur-

rent students have registered, the professor's continued approval is required, and the Dean for Curriculum and Academic Engagement's continued approval is required. The costs of all materials and textbooks are the responsibility of the auditor. No college credit will be awarded for audited courses.

Individuals are responsible for knowing and abiding by all policies and procedures outlined in *The College of Wooster Catalogue*, the *Code of Social Responsibility*, and the policies in *The Scot's Key*.

INTERNSHIPS

Internships provide students an opportunity to extend their educational experience by applying their academic work to a context outside of the classroom, such as a community organization, non-profit organization, business, or government organization. Students work and learn under the joint oversight of a site supervisor and a faculty supervisor. The faculty supervisor will construct an educational plan and a syllabus for the course, including a reading list, a reflective writing/discussion exercise, and a summative assignment. The form for registering for an internship is available in the *Office of the Registrar*.

The following policies apply to departmental, interdisciplinary, and multidisciplinary internship; there may be additional specific departmental requirements.

- The student must arrange the internship in advance through the appropriate department or program.
- The student must obtain approval in advance from both a faculty supervisor and the Dean for Curriculum and Academic Engagement.
- No more than two internships, and a maximum of four Wooster course credits, will count toward graduation. (Internships receive variable course credit, 0.25 – 4.00).
- All internship courses are graded S/NC.
- During a **summer internship**, it is permissible for a student to receive both academic credit from the College and payment from the employer or organization. In order to earn academic credit for a summer internship, the student must register and pay tuition for the internship.

MAXIMUM COURSE CREDITS IN PERFORMANCE, WORKSHOPS, AND PHYSICAL EDUCATION

A maximum of two (2.000) course credits in performance, workshops, and physical education activities may be counted toward the minimum of 32 course credits required for graduation.

- These two course credits may include at most the equivalent of one (1.000) Wooster course credit for private music instruction, music performance ensembles and groups, and workshop courses in Communication Studies and Theatre. All Music performance courses are offered for both full (1.000) and fractional (.125, .250, .500) credits. Communication Studies workshops are .250 credit courses, and Theatre workshop and performance courses that count toward the allowable 1.000 performance course are .250 credit courses. Exceptions to these regulations are made for majors or minors, and are stated by individual departments.
- Four Physical Education activities classes that count for .250 credit make up the second 1.000 course credit that can be counted toward the minimum of 32 course credits required for graduation. Students who participate on intercollegiate athletic teams may count only .250 varsity sports credit, PHED 13000, toward the four allowable physical education activities courses.

TRANSFER CREDIT POLICY

See *Admission – Transfer Credit Policy*.

SCHEDULING OF CLASSES

The normal times at which courses are offered are:

Monday/Wednesday/Friday	8:00 - 8:50	12:00 - 12:50
	9:00 - 9:50	1:00 - 1:50
	10:00 - 10:50	2:00 - 2:50
	11:00 - 11:50	3:00 - 3:50
Monday/Wednesday	2:00 - 3:20	
Tuesday/Thursday	8:00 - 9:20	1:00 - 2:20
	9:30 - 10:50	2:30 - 3:50

A number of courses meet four or five times a week, combining the time slots above. Laboratory sections are traditionally held in the afternoons from 1:00 to 3:50 p.m. A few courses may be offered in the evening hours on weekdays (TWTh), normally one evening a week (7:00 - 9:40 p.m.) or two evenings a week (7:00 - 8:20 p.m.) Some performance courses in Music and Theatre meet after 4:00 p.m. and/or in the evening.

By faculty legislation, no classes are scheduled in the Tuesday, 11:00 - 11:50 a.m., time slot during the regular academic year. This time is reserved for departmental seminars, departmental Independent Study programs, and college-wide academic events.

Specific information about course offerings and class hours is given in the *Course Schedule* available at the time of registration. The College reserves the right to withdraw courses for insufficient registration or to meet changing conditions.

There will be fifteen weeks in each semester with at least fourteen weeks of classes, at least a two-day study period between the end of classes and final examinations, and a final examination or another integrating assignment in all courses except for Independent Study and fractional courses; final examinations may not be scheduled prior to the examination period except by permission of the Dean for Curriculum and Academic Engagement.

TEACHER AND COURSE EVALUATIONS

Each faculty member is obligated to use some form of written student evaluation of his/her course(s) at least twice each academic year. In courses in which faculty members choose not to seek such student comments, students who wish to complete an evaluation may acquire an appropriate form from the Provost and return the completed evaluation to the faculty member being evaluated. Completed student evaluations are not to be read by the faculty member until course grades have been submitted. Each faculty member then sends the evaluations, along with a summary statement, to the departmental chairperson, who is requested to add his/her comments and forward the information to the Provost to share with the Committee on Teaching Staff and Tenure.

VETERAN'S EDUCATION

The College is fully accredited under the laws that provide educational benefits for veterans. Specialized military courses are considered for credit on the basis of the recommendations of the American Council on Education as contained in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Such credit is allowed only for courses which fit into the curriculum offered by the College. The Registrar is the College's certifying official.

ACADEMIC POLICIES – ACADEMIC STANDING, WITHDRAWAL, AND READMISSION

CLASS STANDING

Class standing is determined by the Registrar at the beginning of the fall semester of each academic year. The minimum number of credits which must be satisfactorily completed for class standing are as follows: Sophomore — 7 credits, Junior — 15 credits, Senior — 24 credits. Entering students (other than transfer students) who by reason of approved Advanced Placement work or other credits have completed seven or more credits will be given sophomore class standing. The same rules apply to transfer students, and the minimum number of courses needed for sophomore standing at the start of the spring semester is 11 credits.

REGULATIONS CONCERNING GOOD ACADEMIC STANDING AND ACADEMIC PROBATION

Satisfactory Academic Progress Policy and Need-Based Financial Aid

The Committee on Academic Standards reviews the progress of each student toward graduation at the end of each semester and may place a student on academic probation or ask a student to withdraw if it is found that he or she is not making minimal progress toward graduation. To receive or continue to receive need-based financial aid, students must be making minimum satisfactory progress toward their degrees. Provisions for students to receive or continue to receive non-need based merit awards are described in the student's merit award letter, a separate College policy statement, or both.

Need-based financial aid programs affected by this policy include all Federal grant, loan, and work-study programs, state financial aid awards, and College of Wooster institutional need-based financial aid awards.

Minimum Satisfactory Academic Progress

To meet the number of courses necessary for graduation, the normal expectation is that a student will complete credits at the rate of four per semester for eight semesters.

A student earning fewer than seven full course credits in two consecutive semesters will be judged to be making less than satisfactory progress toward graduation and will be placed under "warning." A consistent pattern of failing to complete seven courses in two consecutive semesters may result in a student being placed on academic probation. Similarly, students are expected to demonstrate progress towards sustaining a semester and cumulative grade point average of 2.0, which is required for graduation and the student's major area.

Semester Completed	Minimum Completed Course Credits Expected
1	3
2	7
3	11
4	15
5	20
6	24
7	28
8*	32

*For financial-aid purposes, a maximum of six (6) academic years will be permitted to complete a baccalaureate program.

Transfer courses accepted at The College of Wooster are counted toward the total number of courses completed. Credit for repeated courses is granted only once.

Good Academic Standing

In order to maintain good academic standing, a student regularly enrolled as a degree candidate must meet the following criteria:

- earn at least three full course credits in any semester;
- earn at least seven full course credits in two consecutive semesters; and
- maintain both a semester and a cumulative grade point average of 2.000.

Financial Aid Standing

A student's need-based financial aid standing follows his or her academic standing as determined by the College's Satisfactory Academic Progress Policy. Students who are placed on academic probation by the Committee on Academic Standards will be placed on financial aid probation for the following semester but will remain eligible for federal, state and College need-based student aid. The Financial Aid Office, in coordination with the Dean of Students' Office, notifies students by e-mail and/or letter that they must re-establish satisfactory academic progress by the end of this following semester in order to maintain their need-based aid awards. Students who do not re-establish satisfactory academic progress, as determined by the Committee on Academic Standards, by the end of this following semester will lose their need-based financial aid eligibility.

Mitigating Circumstances

The Satisfactory Academic Progress policy can be set aside for individual students under certain mitigating circumstances as determined by the Committee on Academic Standards.

Appeal

Students notified that they are at risk of losing their need-based financial aid eligibility due to failure to maintain satisfactory academic progress may appeal, in writing, to the Committee on Academic Standards through the Dean of Students' Office. The appeal must explain the special circumstances why the student failed to meet satisfactory academic progress standards—illness or injury, for instance, or the death of a close relative—and provide an academic plan showing how the student will re-establish satisfactory academic progress by the end of the next semester. If the Committee on Academic Standards accepts the student's appeal, the student is placed on financial aid probation and remains eligible for federal, state, and College need-based financial aid during that semester. If a student wishes to appeal the Committee on Academic Standards' decision on his or her appeal request, the student should submit the appeal, in writing, to either the Dean of Students or Dean for Curriculum and Academic Engagement.

Re-Establishing Student Aid Eligibility

Students will be considered in good standing in regard to need-based financial aid and non-need based merit award eligibility when they again meet the minimum satisfactory academic progress and good academic standing standards as described in this policy statement, or upon acceptance of their appeal by the Committee on Academic Standards. Withdrawal or hiatus from the College for any period of time

will not affect a student's satisfactory academic progress standing. Students who apply for re-admission are required to submit an appeal in order to determine financial-aid eligibility.

WITHDRAWAL AND LEAVE OF ABSENCE POLICY

See *Expenses – Withdrawal*. Also see *Admission – Implications of Admission and Registration*.

RULES FOR READMISSION

A student who has voluntarily withdrawn or has been required to withdraw from the College is eligible to apply for readmission upon completion of a formal application for readmission; the form for this may be obtained from the Office of the Dean of Students. The completed application, including any necessary transcripts, references, and/or medical/counseling recommendations, and application fee must be received by the Office of the Dean of Students prior to the semester in which the student is eligible to resume studying here. The application fee for readmission is \$350. This fee will be forfeited if the student is readmitted and subsequently decides **not** to re-enroll at Wooster. However, if the student is readmitted, enrolls, and returns to the College, the fee will be credited as the enrollment deposit. *The deadlines for readmission applications are April 15 for readmission in Semester I and November 15 for readmission in Semester II.*

PETITIONS FOR EXCEPTIONS TO ACADEMIC POLICIES

Academic policies have been legislated by the faculty and apply consistently to all students. *Exceptions are approved only in truly extraordinary and extenuating circumstances, and primarily for documented health and medical reasons.* Petitions for exceptions to Academic Policies are submitted to the Dean for Curriculum and Academic Engagement. **Appeals of the following academic policies are not normally accepted:**

- re-appeal of a previous petition,
- overload credit for first semester first-year students,
- overload credit in any semester for any student beyond 5.500 credits,
- change in S/NC status after the established deadline,
- change in audit status after the established deadline,
- off-campus study application deadlines,
- changes to course registration beyond one semester,
- changes to academic transcript after graduation,
- “walking at Commencement” (GPA and credit requirements).

THE CODES OF COMMUNITY AND INDIVIDUAL RESPONSIBILITY

“The College of Wooster assumes the honesty, integrity, and responsibility of its students in all areas of academic and social life. A Code of Academic Integrity shall provide the definition and operational structure for the area of academic honor, and

a College Code of Social Responsibility shall provide in a similar way for the area of social honor. *Adherence to these Codes shall be considered an understood prerequisite for acceptance to and continuance in the College.*" (Introduction to the Codes)

The Code of Social Responsibility and Code of Academic Integrity are the basis for our current judicial system. The College Judicial system serves as the adjudicating agency for academic violations as well as social violations. Both of these codes deal with the infractions themselves. However, the Wooster Ethic addresses the issue of character and taking responsibility for one's actions.

THE WOOSTER ETHIC

"I hereby join this community with a commitment to the Wooster Ethic upholding academic and personal integrity and a culture of honesty and trust in all my academic endeavors, social interactions, and official business of the College. I will submit only my own original work, and respect others and their property. I will not support by my actions or inactions the dishonest acts of others."

COLLEGE CODE OF ACADEMIC INTEGRITY

The College of Wooster has operated under an academic honor code since the beginning of 1962-1963 when it was initiated by students. The *Preamble to the Code of Academic Integrity* states:

The academic program at The College of Wooster seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this goal, each student must learn to use his/her mind rigorously, imaginatively, and independently.

An atmosphere in which each student does his/her own work, except under circumstances in which the instructor indicates that additional aid is legitimate and profitable, is necessary for genuine academic mastery. This implies that it is each student's responsibility neither to seek nor to use aid, but to utilize his/her own mind, talent, and inner resources to the fullest extent possible. It also places on each student an obligation not to offer or make available unauthorized sources of aid to other students, knowing that such aid is detrimental to those students and to the College community. Finally, each student must be responsible for the maintenance of an atmosphere of academic integrity by confronting violators or reporting any actions that violate its principles, since such violations ultimately harm all members of the community. These principles merely carry out the general purpose of the College to be a community in which the members find it right and necessary to promote the fullest learning by everyone. In other words, a violation of the *Code of Academic Integrity* conflicts with the values, work and purpose of the entire College community and is not merely a private matter between an individual faculty member and a student.

COLLEGE CODE OF SOCIAL RESPONSIBILITY

The *Preamble to the Code of Social Responsibility* states:

Informed by the values derived from its Judeo-Christian heritage, the College both recognizes persons in their individuality and also affirms the social dimension of human existence. An academic community in a residential setting depends upon the willingness of individuals to associate together in a common purpose in such a way that individual freedom and responsible order co-exist. As a socially responsible academic community, The College of Wooster seeks a structure within which individual freedom may flourish without jeopardizing the requirements of an academic community and without becoming so self-centered that the resulting environment finally destroys the very freedom it was intended to support.

The College believes that its goals are best served in an atmosphere of personal self-discipline, guided by the principle of respect for the rights of others and of the community. It also believes that in an academic setting such an atmosphere is best reinforced by a structure which represents both the limitations deemed necessary for an academic community and any other limitations which may be agreed upon in principle by a consensus of all elements of the community — students, faculty, administration, and the Board of Trustees. Within such limitations, the exercise of self-regulation by residential units shall be accepted as a means to achieve personal individuality within a socially responsible academic community.

Wooster students, therefore, acknowledge the existence of such limitations and, whenever they exceed them, accept responsibility for the consequences of their actions. In most cases, this will mean a judicial hearing on specific charges. It is also understood, however, that students whose behavior clearly indicates an incompatibility with the philosophy stated herein may be asked to leave the community for another more suited to their needs. The College is required by law to refer felonies (e.g., murder, rape, sexual assault, robbery, aggravated assault, burglary, etc.) to civil authorities. The College cannot and will not offer protection if and when civil authorities become legally involved in any case. (For additional information, refer to the policy titled *College Response to Alleged Felonies*.) Also, the College reserves the right to take disciplinary action in such situations.

As an educational institution with a past and a future, the College has the obligation to state those continuing expectations for its students that it has derived from its purposes and heritage. These mutually agreed upon expectations and those which follow compose the Code of Social Responsibility. The Code of Social Responsibility applies to all students enrolled at the College whether residing on or off campus. It is the responsibility of the members of the community to abide by all portions of the Code and to accept the obligations placed upon them not only for personal behavior but for the enforcement of the Code through the judicial system.

The Codes are printed in their entirety in the student handbook, *The Scot's Key*.

STUDENT ACADEMIC CENTERS

CAREER SERVICES

Career Services helps students bridge their liberal arts education with their career journey. We offer a comprehensive range of programs, including individual advising and special group forums that assist students in understanding their skills, interests, and values while linking this knowledge with various career options. Career Services helps students from their first year through graduation, whether that means learning about internships, seeking employment, or applying to graduate school.

The above services are complemented by a library and website of career exploration and occupational information. Students may browse through summer job listings, internship opportunities, graduate school and employment materials throughout the library. Students are encouraged to use our website to learn about various career fields, specific job search strategies, posting their resume on-line, and upcoming programs and news available through our office.

For more information, please contact *Lisa Kastor, Director*, or *Lucinda Sigrist-Snyder, Administrative Coordinator*, at 330-263-2496.

CENTER FOR DIVERSITY AND GLOBAL ENGAGEMENT

The Center for Diversity and Global Engagement (CDGE) is a nexus of programs and offices coordinated to encourage and foster development of intercultural competency among all campus community members. Merging student life and curricular development with programming and outreach, the Center reflects the College's ongoing commitment to building an institution which truly reflects our social, cultural, and political heterogeneity. Liberal arts education demands a global perspective, an understanding of the local situated in a broader world context. The CDGE aims to foster such perspectives across a range of fields on campus and beyond. The Center is housed in the newly-renovated Babcock Hall and includes the following programs and offices:

Ambassadors Program, located in Babcock Hall, annually selects five geographically diverse international students or global nomads to serve as Ambassadors for their homeland. The Ambassadors investigate selected topics pertinent to their home countries in order to become "student experts" in these subjects. Ambassadors receive training and funding, and create presentations covering their countries, cultures and current events that are available to the local community at no cost. These presentations occur on campus, in local primary and secondary schools, and at community events. The Ambassadors Program also provides campus-wide programming aimed at bringing the world to Wooster. For more information, please contact *Nicola Kille, Assistant Director for Global Engagement*, at 330-263-2074.

Interfaith Campus Ministries (OICM) seeks to challenge and nurture the spiritual and religious life of the campus. For more information, see *Student Life - Religious and Spiritual Life on Campus*.

Off-Campus Studies (OCS) promotes global events on campus, advises students on off-campus opportunities, and facilitates both domestic and international off-campus study. For more information, see *Off-Campus Study*.

Office of International Student Affairs (OISA), located in Babcock Hall, supports international and exchange students, global nomads, and language assistants as they adjust to a new culture. OISA also encourages and celebrates their unique contribution to the campus community and beyond. OISA's goals include: supporting the academic and social success of international students; advocating on behalf of their unique needs and interests; educating international students about their legal rights and obligations; and encouraging intellectual growth campus-wide, with a particular focus on global perspectives and competence. For more information, please contact *Mariana Weyer, Administrative Coordinator*, at 330-263-4530.

Office of Multi-Ethnic Student Affairs (OMSA), located in Babcock Hall, provides support services and programs for students of color. These services include on-going individual advising as students encounter academic, financial, personal, and social concerns. OMSA also assists multi-ethnic student organizations in an advisory role. OMSA works to promote dialogue and positive inter-cultural experiences for all members of the College community. For more information, please contact, *Susan Lee, Director*, or *Mariana Weyer, Administrative Coordinator*, at 330-263-4530.

For more information about The Center for Diversity and Global Engagement, please contact *Co-directors, Susan Lee and Amyaz Moledina*, or *Mariana Weyer, Administrative Coordinator*, at 330-263-4530.

EBERT ART CENTER

The Ebert Art Center is home to the Department of Art and Art History, the Visual Resources Library, and The College of Wooster Art Museum. The Department of Art and Art History offers majors in Art History and in Studio Art, and courses in both majors are designed to allow students to develop a sensitive understanding of the visual arts, past and present. In studio courses, students learn to conceive and express ideas in two- and three-dimensional media, to evaluate the aesthetic character of works of art, and to become aware of art's inherent sociopolitical implications. Art history courses are concerned with the production and reception of the visual arts within their social, religious, cultural, and political contexts.

The College of Wooster Art Museum supports and enhances the College's goals of teaching, research, and service through exhibitions, scholarship, collection preservation, and public engagement. The museum program also promotes campus-wide engagement and interdisciplinary dialogue through collaborative exhibitions, and acts a catalyst for creative engagement both on campus and between the College and regional and national audiences.

For more information about The College of Wooster Art Museum and its program visit artmuseum.wooster.edu or contact *Kitty Zurko, Director*, or the Administrative Coordinator at 330-263-2388.

EDUCATIONAL PLANNING AND ADVISING CENTER

The Educational Planning and Advising Center (EPAC), located in the Lilly House, offers a range of resources to help students develop comprehensive educational plans for their years at the College. The EPAC staff is available for individual meetings with students. Throughout the year, the Center offers programming to meet the challenges of college life. This includes:

Peer Mentors Program pairs first-year students with upper-class students who have excelled both academically and in their co-curricular pursuits. Mentors meet one-on-one with first-year students to help them successfully transition to college life and to discover exciting opportunities both on and off campus.

Sophomore Retreat, led by a diverse group of Wooster faculty and staff, is an overnight retreat, near Mohican State Park, designed to help sophomores refine their academic and career goals. Participating students also learn more about resources and opportunities that are available across campus.

For more information regarding the Educational Planning and Advising Center, please contact *Alison Schmidt, Associate Dean for Educational Planning and Advising*, *Cathy McConnell, Director*, or *Karen Parthemore, Administrative Coordinator*, at 330-263-2428.

CENTER FOR ENTREPRENEURSHIP

The Center for Entrepreneurship strives to empower students to pursue their passion (regardless of academic discipline) by learning about and creating entrepreneurial ventures that generate economic (for-profit) and/or social (non-profit) value. The Center for Entrepreneurship wants students to value and understand how important e-ship is to this culture, government, and country. The Center offers workshops, programs, and summer opportunities for entrepreneurial education.

The Center is located in Morgan Hall, Room 301, and students are welcome to drop in and meet with *James Levin, Director*, or for more information call *Martha Bollinger, Administrative Assistant*, at 330-263-2267.

LEARNING CENTER

Located in the Rubbermaid Student Services Building, the Learning Center offers **academic support** to any student on campus. The Learning Center is staffed by adult

consultants who work with individual students in scheduled sessions. The sessions focus on time management, organizational skills, and effective study strategies tailored to meet students' academic needs in specific courses. Students may also take advantage of quiet space for study and computer use at the Learning Center.

The Learning Center is also the office of support for **students with disabilities**. The College recognizes that students with physical or learning disabilities may have certain needs that require specific accommodations. To ensure equal access to all courses and programs at the College, students are encouraged to submit professional documentation of the disability to the Learning Center. Reasonable and appropriate accommodations will be arranged after students meet with Learning Center staff to review their documentation.

The Learning Center is open from 8:00 a.m. - 4:00 p.m. Monday through Friday. There is no fee for this service and students are encouraged to schedule appointments with the Center early in the semester. For more information, please contact *Pam Rose, Director* (prose@wooster.edu), or *Amber Larson, Assistant Director* (alarson@wooster.edu), at 330-263-2595.

THE LILLY PROJECT

The Lilly Project for the Exploration of Vocation, located in the Lilly House, provides opportunities for the entire College community to engage in serious vocational exploration both on campus and off. The largest program is the Summer Vocational Exploration. Students compete to receive funding for fellowships primarily of their own design. The fellowships fall under a range of categories: addressing humanitarian causes in health and legal issues, civic engagement, and defining and developing one's personal passions, to name a few. Two other offerings include: ReIntegration, a program which provides students the opportunity to put their off-campus experiences into perspective and examine how they will make use of them back on campus and beyond; and Mini Grants, an opportunity for students, faculty, and staff to receive funding for smaller vocational exploration projects which can be done during the academic year. Students are strongly encouraged to speak with the director before submitting any proposal.

For more information, please contact *Cathy McConnell, Director*, at 330-263-2301.

MATH CENTER

The Math Center in Taylor Hall, Room 301, supports students in introductory level math courses. Staffed by a math professional and/or peer tutors, the Math Center provides walk-in tutoring (no appointment required). Math Center users typically ask for assistance understanding concepts and examples from the text and/or class lectures, preparing for exams, or completing homework assignments. Some students choose to complete all of their math homework at the Center to have immediate access to the Center's resources, while others bring in problems after attempting an assignment. While the Math Center cannot explain economics, physics, astronomy, chemistry, etc., it can help students from non-math courses solve an equation or complete an integral.

For more information, please contact *Linda Barbu, Director*, at 330-263-2490.

WRITING CENTER

Two ideals figure prominently in a Wooster education: successful writing and independent students. The Writing Center is essential to both. From First-Year Seminar to Senior Independent Study, from receiving a writing assignment to final editing of a paper, from constructing an argument to documenting sources, from process to product, the College Writing Center provides one-on-one guidance,

resources, and support for student writers as they work through their academic careers. We strive to enable student writers to make informed, successful, and independent decisions about their writing. The staff includes experienced student writers, knowledgeable professional staff, and professionals in the field of writing. Regular appointments for many Sr. I.S. students and most students working repeatedly with the Writing Center are the best indicators of its importance. Monday evenings in the fall semester include FYS-focused support; other arrangements can be made as well. There is no charge for working in the Writing Center.

Writing is a process that moves from generating ideas for writing to proofreading, and the Writing Center can help at any stage of that process. Many writers rely on Consultants and Tutors for these latter stages of the writing process, and the Writing Center strives to provide educated readers who ask common-sense questions and point out issues focus, organization, and tone, as well as mechanics. The staff works from the ideal that repairing one paper is productive, but helping writers to better understand and take control of successful writing provides much greater benefit. Our goal is to help students learn to look at their writing more critically through their identifying writing strengths and our guiding their improvement elsewhere. Appointments are not required, but they are recommended.

Students are encouraged to call *Debbie Baker, Administrative Assistant*, at 330-263-2205.

STUDENT LIFE

ART

The College of Wooster Art Museum, located in the Ebert Art Center, presents rotating exhibitions in the Sussel Gallery and the Burton D. Morgan Gallery. In any given year, exhibitions might include historical and contemporary art, a group Senior Studio Art Independent Study exhibition, the Five College of Ohio Juried Student Biennial (initiated by Wooster in 2001), faculty shows, and other exhibitions and events that support classes and interdisciplinary dialogue. For more information, please contact *Kitty Zurko, Director*, or the Administrative Coordinator at 330-263-2388.

CAMPUS COUNCIL

In the spring of 1969, a Campus Council was created, which joined in its membership students, faculty, staff, and administration to legislate in the areas of student life and extracurricular affairs and to issue advisory opinions and make recommendations to the President of the College, the Board of Trustees, and other organizations. One of the Council's responsibilities is to charter all student organizations and allocate their budgets.

Since its creation, the Council has become an increasingly effective forum in which ideas are heard, exchanged, and coordinated into action. A contribution of major significance was the Council's sponsorship of the drafting and its continued oversight of the *Code of Academic Integrity* and the *Code of Social Responsibility*. For more information, please contact *Kevin Carpenter, Student Chair*, at kcarpenter12@wooster.edu.

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS

The College of Wooster believes that all phases of physical education (instructional classes, intramural sports, and intercollegiate athletics) are integral parts of the

total educational program. All intercollegiate athletics are under the direction of the Department of Physical Education and Athletics.

The College is a member of the National Collegiate Athletic Association and the North Coast Athletic Conference; its conduct of men's and women's intercollegiate athletics is governed by the policies of these organizations. The men's program includes eleven sports: baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, tennis, indoor and outdoor track. The women's varsity program includes twelve sports: basketball, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track, and volleyball.

Tuition includes free admission for students to all regularly-scheduled intercollegiate contests held in Wooster (excludes tournaments and post-season).

A varied intramural program is offered for both men and women. Activities include flag football, bowling, volleyball, golf, soccer, basketball, ultimate frisbee, floor hockey, billiards, swimming, tennis, and softball, among others. The intramural department encourages individual students as well as student groups to suggest new activities.

A student group desiring to use one of the College's intercollegiate practice or game fields or facilities must obtain prior permission from the chairperson of the Department of Physical Education and Athletics. For more information, please contact *Keith Beckett, Director*, or *Bonnie Hughes, Administrative Coordinator*, at 330-263-2349.

LILLY PROJECT

The Lilly Project is made possible through a generous grant from the Lilly Endowment, Inc. Its goal is to provide students and the entire College community with the opportunity to engage in vocational discussion and reflection. The Project intends to create a climate of engagement that focuses on questions of meaning and value: What is worth doing, and how can our lives contribute to that which has ultimate significance? The project will support the people and communities involved as they transform their individual and collective lives and envision what is possible for them beyond what currently exists. Lilly Project initiatives include curricular, field experience, and co-curricular elements. For more information, please contact *Cathy McConnell, Director of The Educational Planning and Advising Center*, or *Karen Parthemore, Administrative Coordinator*, at 330-263-2428.

MUSIC

The Scot Band is an organization of about 170 musicians which plays at all home football games, one away game, and one invitational band festival. The Scot Symphonic Band (about 80 members) gives three home concerts each season and tours during a portion of the spring vacation. The Scot Pipers and Dancers perform with the Marching Band during football season, make appearances around the state during the school year, and tour with the Symphonic Band in the spring. Membership in the Marching Band is open to all students. Symphonic Band membership requires an audition.

Wooster Chorus is a group of approximately 50 mixed voices which appears on campus and in nearby communities and tours during the spring vacation. Membership is open to all students upon audition.

Gospel Choir is a performing organization open to any student, faculty, staff, or community person. The choir gives at least one performance each semester of African-American choral music. Auditions are held immediately prior to the beginning of the fall semester.

Wooster Singers is a choir open to all without audition. This ensemble explores choral music of a wide range of styles and historic periods and develops sight-singing skills. Performances will be scheduled depending on the size and preparation of the ensemble.

Wooster Symphony Orchestra is a college/community ensemble of over 60 musicians, made up of students, faculty, and local citizens, which plays three subscription concerts each season. Wooster Symphony membership requires an audition.

Wooster Symphony Chamber Orchestra is an advanced orchestra; participants are selected each fall from the membership of the larger orchestra.

Jazz Ensemble is an organization of 18-20 players which performs three home concerts per year in addition to occasional outside appearances. A variety of musical styles is included, and there is opportunity for members to contribute original compositions and arrangements. Jazz Ensemble membership requires an audition.

Jazz Combo is a performing ensemble comprised of six to ten instrumentalists devoted to the study and performance of small-group jazz (hot, swing, bebop, cool, progressive, and fusion).

Ensembles are smaller groups, such as string, woodwind, brass, and percussion ensembles, which function in addition to the above groups as there is a demand or requirement.

For more information on student music groups, please contact *Nancy Ditmer, Department Chair*, or *Donna Reed, Administrative Coordinator*, at 330-263-2419.

RADIO

WCWS (FM 90.9, 850 watts) is operated by the College with student management as a non-commercial, educational broadcast station serving Wooster and ten surrounding counties. Programming on WCWS includes a wide range of music formats, from classical to jazz to rock, as well as sports, news, and public affairs. The station also airs special programs, including a weekly showcase about Wooster's nationally acclaimed Senior Independent Study project. Any student interested in the various fields of broadcasting — engineering, programming, news, or sports — is invited to participate. For more information, please contact *Jason Weingardt, Student General Manager*, at jweingardt12@wooster.edu.

RELIGIOUS AND SPIRITUAL LIFE ON CAMPUS

The religious community at The College of Wooster is diverse. A variety of groups, programs, and services are provided for religious expression and spiritual growth seeking to deepen the search for meaning. These include personal and communal religious and spiritual practice as well as opportunities to serve the wider community.

The Chaplain coordinates religious and spiritual life on campus. Interfaith Campus Ministries (OICM) supports existing student religious groups and initiates new groups as interest and need are indicated. The Chaplain and OICM seek to challenge and nurture the spiritual and religious life of the campus. The Chaplain and Director of Interfaith Ministry, the Campus Rabbi, the Associate Chaplain, and other staff are available for individual conversations and counseling with students, for programs dealing with questions of faith and meaning, and as a resource for religious life and observances. They can be reached at extension 2602. OICM sponsors a wide variety of programs and events that are open to the campus community. A newsletter is offered regularly, and a web page is available on the college's website under the Student Life section. Overholt house, located on the corner of Beall and Bloomington, is the home of OICM. It offers an on-campus retreat space with a kitchen and meeting areas open to the campus. The Chaplain's office is in the Center for Diversity and Global Engagement.

Throughout the year, there are opportunities for interfaith dialogue and worship. Sunday@Six, the student-led, Ecumenical campus worship service, is held in Mackey Hall each week that classes are in session. All members of the campus community are welcome to attend or contribute. Worthy Questions invites students to meet weekly to explore with others the 'quest' for purpose and meaning that serves to integrate diverse aspects of one's life. Mentors from the community join the students in the

process of learning to “ask questions worthy of the person they may become.” The program accepts applications annually. A multifaith group of students and staff provides opportunities for members of the campus community to engage in interfaith dialogue.

Christian life on campus includes a number of student groups:

- The Catholic Student Association offers services, activities, retreats, social justice programs, and speakers. All are open to all students at the College.
- EnRoute is a Progressive Christian Community whose focus is exploring questions of faith together. They attend Sunday@Six and meet following the service for Koinonia, a dinner and discussion group.
- Fellowship of Christian Athletes meets weekly for praise music and discussion.
- Sisters in Spirit is open to all women on campus. The group meets regularly to explore a variety of faith issues pertaining to college-age women. It has also engaged in a partnership with the local domestic violence shelter.
- Wooster Christian Fellowship is affiliated nationally with InterVarsity Christian Fellowship, whose main purpose is to know Christ and to make Him known. The group meets weekly for worship, teaching, and fellowship as well as offering occasional retreats, conferences, and camps.

Jewish life on campus centers around the Hillel group. It works to increase the appreciation and observance of Judaism, welcoming non-Jewish students who are interested. The group sponsors activities for the entire campus, including traditional Jewish religious celebrations, guest lectures, movies, and discussions. It maintains a Hillel library and keeps its members informed of Jewish activities in the area. The activities of the Hillel community are supported, in part, by the Lottie Kornfeld Endowment.

Muslim life on campus centers on Noor. Noor exists to inform the campus community about the rich Islamic tradition and heritage; as such, its membership is open to all members of campus. It also provides a community for Muslim students and arranges periodic trips to the area mosque, special meal arrangements for Ramadan, and observances of major religious holidays.

Peace by Peace is an organization working to promote peacemaking activities. Its members offer educational programs, link with other advocacy groups on campus and in the community, and seek to promote skills and attitudes that assist in effective conflict resolution.

Westminster Presbyterian Church is the congregation-in-residence at The College of Wooster. The congregation meets for worship on Sundays at 10:45 a.m. in The Westminster Church House. Students are invited to be active in the congregation as full or associate members. Westminster sponsors various campus programs in conjunction with the Office of Interfaith Campus Ministries and other religious groups on campus.

Congregations in the Wooster area welcome students to their services and to their community life. A number of congregations welcome student participation in their choirs or offer employment opportunities. A directory is available from OICM.

For more information, please contact *Linda Morgan-Clement, Campus Chaplain*, or the Administrative Coordinator at 330-263-2602.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the formal assembly of the student body that is an advocate for student concerns and provides various campus services, transportation to/from Cleveland-Hopkins and Canton-Akron airports at College breaks, and summer storage. The officers each have specific responsibilities and participate in Senate meetings and weekly Cabinet meetings. For more information, please contact *Hannah Haas, Student President*, at hhaas12@wooster.edu.

STUDENT ORGANIZATIONS

Approximately 120 student organizations are chartered by Campus Council. These special interest organizations are open to any interested students. They include departmental clubs, international/diversity groups, political organizations, club sports, and volunteer groups.

Some of the groups are as follows: Black Students' Association (BSA), Don't Throw Shoes, International Student Association (ISA), Noor (Muslim Students), Allies and Queers, WOODS, Circle K International, Wooster Hillel (Jewish Students), Volunteer Network, South Asia Committee, Merry Kween of Skots, the COW Belles, Wooster Scottish Arts Society, Wooster Christian Fellowship, and Wooster Cricket Club. For more information, please contact *Bob Rodda*, Director of Lowry Center and Student Activities, or *Julie Christopher*, Administrative Coordinator, at 330-263-2062.

STUDENT PUBLICATIONS

The College of Wooster supports a variety of student publications. These publications enrich the cultural life at Wooster and provide students with a range of avenues to engage in the creative and thoughtful expression of ideas. They also offer students hands-on experience in managing, editing, and publishing.

The Goliard is the College literary and art journal. It is published annually and is staffed by students from all classes.

The Index is the College yearbook, published annually and staffed by students from all classes.

Sapere Aude is the Wooster Journal of Philosophical Inquiry and is in its third year.

The Voice is the College weekly newspaper, staffed by students from all classes.

Year One Journal is the annual publication of the First-Year Seminar Program. It features prose, fiction, and visual art produced by first-year students. It is staffed by upper-class students under the guidance of the Director of the Writing Center.

For more information regarding student publications, please contact *Claudia Thompson* or *Jacob Koehler*, Co-chairs of the Publications Committee.

THEATRE

Auditions for plays are open to all students. A balanced selection of plays is presented each season under the direction of the Department of Theatre and Dance. Musicals are presented every other year in conjunction with the Department of Music. Programs include student-directed productions, workshop productions, and off-campus professional theatre internships. During the summer, the Ohio Light Opera Company plays its festival season in Freedlander Theatre. For more information, please contact *Dale Seeds*, Department Chair, or *Patrice Smith*, Administrative Coordinator, at 330-263-2541.

WOMEN'S CLUBS AND MEN'S SECTIONS (Greek Life)

There are six local social clubs for women and four local social sections for men on campus. In a variety of ways, these groups function similarly to local sororities and fraternities. Any student in good academic and social standing is eligible for membership. The general functioning of the sections and clubs, including rushing, bidding, and new member education, is under the jurisdiction of the Inter-Greek Council and the Committee on Social Organizations. The latter holds the final authority for the policy affecting these organizations. Approximately twelve percent of the student body is involved in sections and clubs. Sections and clubs may apply for College housing each year. Currently, nine groups are housed as units in College housing. For more information, please contact *Joe Kirk*, Director, at 330-263-2342.

WOOSTER ACTIVITIES CREW (W.A.C.)

The Wooster Activities Crew (W.A.C.) is the campus programming board, run by

students for the Wooster community. The group's purpose is to plan, promote, and produce entertaining and socially engaging events that both provide academic relief and unite the student body. W.A.C. brings innovative and novelty events to the College, as well as plans annual events such as Party on the Green, Gala, and Springfest. For more information, please contact *Daniel Casto*, *Student President*, at dcasto12@wooster.edu.

WOOSTER DANCE COMPANY

The College of Wooster Dance Company is a fully-chartered College organization for all students on campus interested in dance. The approximately fifty members in the Company present two concerts each year — one during the first semester and one in the second. Auditions during first and second semesters are open to all students. The Company is associated with the Department of Theatre and Dance, which includes a dance track within the major and a minor in Theatre and Dance. Additionally, the Dance Concert is presented as one of the Theatre and Dance Department's main stage productions. Opportunities for students to dance, choreograph, and coordinate for the Company provide excellent experiences and college credit. For more information, please contact *Dale Seeds*, *Department Chair*, or *Patrice Smith*, *Administrative Coordinator*, at 330-263-2541.

WOOSTER VOLUNTEER NETWORK

Wooster Volunteer Network offers a range of community service opportunities on campus. It serves as an umbrella organization to coordinate and encourage service to the Wooster community and beyond. Opportunities include service house living and serving communities, monthly service activities coordinated by the WVN executive board, an international service trip in conjunction with OICM, hurricane relief week in the New Orleans area, and an annual spring-break trip to West Virginia. The WVN office is located in Overholt house. Students who are interested in creating projects or getting involved in community service are encouraged to stop up or visit the website found through the College's home page. For more information, please contact the student co-chairs: *Amanda Collins* at acollins13@wooster.edu, or *Lauren Grimanis* at lgrimanis12@wooster.edu.

STUDENT SERVICES

CAMPUS DINING SERVICES

Food is provided to College of Wooster students on a meal plan by the College owned-and-operated Campus Dining Services department. Students may select the meal plan that best suits their lifestyle and their dining habits. The meal plan choices incorporate a mix of traditional, all-you-care-to-eat meals in Lowry dining hall and Flex Dollars that can be spent like cash to purchase food and drinks at campus food locations.

Meal counts are expressed in number of meals per semester, and are not limited to number of times per day or week they can be used. Neither the unused dining hall meals nor the unused Flex Dollars will roll over from semester to semester or year to year. Students must present their College I.D. card in order to utilize their meal plan. Students approved to live off-campus are welcome to subscribe separately to the meal plan contract. Students may also utilize any balances they may have in their COW Card Debit account for food purchases at Kittredge, Lowry, MacLeod's, Mom's, Old Main Café, Pop's, Scot Dogs, and vending machines.

Kittredge Dining Hall focuses on simple, fresh, and healthier foods that have a lower carbon footprint. It is open for lunch Monday through Friday; hours of operation can be viewed online at www.wooster.edu/Student-Life.

Lowry Center Dining Hall is located on the top floor of Lowry Center and features an all-you-care-to-eat food-court style meal contract service for breakfast, lunch, and dinner daily. Dining hours and menus can be viewed online at www.wooster.edu/Student-Life.

MacLeod's Coffee Bar and Convenience Store is located in the Lowry Center main lounge and offers freshly brewed Starbucks drip coffee, Starbucks espresso-based favorite drinks, and a host of convenience store products. Hours of operation can be viewed online.

Mom's is located on the ground floor of Lowry Center and features ala carte grill foods, cold salads, coffee, fruit smoothies, sandwiches, soups, fountain drinks, and milkshakes. Mom's accepts cash, COW Card Debit, and meal plan Flex Dollars. Hours of operation can be viewed online.

Old Main Café, located on the "Garden Level" of Kauke Hall, provides students, faculty and staff with a relaxing oasis, whether they are seeking a break between classes or a comfortable coffee-house atmosphere in the evening. The Old Main Café offers an extensive menu of coffee, featuring Starbucks espresso-based drinks as well as Starbucks drip coffee, teas, hot chocolate and bottled beverages, as well as muffins, dessert bars and cheesecakes. Freshly-prepared salads and sandwiches are available daily and include vegan and vegetarian specialties. Cash, COW card, personal/department charges and meal plan Flex dollars are accepted as forms of payment. Sorry, we do not accept credit cards or meal plan swipes.

Pop's Sub-Stop is located on the ground floor of Lowry Center and offers quick, grab-n-go convenience for lunch, Monday through Friday. Cash, COW card, personal/department charges and meal plan Flex dollars and meal plan swipes are accepted as forms of payment. Sorry, we do not accept credit cards. Hours of operation can be viewed online.

Scot Dogs is a mobile sandwich cart that offers high quality, locally produced, hot sandwiches, chips, and drinks. It will be positioned at an easily accessible location on-campus most weekdays for Lunch (weather permitting). Cash, COW card, personal/department charges and Flex dollars on meal plan are accepted as forms of payment. Sorry, we do not accept credit cards or meal plan swipes.

Campus Dining Services can provide **Catering** services and on-location catering in any campus building or on the campus grounds at a reasonable cost. The Campus Dining Services Customer Service Office processes all catering requests, orders for student Birthday Cakes and Exam Care Packages, and administers all meal plans. The Customer Service Office can answer questions and resolve problems with regards to the meal plan. More information about catering can be viewed online. The Campus Dining Services Customer Service is located on the lower level of Lowry and may be reached by calling *Chuck Wagers, Director*, or *Donna Yonker, General Manager*, at 330-263-2358.

HOUSING AND RESIDENCE LIFE

The College of Wooster is a residential college; all students live on campus for their entire College career. Students must be enrolled full-time (three full course credits or more) to reside in College housing. When a student's course registration drops to fewer than three full course credits or a student's status is changed to "Leave of Absence" or "Withdrawn," then he/she must immediately vacate the College's residence hall or program house. Written exceptions to this requirement may be granted by the Dean of Students or his designee. Exceptions will be granted only for compelling reasons. The College reserves the right to remove or relocate students living

in College housing when circumstances warrant such action. Students must live in College housing unless they are granted off-campus living permission by the Dean of Students or his designee. A variety of housing options for individuals and groups are available, including coeducational and single-gender halls, and program-oriented halls. Housing options include the International Program, the Residential Senior Program, and Club and Section Housing among many others. All College residence halls and program houses have access to the computer network.

Residence hall rooms vary in size, configuration, and styles of the furnishings. Rooms have a study desk, chair, bed, mattress, dresser, and window shades. Bedding, pillows, rugs, curtains, and other equipment are provided by the resident(s). Students provide and care for their own bed linen. Washers and dryers are provided for all College housing. Students must provide their own telephones while on-campus and local service is available to all students. The College is not responsible for loss or damage to clothing and personal effects in student rooms. Consequently, students are encouraged to carry their own insurance on personal property and to lock their room doors when out of the room.

In addition to living in traditional residence halls, a number of students are housed in program houses located throughout campus. These houses accommodate groups of four to thirty people. Students are required to complete a special application to be considered for residence in these units. Groups living in program houses participate in volunteer activities that serve the campus and local community. All housing options are administered by the Office of Residence Life.

In each residence hall and cluster of program houses, Resident Assistants are available for the support of the students in these communities. RAs are sophomores, juniors, or seniors who are trained to provide guidance, peer advising, and referral to campus services for students. Professional staff also live within the residential community to provide assistance to the residents. The Central Office Staff include the Associate Dean and Director of Residence Life, the Associate Director, two Assistant Directors, an Administrative Assistant, and three full-time Area Coordinators.

For new students, a room reservation is made when an applicant has been accepted for admission, paid the enrollment and security deposit, and submitted the appropriate housing materials. New students must maintain a residence in College housing unless they apply for an exception to live at home with a parent or guardian. Housing assignments for new students will be completed and mailed in mid-July by the Residence Life staff.

College residential facilities are open to students only when classes are in session. Students who do not have special permission to engage in a special College activity (graduation, sporting events, etc.) are asked to vacate their rooms at the close of a semester, no later than twenty-four hours after their last examination. During the second semester, those who are graduating may remain on campus until commencement ceremonies have concluded.

Information on fees may be found in the Catalogue section entitled *Expenses*. Information on housing may be acquired by calling *Christie Krücker, Associate Dean of Students and Director of Residence Life*, or *Angela Sponsler, Administrative Coordinator*, at 330-263-2498 or by visiting the Residence Life web site at www.wooster.edu/Student-Life/Residence-Life.

LOWRY CENTER

Lowry Center, the College's student union, opened in the fall of 1968 as a memorial to Howard Lowry, President of Wooster from 1944 to 1967. In the "Role of the College Union", the Association of College Unions International states the following:

The union is an integral part of the educational mission of the College. As the center of the college community life, the union complements the academic experience through

an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

Lowry Center provides students with a range of services and contains a variety of multi-purpose areas including the bookstore, post office, information desk, MacLeod's convenience store, Scot Lanes bowling and billiards facility, main lounge, art exhibit area, meeting rooms, the gallery of international flags, faculty lounge, dining facilities, 24-hour printing center, and Mom's Truckstop snack bar. Also located in the building are offices for the College newspaper, Student Government Association, and Wooster Activities Crew.

For more information, please contact *Bob Rodda, Director*, or *Julie Christopher, Administrative Coordinator*, at 330-263-2062.

SECURITY AND PROTECTIVE SERVICES

The Security and Protective Services Department provides law enforcement response, crime prevention education, and security services to the campus community 24 hours a day, 7 days a week, 365 days a year. The department also works closely with the Wooster Police Department, Wooster Fire Department and other College and City offices to provide such services and resources to the Wooster community. Primary duties include the safety and security of students, grounds and facilities. The department also monitors the College's 911 system, fire safety systems, and campus access system. The SPS department is responsible for upholding the College policies found within *The Scot's Key* as well as local, state and federal laws.

The office is located on Wayne Ave., just east of the Longbrake Student Wellness Center, and is staffed 24 hours a day. The Department seeks to promote and preserve the security and safety of the College community. Our philosophy is based on the concept that officers and members of the College community work together in creative ways to help solve problems related to crime and fear of crime. Our goal is to have a positive presence here on campus based on mutual understanding and respect. Foot patrols inside buildings and bike patrols around campus are opportunities to become closer to our community. Establishing and maintaining a mutual trust within the College community is used to improve our ability to prevent crime and solve problems. Policy enforcement and intervention activities will be conducted in such a way as to provide a positive learning experience when possible.

The Security Department also provides numerous services to the campus community including: safety escorts, property engraving, residential education programs, fire safety programs, vehicle and bicycle registration, student security patrols, CPR/First-Aid, and other programs. The Security and Protective Services Department is also responsible for the enforcement of parking regulations on campus. All vehicles parked on the College of Wooster campus must display a valid permit. Permits can be obtained at the Security office 24 hours a day, 7 days a week. For information on parking visit www.wooster.edu/Student-Life/Security-and-Protective-Services. Requests for services can be made by contacting the Security and Protective Services Department at 330-263-2590.

STUDENT WELLNESS CENTER

The Longbrake Student Wellness Center (LSWC) provides comprehensive health services for College of Wooster students enrolled on a full-time basis. The staff consists of physicians from the Cleveland Clinic Wooster, professional psychological counselors, certified athletic trainers, an office administrator, and registered nursing staff to maintain 24-hour service during the academic year. Services include physician appointments, GYN appointments, nurse evaluations, blood draws, medica-

tions, EKGs, allergy injections, hydration IVs, counseling appointments, cold care and first aid center, and overnight student beds. Programs offered comprise of Students Helping Students (student peer education), First Responder training and service, Sexuality Support Network, Depression Support Group, Paws to Pet (dog therapy), and massage therapy.

The Medical Director for the LSWC is a Cleveland Clinic physician. All services are administered under his/her supervision. Physicians are available to students by appointment Monday through Friday at no charge. Confidential counseling services are available at the Wellness Center (no fee for the first ten counseling sessions). The athletic trainer evaluates non-varsity student athletes at the Wellness Center by appointment. The Cold Care Center is an educational, self-treatment module for evaluation and treatment of respiratory infections. A First Aid Center is available for treatment of minor injuries. Both the Cold Care Center and the First Aid Center are accessible 24/7 on a walk in basis. The cost associated with most of these services is included in the comprehensive fee.

The student is required to purchase the **Student Accident and Sickness Medical Plan** or furnish a waiver indicating they have health insurance coverage through a parent or individual plan. Insurance will be used if the student needs to be seen at a medical facility outside of the LSWC. Details of the plan are provided in the brochure mailed to all students by the Business Office.

For more information, please contact *Esther Horst, Acting Director of LSWC*, or *Lori Stine, Administrative Coordinator*, at 330-263-2319.

ADMISSION

Admission to The College of Wooster is open to qualified students regardless of age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, or political affiliation. In determining admission, due consideration is given to many different expressions of a student's qualities and abilities: scholastic achievements, performance on standardized tests, extracurricular activities, and promise to benefit from and contribute to the intellectual life of the community.

APPLICATION TIMETABLE

	Application Due	Decision Announced	Candidates' Reply Date
First Year Candidates			
Early Decision	November 15	December 1	January 1
Early Action	November 15	December 31	May 1
Regular Decision	February 15*	April 1	May 1
Transfer Candidates	June 1 for Fall Term Dec. 1 for Spring Term	within 2 weeks of completion of application	within 2 weeks of notification of admission

* *Candidates may apply after this date, but they should understand that priority will be given to those who meet the application deadline.*

APPLICATION PROCEDURE

- 1. Application:** The College of Wooster accepts the Common Application. A copy of the Common Application can be found on the Office of Admissions website at www.wooster.edu/admissions/apply or on the Common Application website at www.commonapp.org. The applicant may also contact the Office of Admissions at 800-877-9905 to request an application. Applicants can submit their materials online or through the mail by the appropriate deadlines. A fee waiver is applied for online applicants.
- 2. High School Transcript:** A transcript should be furnished by the secondary school at the time the student submits an application. A final transcript will be required at the end of the senior year, and an interim transcript may be requested earlier in the senior year to monitor progress.
- 3. School Report:** The school report form must be submitted by the applicant to his or her secondary school counselor, who should send the completed form to The College of Wooster before the application deadline.
- 4. Teacher Evaluation:** The teacher evaluation form should be given to a teacher who has taught the applicant in an academic subject within the last two years. The completed form should be returned by the teacher to The College of Wooster before the application deadline.
- 5. Application Fee:** A non-refundable application fee of \$40 must be sent to the Office of Admissions by the stated deadline for all applicants. This fee will be waived for those who apply online. *Checks or money orders should be made payable to The College of Wooster.* If this fee represents a financial hardship, a guidance counselor may submit a College Board fee waiver, or a letter requesting a fee waiver, on the student's behalf.
- 6. Entrance Tests:** Scores from the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or scores from the American College Testing Program (ACT) are required of all applicants. *It is recommended that all applicants take one of these tests no later than November of the senior year.* Information about the SAT may be obtained through www.collegeboard.com. Information about the ACT may be obtained through www.act.org.
- 7. Financial Aid:** Over ninety percent of all students at The College of Wooster receive some form of financial aid. Applicants for financial aid based on need should file the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA may be obtained from secondary school guidance offices or online at www.fafsa.ed.gov. Additional information on need-based financial aid and merit scholarships may be obtained from the Office of Admissions. Please also consult the section on *Financial Aid* in this *Catalogue*.

Students are strongly encouraged to visit the campus and to talk with an admissions counselor before making a final college choice. Although not required, a visit permits the candidate to attend an information session, have an admissions interview, tour the campus, visit classes, and meet faculty and students. Visit arrangements should be made at least one week in advance of the desired visit date through the Office of Admissions by calling 800-877-9905 or going online to www.wooster.edu/admissions/visit.

All admission to the first-year class or to advanced standing are under the direction of the Office of Admissions. The Admissions Committee suggests, as a minimum, the following distribution of entrance units:

English	4
Foreign Language	2
History and Social Science	3
Mathematics	3
Natural Science	3

plus at least one elective from the above categories for a total of sixteen academic units.

EARLY DECISION and EARLY ACTION

Early Decision applicants will be asked to sign a statement declaring their intention to enroll at The College of Wooster if admitted. Students applying in the Early Decision process may submit Regular Decision applications to other colleges or universities, but those students offered admission to Wooster will be expected to withdraw their applications from other institutions and not to initiate any new ones.

Early Decision candidates who wish to apply for financial aid should complete the CSS Financial Aid Profile available from secondary school guidance offices. All aid awards are tentative pending submission of the official aid application (FAFSA) and other required documentation.

Students who decide that Wooster is their first choice college are encouraged to apply under the College's Early Decision option:

Early Decision: Candidates must submit all of the application credentials (Early Decision Agreement, the Common Application, supplement, school report, transcript, recommendations, standardized test results, and application fee) no later than November 15. By December 1, Early Decision I candidates will receive one of three responses from the Office of Admissions: an offer of admission, postponement to the Regular Decision pool, or a denial of admission. Admitted students will have until January 1 to pay a *non-refundable* enrollment and security deposit.

Early Action: Candidates must submit all of the application credentials (Common Application, supplement, school report, transcript, recommendations, standardized test results, and application fee) no later than November 15. By December 31, Early Action candidates will receive an admissions decision. Early Action is a non-binding application, meaning applicants can consider other institutions until the May 1 National Candidates Reply Deadline.

HOME-SCHOOLED STUDENTS

In addition to the standard application requirements, home-schooled students are required to interview with a Wooster admissions officer. Home-schooled students should also submit detailed course descriptions and/or syllabi for academic work completed through the home-schooling program and two letters of recommendation, including one from a person who has provided academic instruction to the student and at least one from someone outside the student's home.

DEFERRED ADMISSION

For a variety of reasons, some students decide to delay their plans to attend Wooster for one year after their secondary school graduation. In such instances it is recommended that these students file their application papers during their senior year in order to insure an admission decision at that time. Should the student decide to defer admission, a deferment until the following year must be requested in writing to the Vice President for Enrollment no later than May 1. To secure a place in the class, the enrollment and security deposit of \$350 must be submitted at the time the student requests to be deferred.

INTERNATIONAL STUDENT ADMISSION

The College of Wooster has made a commitment to serving the needs of the international student. These students comprise approximately six percent of Wooster's student body.

International students should begin application procedures early in their senior year. They should clearly indicate their nationality in their initial correspondence with the Office of Admissions.

Foreign Diplomas: The College of Wooster recognizes that successful completion of some foreign diplomas represents academic work beyond the level of the American high school diploma. In accordance with the placement recommendations approved by the NAFSA: Association of International Educators and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), students presenting these diplomas may receive up to one year of college credit. The exact number and nature of course credits granted will be determined through conferences with the Registrar and appropriate academic departments after matriculation.

International Advanced Placement Credit: Students who successfully pass Advanced-Level examinations with marks of A or B will automatically receive credit for one elective for subjects that are included in the Wooster curriculum. The credits will be recorded on the transcript and included as part of the elective credit required for a Wooster degree. If the student requests that the credit apply toward major, minor, or distribution requirements, a meeting must be scheduled with appropriate department chairpersons for the purpose of determining placement and competency levels. Placement tests may be used to determine levels of competency. Departments will determine Wooster equivalent courses for credits that are granted for acceptable proficiency scores. Courses that are granted for proficiency scores, if repeated, count only once toward the minimum 32 course credits required for graduation. When necessary, departmental chairpersons will determine which courses in the Wooster curriculum will be entered on the transcript as applicable toward major, minor, or distribution credits.

Students who successfully pass the International Baccalaureate Higher-Level Examinations with grades of 6 or 7 will receive one course credit toward graduation in the subjects included in the Wooster curriculum. Students submitting the International Baccalaureate examination results are subject to the same procedures that govern granting of credit for A-Level results.

International Student Transfer Procedures: When possible, students should submit official transfer documents before they arrive on campus. The process of evaluating documents for transfer credit should begin with the Registrar. Where there is doubt about the accreditation status of an institution granting a particular credential, the Registrar will consult with the Coordinator of International Recruitment and assist faculty in making the evaluation.

Financial Aid: Financial assistance for American students living overseas is determined on the basis of the results of the Free Application for Federal Student Aid (FAFSA), just as it is for American students living in the United States.

The College of Wooster has limited funds for international students and is able to offer students only partial financial assistance. International candidates must be able to contribute at least 50% of their annual expenses, not including travel, while studying at The College of Wooster. The College offers a few scholarships that exceed 50% of expenses and awards them based upon academic achievement and financial need. According to United States Immigration law, non-U.S. citizens who are not permanent residents must submit a Certificate of Finances whether or not they are applying for financial aid.

English Language Proficiency: All foreign candidates must prove competency in the English language. Students may prove their proficiency in English by taking either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students must score a minimum of 555 on the

paper-based TOEFL, or a 90 on the internet-based TOEFL (IBT) with no sub-score below 15 to be considered for admission. The minimum score on the IELTS is a 7.0 band. The Office of Admissions may waive these requirements for students who are native English speakers or have done their schooling at an English medium school for the past four years. Applicants must contact the Admission Office to ask for such a waiver. No application will be processed or evaluated without official TOEFL or IELTS results, or a waiver for the tests.

International Students and the Foreign Language Requirement: International students whose primary language is not English may satisfy the College's foreign language requirement by achieving an appropriate TOEFL score (at least 555 on the written test; 90 on the internet-based test) or by meeting the College requirement in Writing by placement examination or course work.

International students whose primary language is English but who are proficient in a second language must demonstrate that proficiency either by taking the College's language placement exam (in the case of languages taught at Wooster) or providing evidence by examination or other manner to the Dean for Curriculum and Academic Engagement. The same conditions apply for American students who have studied or lived in a non-English speaking environment for an extended period.

ADMISSION AS A TRANSFER STUDENT

Transfer students are welcome to apply for transfer admission at any time before the end of their sophomore year. Students who wish to apply as a transfer student should submit the Common Application (available from the Office of Admissions or www.commonapp.org), supplement, high school transcript, the application fee, transcript from each college or university attended, ACT and/or SAT I scores, and the College Official's form.

Applicants are required to have test scores and official transcripts of record from each institution at which they have studied sent to the Office of Admissions. Courses completed at another accredited institution will be accepted if the grade is C or better, if the cumulative GPA is a 2.500 or better, and if the courses are equivalent to those offered at Wooster. See *Transfer Credit Policy* (below) for additional information on types of transfer credit and evaluation criteria. The College will accept up to a maximum of 16 Wooster course credit equivalents completed elsewhere and transfer students must complete at least 16 course credits at Wooster to graduate, including four course credits for general education requirements (foreign language, studies in cultural difference, religious perspective, learning across the disciplines), and seven course credits in the major, including Senior Independent Study. Because of the emphasis on writing at Wooster, the writing-intensive requirement must be completed in Wooster's program. Normally the quantitative reasoning requirement will also be completed in Wooster's program. Exceptions will be approved by the Dean for Curriculum and Academic Engagement for both the writing requirement and the quantitative reasoning requirement. The *First-Year Seminar in Critical Inquiry* (see *Interdepartmental Courses*) is a requirement for graduation for transfer students who enter with fewer than seven course credits.

Transfer Credit Policy: The College of Wooster recognizes the value of transfer work, advanced placement, and proficiency tests, and will grant a maximum of eight course credits for first-year students who have satisfactorily completed acceptable transfer credits. Students who transfer to Wooster after studying full-time at another institution are classified as transfer students.

Upon receipt of the official transcript or credit document, the Registrar will determine, with the assistance of appropriate departments, how the credit will be awarded. Transfer credit appears on the student's academic record as credit without letter grade, and it is not used in the determination of academic grade point average. Transfer work that has no established Wooster equivalent must be approved by an

appropriate chairperson before credit is granted. Transfer credit approval forms are available in the Office of the Registrar.

Credit will not be granted for transfer courses or proficiency scores that are submitted for subjects that appear to be equivalent. Credits granted for transfer work, if repeated, count only once toward the minimum 32 course credits required for graduation. All transfer course work should be submitted for earned credit within one semester of enrollment at Wooster. Beyond this semester, re-testing or other means of certification may be required.

Wooster does not grant credit for online, distance learning courses, and credit based on performance on the College Level Examination Program (CLEP). Nor is credit granted for participation in programs sponsored by the National Outdoor Leadership Schools (NOLS) or Semester at Sea programs.

Transfer Credit and Graduation Requirements: Transfer credit submitted by a first-year student may apply to a maximum of four general education requirements. *The First-Year Seminar in Critical Inquiry*, the writing-intensive and the quantitative reasoning requirements must be completed at Wooster. An exception to the residence requirement on quantitative reasoning is made for students receiving credit for scores on the AP Calculus and AP Statistics tests.

Transfer credit for any of the following types may meet requirements in the major with the stipulation that seven course credits in the major must be completed at Wooster. Departments reserve the right to determine how transfer credit is equated to equivalent courses at Wooster. Placement tests may be used to determine levels of competency for any of the following types of transfer credit:

College-level courses taken while a high school student: Credits earned by enrolling in college courses while pursuing the high school diploma are usually acceptable toward a degree at Wooster. Credit earned for college-level courses that are taught by college instructors in the high school or dual credit program will not be accepted at Wooster. Only college classes taught on a college campus with other college students earn credit as long as the grade is C or higher.

British Advanced-Level Examinations: Students who complete the British Advanced-Level Examinations with marks of A or B will receive one elective credit for each subject that is included in the Wooster curriculum. Credit will not be granted for advanced subsidiary and ordinary level scores.

International Baccalaureate (IB): Students who submit scores of 6 or 7 for the International Baccalaureate Higher-Level Examinations will receive one course credit toward graduation in the subjects included in the Wooster curriculum.

Caribbean Advanced Proficiency Examinations (CAPE): Students who pass the Caribbean Advanced Proficiency Examinations with scores of I, II, and III for each passed Unit will automatically receive credit for one Wooster course for subjects that are included in the Wooster curriculum.

Summer School Credits: Students who attend summer school in other accredited institutions should review their curricular needs with academic advisers prior to attending summer school. All summer school transfer credit must receive prior approval by chairs of appropriate departments and the Registrar.

Advanced Placement Program of the College Entrance Examination Board: Wooster participates in the Advanced Placement Program (AP) sponsored by the College Entrance Examination Board (CEEB). Students with scores of 4 or 5 on the Advanced Placement test may receive academic credit for their scores. On some tests a score of 3 will be granted credit. Information for requesting official AP grade reports is found at the following address on the College Board AP website: www.collegeboard.com/ap/students/index.html. Wooster's CEEB code is 1134.

The following table shows the AP test, the required score for credit, and how credit may count when applied toward Wooster General Education (Gen Ed) and Learning Across the Disciplines (LAD) requirements.

Test	Score	Credit	Wooster Equivalents	Gen Ed & LAD
Art History	4,5	1	ARTD 12000	AH
Art Design 2-D	4,5	1	placement-see Chair	AH
Art Design 3-D	4,5	1	placement-see Chair	AH
Art Drawing	4,5	1	placement-see Chair	AH
Biology	4,5	1	placement-see Chair	MNS
Chemistry	4,5 3	1 0	Elective or placement-see Chair placement-see Chair	MNS
Computer Science				
A Exam	3,4,5	1	CSCI 15100	MNS
AB Exam	3	1	CSCI 15100	MNS
	4,5	2	CSCI 15100, 15200	MNS
Economics				
Micro	4,5	1	placement-see Chair	HSS
Macro	4,5	1	placement-see Chair	HSS
English Language	4,5	1	Elective, waives IDPT 11000	
English Literature	4,5	1	Elective, waives IDPT 11000	
Environmental Science	4,5	1	GEOL Introductory course ENVS Elective science course	MNS MNS
French Language	4,5	1	FREN Elective, major, minor	
French Literature	4,5	1	FREN Elective, major, minor	
German Language	4,5	1	placement-see Chair	
History (max = 3)				
United States	4	1	HIST 11000	HSS
	5	2	HIST 11000, 11100	HSS
European	4	1	HIST 10600	HSS
	5	2	HIST 10600, 10700	HSS
World	4	1	HIST Elective, major, minor	HSS
	5	2	HIST Elective, major, minor	HSS
Human Geography	4,5	1	ANTH Elective	HSS
Latin - Vergil	4,5	1	CLST Elective	
Latin Literature	4,5	1	CLST Elective	
Vergil & Latin Literature	4,5	2	1 in CLST major or minor-see Chair	
Mathematics				
Calculus AB	3,4,5	1	MATH 11100	Q, MNS
Calculus BC	3	1	MATH 11100	Q, MNS
	4,5	2	MATH 11100, 11200	Q, MNS

Admission

Calculus BC	1,2			
AB Subscore	3,4,5	1	MATH 11100	Q, MNS
Statistics	3,4,5	1	MATH 10200	Q, MNS
Music Theory	4,5	1	MUSC Elective; placement-see Chair	AH
Physics				
C: Mechanics	4,5	1	placement-see Chair	Q, MNS
C: Electr. & Magnetism	4,5	1	placement-see Chair	Q, MNS
Physics B	4,5	1	placement-see Chair	Q, MNS
Political Science				
United States	4,5	1	PSCI 11000	HSS
Comparative	4,5	1	PSCI 14000	HSS
Psychology	4,5	1	PSYC 10000	HSS
Spanish				
Language	4,5	1	SPAN Elective, major, minor	
Literature	4,5	1	SPAN Elective, major, minor	

APPEAL OF AN ADMISSIONS DECISION

Any applicant who is denied admission may appeal that decision by filing a written request for review with the Vice President for Enrollment within thirty days of the decision. A review of the original credentials and any additional supporting information the applicant wishes to submit will be made, and the applicant will be informed of the results of the review within thirty days of receipt of the request for review.

THE IMPLICATIONS OF ADMISSION AND REGISTRATION

The community on the College campus consists of several constituencies: the students, faculty, administration, and staff employees. Of all of these, the student spends the briefest time on campus. It is helpful, therefore, to have some clarification of the nature of the relationship between the student and the College.

It is understood that in applying for admission to The College of Wooster, each prospective student thereby requests the privilege of pursuing an education here in the type of academic program and social atmosphere offered by the College. By accepting a student for admission, the College agrees that the student should attend for that purpose. This is a contractual relationship between the student and the Board of Trustees.

It is the policy of the College to admit as students only those for whom graduation is a reasonable expectation and who are expected to contribute positively to the College community. However, admission and registration constitute a commitment by the College only for the term for which registration is accepted. It should be emphasized that students are on the campus because they meet qualifications which indicate that there is every expectation that they will graduate. Over the years this expectation has been achieved by a significantly high percentage of students.

Realistically, it is also true that for a wide variety of reasons, some students do not continue at Wooster until they are graduated. The terms under which progress toward a degree may be interrupted should be clear:

1. The **student may withdraw** from the College at any time for personal reasons. If withdrawal occurs during a semester, a pro rata rebate may be made in accordance with the policy outlined in the section on *Expenses*. If a student with-

draws from the College without completing the full withdrawal process, he or she will forfeit the enrollment deposit.

2. It should be noted that the commitment of the College in accepting a student's registration is for one semester only. The **College may refuse subsequent registration** on the basis of (a) the student's failure to make significant progress in course work in a satisfactory manner which continues to lead to the expectation that the student will achieve graduation (for further details see *Academic Policies – Academic Standing, Withdrawal, and Readmission*); (b) residency may be terminated for health reasons, which in the determination of the College physician or a member of the College's professional counseling staff are sufficient to indicate that the student should not be on campus; (c) registration for a subsequent term may be denied by the Provost upon the recommendation of faculty members or deans for sufficient reasons.
3. Students may be asked by the Provost to **terminate registration for financial reasons** upon the recommendation of the Vice President for Finance and Business and Treasurer after consultation with the Dean for Curriculum and Academic Engagement and the Dean of Students.
4. Students may be asked to **terminate their enrollment at any time for disciplinary reasons**. It should be noted that students may participate as members of agencies which may recommend suspension or dismissal from the College. There is a Judicial System which adjudicates violations of the Code of Academic Integrity and the Code of Social Responsibility. These decisions may also be made by the Deans. It is assumed that entering students and those reregistering are familiar with the various agencies which make decisions involving their stay at The College of Wooster.
5. A student may be **suspended or dismissed** at any time from The College of Wooster for reasons which the College deems sufficient. During the course of the semester, each student must demonstrate a good faith effort to attend class and participate in his or her own education. Failure to attend class, disruptive or threatening behavior, and other acts which undermine the educational process or pose a direct threat to the health and safety of self or other members of the campus community can result in dismissal from the College. "Disruptive behavior" is behavior which, in the judgment of the faculty or administrative staff, (i) impedes other students' opportunity to learn, (ii) directly and significantly interferes with the mission of the College, and/or (iii) violates the Wooster Ethic, Code of Academic Integrity, and/or Code of Social Responsibility. Such action may be administered by the Dean of Students, Dean for Curriculum and Academic Engagement, or their designee. Academic and financial ramifications of not completing a semester, as detailed in the *Catalogue*, will apply in such cases.
6. In any of these matters relating to the termination of registration, the student may appeal the decision to the President of the College, whose decision shall be final.

Certain other provisions of the student's relationship to the campus community that may be unique to The College of Wooster are noted:

1. Although the provision has rarely been applied, it should be noted that if a student who is enrolled in any off-campus program and while in residence at some other place is asked to withdraw from that program by those in charge there, application for readmission to The College of Wooster is required.
2. It should be noted also that the trustees reserve the right to determine the regulations concerning residency in the residence halls and other facets of the social life of the campus, though the administration of these regulations is del-

egated to various student, faculty, and administrative agencies, primarily the Campus Council, all of which cooperate in their achievement.

3. The College reserves the right to enter student rooms at any time, with or without notice, for purposes of inspection, maintenance, repair, and investigation of violations of College rules or regulations.

Students are required to enter into a room and dining service agreement which involves obligations as to payments and adherence to regulations. Exceptions to these contracts are made only with the knowledge and consent of the Deans.

The College of Wooster reserves the right to inform parents of any violation of the College's alcohol policies. Causes for parental notification include, but are not limited to, excessive intoxication, alcohol poisoning, and receiving more than three alcohol violation notifications within one academic year.

The Scot's Key is the students' handbook that sets forth regulations applying to campus life, and it is part of the student-trustee contract, as is this *Catalogue*. However, the College *Catalogue* is the official document of academic requirements and regulations.

The student who chooses to attend Wooster indicates by being present and by the signature on the application form, acceptance of personal responsibilities under the Code of Academic Integrity and the Code of Social Responsibility and agrees to abide by and conform to the rules and regulations of The College of Wooster and the obligations imposed by the Codes.

The enrollment and security deposit of \$350 is payable on or before May 1 (with the exception of Early Decision candidates), and will be held until graduation or withdrawal from the College in accordance with the policy outlined in the section on *Expenses*.

For additional information on the admissions process, please contact:

Office of Admissions
The College of Wooster
Wooster, Ohio 44691-2363
1-800-877-9905
E-mail: admissions@wooster.edu
www.wooster.edu

EXPENSES

SUMMARY OF EXPENSES FOR THE YEAR 2011-2012 (Fall and Spring Semesters)

Comprehensive Fee	\$ 47,600
Tuition and Fees	\$ 38,290
Room	\$ 4,275
Meals	\$ 5,035

The Comprehensive Fee includes tuition, room (double occupancy), and meals. Additional fees may be assessed to students with course overloads. A detailed list of semester fees may be obtained from the *Business Office*.

Books, supplies, and other incidental and personal expenses are not included in the comprehensive fee and are estimated to be approximately \$1,600 per year. With respect to private music lessons, a fee of \$480 is charged for fourteen weekly one-half

hour lessons per semester, regardless of whether the lessons are taken for credit or audit. This fee is waived, however, for: (a) lessons in the primary instrument or voice required of declared music majors in all music degree programs, and (b) lessons required of Music Performance Scholarship winners regardless of class year or major.

Students participating in off-campus study programs will be assessed an administrative charge of \$476. The tuition and other fees for students participating in endorsed off-campus study programs will be equal to the relative components of the Comprehensive Fee, unless the actual program fees are greater.

The Comprehensive Fee includes out-patient and in-patient care in the Longbrake Student Wellness Center, the College student health facility. Provided services are described in the section *Student Services – Student Wellness Center*. Enrollment in the Student Accident and Sickness Medical Plan is required if the student has no private health insurance coverage. Students are automatically charged a \$350 fee for the Medical Plan on the fall semester bill; this charge, which provides Medical Plan coverage from mid-August to mid-May, will be cancelled if a properly completed waiver form is received by the Business Office by the fall semester payment due date. A brochure describing the Student Accident and Sickness Medical Plan, together with a waiver form, are mailed to all students with the July invoice.

Students are admitted free of charge to most College athletic contests.

Full-time students are permitted to audit one course without charge in any semester. In the case of majors in the Music Department, this course could be a regular course carrying 1.000 credit or a combination of partial credit courses adding up to 1.000 credit, with the exception that a student may not audit any more than one half-hour applied lesson in any given semester.

The Comprehensive Fee may be reduced for a course-load reduction finalized during the first two weeks of a semester. No refunds will be made for a course load reduction finalized after this period. Contact the Business Office for specific details.

Please note that all rates shown are for the academic year 2011-2012. The Board of Trustees reserves the right to make changes in the fees and in other charges at any time.

An enrollment and security deposit of \$350 is required of all students. This deposit must be paid prior to matriculation.

BILLING AND PAYMENT PROCEDURES

An invoice for the fall semester will be mailed by mid-July. Payment is due in full by August 10 unless enrollment in the Monthly Payment Plan (administered by Tuition Management Systems (TMS)) for some or all of the entire year's expenses is completed prior to the August 10 due date. For families who do not enroll in the Monthly Payment Plan, full payment of the spring semester fees, to be billed mid-December, is due by January 10. Accounts which do not satisfy these payment requirements are assessed a 5% late payment fee, subject to a maximum fee of \$300, as of the close of business on each semester's payment due date. In addition, access to dining halls is not permitted, and registration for classes cannot be approved until the student account balance is paid in full and/or the student is properly enrolled in the Monthly Payment Plan option (including the remittance of all necessary back payments for late enrollment). Students who have not paid their account in full by the first day of classes will have their course registration cancelled, and a \$200 re-registration fee may be assessed to students who complete their payment requirements after the first day of classes. Students will not be permitted to participate in pre-reg-

istration or housing selection, or receive transcripts of grades until all student account balances have been paid in full.

The Monthly Payment Plan allows families to pay some or all of the entire academic year fees in ten interest-free monthly installments beginning June 1. One-half of the Monthly Payment Plan enrollment amount is applied as a credit toward each semester's fees. To enroll in this plan, total academic year expenses, less direct payments, and applicable financial aid grants and loans, must be estimated and noted on a Tuition Management Systems Monthly Payment Plan application form; such estimates may be subsequently revised by contacting TMS, to avoid the assessment of carrying charges and/or other penalties. Although applications will be accepted by TMS until the fall semester payment due date, those received after June 1 must include the full payment of any missed monthly installments. A \$70 non-refundable application fee applies for applications received by July 31; the fee increases to \$125 for applications received by TMS after July 31 (a portion of the application fee is forwarded to the College to help offset some of the College's administrative costs associated with this plan). Families may contact TMS at 1-800-356-8329 or online at www.afford.com/Wooster for applications or further details.

WITHDRAWAL

Students who are not returning to the College for the subsequent semester are required to contact the Dean of Students Office and make an appointment to meet with the Dean. A student wishing to contemplate future plans or deal with a medical or family situation has the option of requesting a leave of absence for one semester. If a student wishes to take a leave of absence for a semester already in progress, he or she may do so up to the sixth week of the semester without academic penalty. No reduction or remission of fees is allowed by the College for absence, withdrawal, or dismissal unless an official notice of withdrawal is received by the end of the seventh week of a semester, in which case charges will be prorated in accordance with the schedule below.

A student wishing to withdraw from the College, for personal or medical reasons, or to transfer to another academic institution, must meet with a Dean of Students staff member to begin the withdrawal process. In either case, stipulations may be attached to the student's return to campus if deemed appropriate by the Dean. The withdrawal process contains several steps that must be completed by the student prior to his or her departure from campus. This process will be clearly explained during the aforementioned appointment.

Schedule of Charges for Withdrawal

1st week of a semester	10% of the full semester's charge
2nd week of a semester	20% of the full semester's charge
3rd week of a semester	30% of the full semester's charge
4th week of a semester	40% of the full semester's charge
5th week of a semester	50% of the full semester's charge
6th week of a semester	60% of the full semester's charge
7th week of a semester	80% of the full semester's charge

Students receiving financial assistance under Title IV of the Higher Education Act of 1965, as amended, who withdraw during the first sixty percent of the semester (measured in calendar days), will be subject to a "Return of Title IV Funds" calculation to determine the portion of their federal student aid that must be returned to the federal government. Students who withdraw after the sixty percent point are consid-

ered to have “earned” all of their federal student aid. The College has adopted this same policy with respect to College-funded aid. State aid reductions may also be required in accordance with each state’s regulations. Consequently, no adjustment to a student’s account will be made until all appropriate financial aid reductions are calculated. Please contact the Office of Financial Aid for additional information about possible loss of aid and for examples of typical calculations.

An optional Comprehensive Fee refund insurance plan is available for insuring the full refund of fees in the event of a student’s early withdrawal from Wooster because of illness. Information concerning this plan is mailed to all parents prior to the beginning of the academic year.

FINANCIAL AID

GENERAL INFORMATION

The College of Wooster has a long-standing tradition of providing financial assistance to students who might not otherwise be able to afford college and has a broad program of financial aid to assist those who demonstrate a need for such help. Analyzing each aid applicant’s specific circumstances, Wooster will, to the extent permitted by its own financial resources, assist him or her in meeting college costs. The College offers scholarships, grants, loans, and work opportunities to supplement the resources of students and their families. Wooster assumes that education has a high priority in family affairs and that our students will share in implementing this priority.

In 2010-2011, financial aid from all sources, totaling over \$50 million, was awarded to 1,900 Wooster students. For more detailed information on the range of financial aid opportunities offered by the College and how to apply for financial aid, go to www.wooster.edu/Admissions-and-Financial-Aid/Financial-Aid.

NEED-BASED FINANCIAL AID

The Office of Financial Aid awards “need-based” aid to help meet demonstrated need. Financial aid awards to students with demonstrated need may include:

College of Wooster Endowed Scholarships

Scholarships endowed by friends of the College are awarded to students with financial need, according to the stipulations of the donors. They are described in the section of the catalogue entitled *Endowed Scholarships*.

College of Wooster Need-Based Grants

Students demonstrating financial need may be offered institutional grant aid in addition to grants from other sources. The major portion of grant-aid received by Wooster students comes from the College itself.

Federal Pell Grants

Federal Pell Grants are awarded to undergraduate students according to a federal eligibility formula. The Free Application for Federal Student Aid (FAFSA) is the Pell Grant application.

Other Federal Programs

Wooster receives and awards Federal Supplemental Educational Opportunity Grants

to those who qualify on the basis of extreme need, and the College participates in the Federal Work-Study Program (including community service positions).

Student Employment

Priority for part-time student employment on campus is determined by the Office of Financial Aid. Students seeking part-time jobs should visit the Student Employment Office, located in the Human Resources Center on Wayne Avenue. This office maintains a listing of available work opportunities and coordinates employment on campus. Jobs are usually available in the library and departmental and administrative offices.

Loans

Several federal and private loan programs enable students and their parents to borrow money for educational expenses on favorable terms.

TO APPLY FOR NEED-BASED FINANCIAL AID

Applicants for financial aid should complete both the Free Application for Federal Student Aid (FAFSA) and the supplementary institutional aid application as early as possible after January 1 each year. Forms may be obtained online, from high school guidance offices, and from the Office of Financial Aid. We recommend that prospective students file them by February 15 and continuing students by mid-April. International applicants file a special form, available from the Office of Admissions. Prospective students will receive notification of their awards shortly after their admission to the College. Review of continuing students' applications begins in May. Financial assistance is awarded for one year at a time (typically for a maximum of eight semesters) and must be applied for each year. All requests to reconsider financial aid should be made in writing to the Office of Financial Aid.

The policy limiting financial aid to eight semesters may be waived for students completing teacher certification requirements in a ninth semester on campus, for participants in a Wooster off-campus study program outside the regular semesters which has received special grant funding apart from the College operating budget, upon special appeal to the Dean for Curriculum and Academic Engagement.

Assistance received at any time from sources other than The College of Wooster must be reported to the Office of Financial Aid as part of a student's financial resources.

As a member of National Collegiate Athletic Association (NCAA) Division III, Wooster does not grant athletic scholarships. Financial aid is available to student athletes on the basis of financial need and academic achievement. The amount of aid awarded is not related to athletic performance or degree of participation.

Students who accept a College of Wooster scholarship or grant agree to room and board in College facilities, unless they live at home or have special permission from the Dean of Students to live or board elsewhere. The College reserves the right to revoke any grant or scholarship in the case of a student who violates the rules of the College.

For further information please contact:

Office of Financial Aid

The College of Wooster

Wooster, Ohio 44691-2363

Telephone: 330-263-2317

Toll free: 1-800-877-3688

FAX: 330-263-2634

E-Mail: financialaid@wooster.edu

Internet: www.wooster.edu/Admissions-and-Financial-Aid/Financial-Aid

PRESBYTERIAN CHURCH GRANTS

National Presbyterian College Scholarships

To be eligible, a student must be a high school senior planning to enter one of the colleges related to the Presbyterian Church (USA) and must be a communicant member of the Presbyterian Church (USA). Awards are made by the national office of the Presbyterian Church (USA). The criteria for the award include academic achievement, as evidenced by the student's secondary school record; academic aptitude, as determined by the Scholastic Aptitude Test (SAT); personal qualities—leadership in church, school and community; promise of usefulness; character and personality. Scholarship amounts range up to \$1,400 where need is demonstrated. More information is available from local church offices or from: Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon, Room M052, Louisville, KY 40202-1396. [www.pcusa.org/financialaid/program_finder.htm]

MERIT SCHOLARSHIPS AWARDED TO FIRST-YEAR STUDENTS

Merit scholarships are administered by the Office of Admissions and awarded through the Office of Financial Aid. They can be applied only to tuition charges, either at the College or an approved off-campus program. Merit scholarships are renewable for up to four years of study at Wooster and subject to review by the Committee on Academic Standards. Typically a student may hold only one academic merit scholarship from the College (performing arts scholarships can be awarded in addition to an academic merit scholarship), and may not receive more than \$30,000 in merit awards. Scholarship amounts range from \$2,000 to two-thirds tuition.

The following information regarding scholarships is relevant for the 2011-2012 application cycle. Specific details such as scholarship application deadlines, dollar amounts, and minimum criteria are subject to change annually. For up-to-date information, including scholarship deadlines, please contact the Office of Admissions at 1-800-877-9905 or www.wooster.edu/Admissions/scholarships.

College Scholar Awards

College Scholar Awards are awarded to exceptionally promising students who participate in a scholarship competition. To compete for the College Scholar award students must submit a completed application for admission and an essay from one of the College Scholar Award questions found on our website by January 15.

Clarence Beecher Allen Scholarships

Honors the first African American graduate of the College, a member of the class of 1892. Awarded to entering African-American students with a demonstrated record of academic achievement and promise of continued success in college. Students who would like to be considered for Clarence Beecher Allen Scholarships must submit their application for admission and scholarship essay, postmarked by January 15.

National Merit Scholarships

Wooster participates in the National Merit Scholarship Program. Students named National Merit Finalists by the National Merit Scholarship Corporation are eligible for awards of \$2,000. Detailed information regarding application procedures and selection criteria is available from secondary school counselors.

Performing Arts Scholarships

Music Scholarships

Music scholarships are awarded on the basis of academic achievement and an audition with the Music Department. These scholarships are renewable for four years based on the recommendation of the Music Department. Students must submit their completed application for admission along with the music scholarship application, postmarked by January 15.

Theatre and Dance Scholarships

Students with demonstrated interest and experience in theatre and/or dance may audition for scholarships in performance and technical areas. These scholarships are awarded based upon academic achievement and the audition. Awards are renewed on the basis of continued participation in College theatre and dance productions. Students must submit their completed application for admission along with the theater/dance scholarship application, postmarked by January 15.

Scottish Arts Scholarships

Pipers, dancers, and drummers are eligible to audition for these scholarships which are awarded on the basis of academic achievement and an audition. Awards are renewed on the basis of participation in Scot Band activities. Students must submit their completed application for admission along with the Scottish arts application, postmarked by January 15.

Covenant Scholarships

Wooster applicants who are members of the Presbyterian Church (USA) are eligible for this scholarship. Awards are made on the basis of a recommendation by the student's minister or youth minister and academic achievement. Students must submit their completed application for admission along with letter of recommendation, postmarked by January 15.

Dean's Scholarships

Scholarships are awarded based on overall academic achievement, recommendations, writing ability, and extracurricular activities.

Alice Powers Scholarships

Students from Trumbull and Mahoning Counties in Ohio may be eligible for scholarships of \$5,000 per year, which are awarded on the basis of academic achievement and extracurricular activities.

Byron Morris Awards

Scholarships honoring Wooster's former long-time Director of Admissions are awarded based on an applicant's demonstration of significant community service activities and/or leadership within an academic or co-curricular setting. Consideration is based upon completed application for admission.

*All merit scholarships have a postmarked deadline of February 15 unless otherwise noted.

HONORS AND PRIZES

ACADEMIC HONORS

The **Dean's List** includes students meeting the following criteria during a semester: enrollment for at least four credits in letter-graded courses, a semester GPA of 3.650 or higher, and no final grade of I (Incomplete) or NC (No Credit). Students who demonstrate satisfactory progress in I.S. 451 or completion of I.S. 452 are eligible for the Dean's List with three courses that are letter-graded. Students enrolled in a course other than an internship that is required to be graded by policy solely on an S/NC basis are eligible for the Dean's List with three courses that are letter-graded, or two letter-graded courses and satisfactory progress in I.S. 451 or completion of I.S. 452.

Departmental Honors are awarded at graduation to students who meet the following standards: (1) a grade of "H" on the Senior I.S. Thesis or unanimous vote of the department; (2) a major GPA of 3.500 for all courses taken in the major department even if a specific course is not counted toward the major; (3) a cumulative GPA of 3.200 for four years at Wooster.

Latin Honors, first awarded in 1998, are awarded at graduation based on overall grade point average in Wooster-graded courses: *summa cum laude* for 3.900 to 4.000; *magna cum laude* for 3.750 to 3.899; and *cum laude* for 3.500 to 3.749. To graduate *summa cum laude*, a student must receive a grade of "H" on the Senior I.S. Thesis. Latin Honors are not a substitute for Departmental Honors.

HONOR SOCIETIES

Phi Beta Kappa, the oldest national society for the recognition of high scholarship, has a chapter, the Kappa of Ohio, at Wooster. The student membership is made up of those seniors who are first in academic rank, a few being elected at the beginning of the senior year on junior standing, and others at the end of the year.

Other national honorary societies that have chapters at Wooster are *Alpha Kappa Delta* (Sociology); *Beta Beta Beta* (Biology); *Delta Phi Alpha* (German); *Eta Sigma Phi* (Classics); *Lambda Alpha* (Anthropology); *Lambda Pi Eta* (Communication); *Omicron Delta Epsilon* (Economics); *Phi Alpha Theta* (History); *Phi Sigma Iota* (Foreign Languages); *Phi Sigma Tau* (Philosophy); *Pi Kappa Lambda* (Music); *Pi Sigma Alpha* (Political Science); *Psi Chi* (Psychology); *Sigma Delta Pi* (Spanish).

PRIZES

The Vonna Hicks Adrian Poetry Prize was established in 1988 by Arthur Adrian to honor his wife's memory at Wooster. Mrs. Adrian, a member of the class of 1928, was a poet, and her work, *A Gaggle of Verses*, was published posthumously. Two awards will be made each year, one for an outstanding poem and one for an original critical analysis of a poem or poems.

The Mary Sanborn Allen Prize is given in memory of Mary Sanborn Allen, class of 1905, and is awarded to a student majoring in a foreign language who has benefited most from study outside the United States.

The J. Arthur Baird Prize Fund honors the memory of J. Arthur Baird, Synod Professor of Religious Studies and a member of Wooster's faculty from 1954 until his retirement in 1986. This prize is awarded annually to the student who, in the estimation of the Department of Religious Studies, has demonstrated the greatest aptitude in the area of New Testament studies.

The Willis C. Behoteguy Prize in French was established in 1970 in memory of Willis C. Behoteguy, a graduate of the class of 1912 and a trustee of the College. It is awarded annually to that major student who has the highest standing in French at the end of the junior year.

The William Z. Bennett Prize in Chemistry, established in 1924, is given at graduation to the student who has the highest standing in chemistry.

The Robert G. Bone History Prize was established in 2001 and is awarded to that person having completed the junior year with a major in history who best exemplifies the qualities of Robert G. Bone, '28: enthusiasm for learning, unbridled curiosity about life, and unbounded kindness toward others.

The Robert James Brown Memorial Peace Prize was established in 1986 by Dr. and Mrs. Lowell Brown in memory of Dr. Brown's brother, a Wooster student who served as a Paratrooper in World War II and gave his life saving a wounded fellow

soldier. It is awarded each year to the student who has been most effective in working to promote world peace and human understanding.

The David L. Carpenter Pre-Law Prize was established in 1999 by the Figgie Family Foundation of Cleveland. The prize is awarded to a senior at Commencement. The recipient must be accepted by an accredited law school and must exhibit academic excellence, leadership ability, and values that will serve the profession with competence and integrity. This prize honors David L. Carpenter, class of 1965, who himself demonstrated these qualities throughout his career as an attorney.

The Vivien Chan Prize in Interdisciplinary Sciences was established in 2007 by Vivien W. Chan, a chemistry graduate of the class of 1989. The prize is awarded each year to a student who has demonstrated academic excellence in the sciences and has an interest in pursuing an advanced degree in interdisciplinary sciences. First preference should be given to students pursuing biochemistry, computational biology, computational chemistry, medicine or bio-informatics.

The William Wallace Chappell-Elizabeth Dalton Memorial Prize is awarded each year to the Section President who has exhibited the outstanding characteristics of scholarship, leadership, fraternity, and integrity as exemplified by both of these students.

The John W. Chittum Prize in Chemistry, established in 1969, honors Dr. Chittum, who taught in the Department of Chemistry for forty years; during the last nine years, he served as Chairman. The prize is awarded in recognition of a student's outstanding work in organic chemistry and potential as a chemist.

The Thomas D. Clareson Prize in English was established in 1995 by Alice Clareson, with additional contributions from former students, in memory of Professor Thomas D. Clareson who taught in the Department of English from 1955 until 1993. The prize is awarded each year to the junior who, in the judgment of the Department of English, has written the best junior Independent Study thesis.

The Arthur H. Compton Prize in Physics honors Dr. Compton, who received the Nobel Prize in Physics in 1927. This prize was established in 1928 by members of the class of 1913 and is awarded to the senior physics major attaining the highest standing in that subject.

The Elias Compton Freshman Prize, established in 1926, honors the first Dean of The College of Wooster and recognizes academic excellence in the first-year class. The prize is awarded to the student who has achieved the highest standing in scholarship during the first year.

The Frank Hewitt Cowles Memorial Prize in Classics honors Dr. Cowles, who was Professor of Latin from 1926 through 1947. The prize recognizes the senior student who has performed exceptional work in the study of the Greek and Latin languages.

The William C. Craig Theatre Prize honors the memory of William C. Craig, longtime Chairperson of the Department of Speech and Director of the Little Theatre. It is awarded annually to the graduating senior who, in the judgment of the members of the Department of Theatre, has made the greatest contribution to all areas of the Little Theatre program.

The Andrew Dearborn Cronin Emerging Leader Award was established in 1994 and endowed with a gift from Edmund B. and Leslie Cronin in 2006. This prize is awarded annually to a member of the sophomore class who has exhibited emerging leadership in a campus organization and the campus community as a whole. To encourage emerging leaders to fulfill their potential and better serve the community, the recipient of this award will direct the College to distribute income from this fund

to College-sponsored community service and volunteer programs that are the most meaningful to them.

The Karen Diane Cross Memorial Award, established in 1984, is presented at graduation to a female chemistry or biology major who plans to pursue graduate work in medical or biochemical research and whose Senior Independent Study Project was noteworthy and creative. Special consideration is given to individuals whose years at the College were characterized by interest in other people and a determination to meet personal goals.

The Joseph Albertus Culler Prize in Physics, established in 1942, recognizes excellence in the field of physics. The prize is awarded to the first- or second-year student who has attained the highest rank in general physics.

The Cummings-Rumbaugh Prizes honor the memory of Mildred Rumbaugh Cummings and Clarence W. Cummings. Mr. Cummings was a member of the class of 1912. Three prizes are provided through a bequest: The Cummings-Rumbaugh History Prize, The Cummings-Rumbaugh Speech and Dramatics Prize, and The Cummings-Rumbaugh Government Prize. These prizes are awarded to seniors with high academic standing.

The James Kendall Cunningham Memorial Prize was established in 1935 and is awarded to the pre-medical student who, at the end of the junior year, is adjudged to be the most likely to succeed in the medical profession.

The Raymond R. Day Prize in Urban Studies, established in 1983, honors the founder and director of the Urban Quarter who was a cornerstone of the Urban Studies Program for fifteen years. The prize is awarded annually to the senior Urban Studies major who is adjudged to possess those scholarly and personality traits indicative of superior leadership potential in the field of Urban Studies.

The Roland H. del Mar Prize in Spanish, established in 1973, is given annually at Commencement to the graduating senior with highest achievement as a major in Latin-American studies, conducted in the Spanish or Portuguese language.

The Donaldson Prizes were created by the Department of English with the support of the Donaldson Fund. The Donaldson Fund was established in 1984 by Stephen R. Donaldson, a member of the class of 1968, to support creative writing at Wooster. The prizes are awarded annually to students who, in the judgment of the Department of English, have submitted the best piece of publishable fiction, the best personal essay, the best critical essay, and the best creative Independent Study.

The Aileen Dunham Prize in History was established in 1965 in honor of Professor Aileen Dunham, Chairperson of the Department of History, 1946-1966. It is awarded annually to the senior major who has attained the highest rank in history.

The Waldo H. Dunn Prize in English honors Dr. Dunn, class of 1906, who was Professor of English for twenty-seven years. The prize is awarded to the English major adjudged to have written the most distinguished critical Senior Independent Study Thesis.

The John D. Fackler Award (formerly the John D. Fackler Medals) is made each year to the College debater who, in the estimation of the Department of Communication, has accomplished the most effective debating during the year.

The Josh Farthing Endowed Prize was established in 2003 by friends and family to honor the memory of Josh Farthing, a member of the class of 1992. The prize is awarded annually to a non-music major who demonstrates a strong interest in music. First preference should be given to a member of the Wooster Chorus.

The Foster Prize in Mathematics was established in 2001 with gifts from Walter D. Foster and Richard S. Foster, '71. Income from the fund is awarded annually to the

senior mathematics major who has demonstrated the most improvement in mathematics during his or her college years, as judged by the Mathematics Department faculty.

The William A. Galpin Awards, established in 1927, include two first prizes and two second prizes for the two men and the two women in the senior class who may be adjudged outstanding personalities from the point of view of scholarship, social and religious leadership, and athletic ability. These students will also possess qualities which contribute significantly to the College community and to the world in future years.

The Mahesh K. Garg Prize in Physics is awarded annually to an upper-class physics major who has displayed interest in and potential for applying physics beyond the classroom. The recipient will have demonstrated the qualities embodied in the saying "it is better to light a candle than to curse the darkness" and is judged to have the scholarly and personality traits for using science to serve society.

The Peter H. Gore Prize Fund was established in 2002 by Jane S. Gore in memory of her husband, Peter H. Gore, a member of the class of 1964. The fund is awarded annually to an upper class student interested in international relations. The prize is used to support the student's research expenses or travel to a professional conference.

The Grace Prize in Poetry was established in 1963 in memory of A. Grace Long '20, by Mrs. Mary Long Shoemaker and William E. Long. It is awarded during National Poetry Week to the student submitting the best poem, approximately thirty to one hundred words in length, not previously published, on the topic of the best aspects of modern living in this country.

The Ronald E. Hustwit Prize was established in 2007 by students, colleagues, and friends of Ron Hustwit and is awarded annually to a senior philosophy major who, in the judgment of the Department of Philosophy, has shown great love of both the subject and the practice of philosophy. This prize honors Professor Ronald Hustwit for his life-long commitment to the students at The College of Wooster and for his contributions to the cultivation of philosophical skills, dispositions, and enthusiasm for philosophy among those students.

The International Paper Company Foundation Business Economics Prize was endowed in 1985 with funds from the International Paper Company. It is awarded annually at Commencement to the outstanding senior Business Economics major as judged by the Department of Economics faculty.

The Ralph L. Kinsey Poetry Award was established in 1983 by Mrs. Kinsey and honors the memory of her husband, Ralph L. Kinsey, a member of the class of 1933. It is awarded annually to the student who, in the judgment of a panel of judges composed of members of the Department of English, submits the best single poem.

The Lyman C. Knight, Sr. Prize in Physical Education and Mathematics was established in 1978 and honors Professor Knight's thirty years of service from 1910 to 1940 as a member of the Department of Mathematics. It is awarded to a sophomore who has demonstrated both outstanding promise in high school and first-year mathematics and has superior physical skills.

The Maud Knight Prize in Religion honors Mrs. Knight for her devotion to the needs of others and to Westminster Church. It is awarded to a junior who plans to pursue a vocation in religion and who has excelled in academic studies.

The G. Julian Lathrop Memorial Award, established in 1953 by Gayle J. Lathrop, '32, and his wife, Jane Baughman Lathrop, '31, in memory of their son Julian, is given

to that graduating senior, who has already been accepted by an accredited medical school and, in the opinion of a faculty committee, is likely to make the greatest contribution in the field of medicine. Aptitude for a medical career, motivation for service, and commitment to the Christian way of life are the most important qualities to be considered.

The David A. Leach Memorial Prize in Psychology was established in 1973 in memory of David A. Leach, member of the department from 1966 through 1972. It is awarded annually to a senior psychology major for excellence in experimental psychology.

The Delbert G. Lean Prize in Speech, established in 1968, honors Dr. Lean, who was a member of the faculty for thirty-eight years. It is awarded annually to that senior speech major who, in the judgment of the Department of Communication, has contributed most significantly to the Communications program.

The Jack Lengyel Courage, Character, and Commitment Endowed Award is presented each year to the senior football player who best exemplifies the attributes of former head coach Jack Lengyel. The award was established in 2009 on behalf of Coach Lengyel by his players, managers, and trainers in appreciation of his years at the College and of his career commitment to intercollegiate athletics.

The Stuart J. Ling Jazz Award was established by family and friends in memory of Stuart J. Ling, the Neille O. and Gertrude M. Rowe Professor of Music and Professor of Education (1949-1984), and Emeritus Professor (1984-2008). Dr. Ling was founder and director of The College of Wooster Jazz Band, and also directed the Scot Marching Band and the Scot Symphonic Band. Income from the fund is awarded each year to a graduating senior who has been chosen by the music faculty as outstanding in jazz performance.

The Dan F. Lockhart Outstanding Senior Award honors the memory of Dan Forrest Lockhart, class of 1974. It is awarded at Commencement to a senior who has made an outstanding contribution to the life of the College. The award recognizes high academic achievement, participation in extra-curricular activities, and demonstrated leadership in campus affairs.

The Alice Hutchison Lytle Biology Award was established in 1972 by Mrs. Lytle, a graduate of the class of 1915. The prize is given annually in the fall to the female student who has received the highest grades in biology courses during her first three years of college work.

The Donald R. MacKenzie Prize in Art was established in 1981 in memory of Professor Donald R. MacKenzie, who taught in the Department of Art from 1949 to 1981. The prize, whose purpose is to promote interest in the field of ceramics, sculpture, or Japanese culture, is awarded each year to a junior or senior art student who has excelled in one or more of these areas.

The Julia Quinby McCleary Prize was established in 1996 by Mrs. McCleary, a member of the class of 1926 and a direct descendant of Ephraim Quinby, who made the first grant of land on which the College was established. The prize recognizes unusual initiative and achievement and is awarded annually to a sophomore or junior woman who is working to support her College attendance and who has maintained a 3.0 GPA.

The Edward McCreight Prize in Dramatics, established in 1939, is awarded to the senior who is judged by the Department of Theatre to have contributed the most in dramatics.

The Robert W. McDowell Prize in Geology was established in 1945 by Philip C. and Sarah Wright McDowell, members of the class of 1914, in memory of their son, a

member of the class of 1945, who lost his life in World War II. It is awarded to the geology major who has the highest general standing during the junior and senior years.

The Manges Athletic Prize, established in 1925 by Monroe Manges, of the class of 1888, is awarded annually at graduation to the member of the senior class most proficient in vigorous physical activity.

The Horace N. Mateer Prize in Biology was established in 1926 in honor of Dr. Mateer, a Wooster alumnus who served as the first Chairperson of the Department of Biology from 1886 to 1926. This prize is awarded at graduation to the major student who has the highest standing in biology.

The Barbara Ward McGraw Memorial Prize was established in 2006 by her family and friends. Barbara McGraw was a member of the class of 1953 and was certified to teach at both the secondary and elementary levels, spending most of her professional life as a successful high school teacher in the fields of English and speech communication. Income from the fund is awarded annually to a student who is planning a career in teaching secondary education and who, in the judgment of the Department of Education, best exhibits the qualities needed to be an effective educator.

The Emerson Miller Memorial Prize in Speech was established in 1960 in his memory by Mrs. Garnett Miller Smith and the family. Mr. Miller was a member of the Department of Speech from 1925 until his death in 1943. The prize is awarded annually at graduation to the senior who is judged by the Department of Communication to have contributed the most to the department's program during his or her college career.

The Frank Miller Prize is awarded annually to a senior judged by the Political Science Department to have performed outstanding work in comparative politics and area studies.

The John F. Miller Prize in Philosophy, established in 1913, is given at graduation to the major student who has the highest standing in philosophy.

The Charles B. Moke Prize is given in honor of Dr. Charles B. Moke, who retired in 1972 after thirty-six years of teaching in the Geology Department. Funds for the prize were donated by friends and former students of Dr. Moke. The prize consists of a Brunton Compass awarded to the graduating senior who plans to make geology a vocation and who, in the judgment of the geology staff, has shown the greatest improvement during his or her college career.

The Parker Myers Memorial Award honors the memory of Parker Myers of the class of 1962 and is awarded at Commencement to a senior who has maintained a high scholastic standing and who has taken a prominent part in a wide range of extracurricular activities.

The Tom Neiswander Memorial Award honors the memory of Thomas Neiswander, class of 1952, and is awarded to a member of the senior class who has maintained a high scholastic standing and who has taken a prominent part in extracurricular activities.

The Jonas O. Notestein Prize, established in 1923, honors Dr. Notestein, who taught Greek and Latin at Wooster from 1873 to 1928. The prize is awarded to the student who has graduated with the highest scholarship for the whole college course. This prize is awarded only to students who have done all of their college work at Wooster.

The George Olson Prize in Art was established in 2000 to honor Professor Olson, an internationally recognized artist who taught at the College from 1963 until his

retirement in 2000. The prize, created by gifts to the College in his honor and by the sale of the department's collection of student prints, is awarded annually to a senior art major who has excelled in printmaking, painting, or drawing.

The John W. Olthouse Prize in French, established in 1963, honors Dr. Olthouse who taught in the Department of French for forty-four years and he served as Chairperson for thirty-five years. The prize is awarded annually to that major student who has the highest standing in French at the end of the senior year.

The Daniel and Clarice Parmelee Endowed Prize Fund was created by a gift from Alfred F., '38, and Betty Hofacker Foster, '40, to honor Daniel and Clarice Parmelee, members of Wooster's music faculty from 1915-1960 (Daniel) and 1924-1960 (Clarice). The prize is presented to a graduating senior for participation and outstanding contribution to The Wooster Symphony.

The Lauradell Amstutz Peppard Prize was established in 2008 by the family of Lauradell Amstutz Peppard, a member of the class of 1934. The prize is awarded annually to the female sophomore or junior who has shown the most outstanding promise in piano performance. First preference should be given to a music major.

The Theron L. Peterson and Dorothy R. Peterson Award for Outstanding Academic Achievement was established in 2008 in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. Income from the fund is awarded annually to a student who, as of the date of consideration, has satisfactorily completed his or her sophomore year and is majoring in biology, chemistry, physics, or mathematics and has earned the recognition as an outstanding scholar. In the event two or more students are considered for this award, the selection committee may take into account the student's extracurricular activities and his or her role in student leadership.

The Phi Beta Kappa Prize, established in 1976, is awarded annually by the Wooster chapter to a student elected to membership on the basis of junior standing who has a broad range of course work, a demonstrated concern for quality of life on campus, and leadership ability.

The Pi Kappa Lambda Prize in Music, established in 1946, is awarded to the graduating senior music major (B.A., B.M., or B.M.E.) who has been selected by the faculty committee of the Upsilon chapter for highest academic standing and able performance in the major field.

The Eleanor J. Pope Prize was established in 1999 by family and friends to honor the memory of Eleanor J. Pope, class of 1943. This prize is awarded annually to a non-traditional, female student who has a minimum grade point average of 2.5 and who demonstrates leadership ability.

The Presser Undergraduate Scholar Award is given annually to an outstanding music major, at or after the end of the student's junior year. The recipient is chosen by the President of the College and the Chairperson of the Department of Music, who are guided solely by considerations of merit.

The Procter & Gamble Economics Prize was endowed in 1986 with funds from the Procter & Gamble Company. It is awarded annually at Commencement to the outstanding senior economics major, as judged by the Economics and Business Economics faculty.

The William Byron Ross Memorial Prize in Chemistry was established in 1952 by Mrs. William B. Ross, '15, in memory of her husband, a member of the class of 1914. It is awarded to the chemistry major who has shown outstanding originality, resourcefulness of thought, and initiative in Independent Study during the junior and senior years.

The Netta Strain Scott Prizes in Art, established in 1944, include annual senior and undergraduate prizes. One prize in each category is awarded to the student who has shown outstanding ability in creative studio work, and one prize in each category is awarded to the student who has achieved the highest record in art history.

The Maria Sexton Award was established by the Women's Athletic Association (WAA) in 1969 in honor of Dr. Maria Sexton for her work with the WAA, her dedication to her profession, and her many contributions to girls' and women's sports. The award is given annually to the junior or senior woman of the preceding year who has demonstrated qualities of adaptability, conscientiousness, responsibility, and resolution; who has shown prominent interest and participation in WAA sponsored activities (not necessarily on the WAA board); and who has maintained an adequate academic standing during her years at the College.

The Sharp Family Prize honors the memory of William G. Sharp, Jr., a member of the class of 1942. Mr. Sharp served as a judge for nineteen years, fourteen of them as Judge of Common Pleas in Wayne County, Ohio. This prize recognizes a student who is majoring in political science and who has shown improvement in his or her grade point average in the junior year.

The Sisodia-Williams Prize in Biochemistry was established in 1997 by Dr. Sangram Sisodia, a member of the class of 1977, and honors Dr. Theodore Williams, a professor in the Department of Chemistry. The prize is awarded to an outstanding senior majoring in chemistry or biochemistry who plans to pursue a career in biomedical research.

The Whitney E. Stoneburner Memorial Prize in Education, established in 1970, honors the memory of Mr. Stoneburner, who was a professor of education from 1926 to 1955, and is awarded annually to a senior who has prepared for a teaching career and is adjudged to have achieved distinction in the field of professional education.

The Swan Prize Fund was established by the Swan family in honor of Alfred W. Swan, '17, and Eva Castner Swan, '18. All three of their daughters are Wooster alumnae: Jeanne, class of '45; Ruth, class of '47, and Dorothy, class of '49. The prize is to be awarded annually to a student or students whose work in the field of social ethics has been outstanding.

The Edward Taylor Prizes were established in 1876 by A. A. E. Taylor, President from 1873-1883. The prizes are awarded to students who have attained the highest and second highest academic standing during their first year and sophomore year.

The James R. Turner Prizes in History and Women's Studies were established in his memory in 1986. Professor Turner was a member of the History Department from 1969 to 1986. The History Prize is awarded to the student with the most distinguished Junior Independent Study Thesis. The Women's Studies Prize is awarded to the student completing the most distinguished Senior Independent Study Thesis relating to women and women's concerns.

The Paul DeWitt Twinem Bible Award was established in 1925 by Mrs. Mary Fine Twinem in memory of her husband, Paul D. Twinem, a member of the class of 1915, and is given at graduation to the senior who, in the opinion of the staff of the Department of Religious Studies, has shown the highest degree of excellence in Biblical studies.

The Ricardo Valencia Prize for Excellence in the Department of Spanish was established in 1974 and is awarded annually to the major in the Department of Spanish who, in the judgment of the department's staff, has done the best work in three of the four areas taught in the department. First preference should be given to a junior and the prize used to purchase materials needed for Senior Independent Study.

The Karl Ver Steeg Prize in Geology and Geography, established in 1958, honors Dr. Ver Steeg, who taught in the Department of Geology from 1923 to 1952. The prize is awarded to the major student who has the highest general standing at the middle of the junior year.

The Cary R. Wagner Prize in Chemistry, established in 1966 by Dr. and Mrs. Cary R. Wagner, is awarded annually at the beginning of the senior year to that student who showed during the junior year the greatest aptitude and, in the opinion of a jury, seems most likely to succeed in chemistry.

The Elizabeth Sidwell Wagner Prize in Mathematics, established in 1966 by Dr. and Mrs. Cary R. Wagner, is awarded annually at the beginning of the senior year to that student who showed the greatest aptitude during the junior year and, in the opinion of a jury, seems most likely to succeed in mathematics.

The Joseph E. Weber Premedical Award was endowed through the generosity of Joseph E. Weber. The award is given at graduation to a senior chemistry major who has been accepted by an M.D. degree-granting institution and who, in the opinion of the Department of Chemistry prehealth adviser(s), will become a compassionate and effective physician.

The Miles Q. White Prize, established in 1931 by Paul Q. White of the class of 1910 in memory of his father, is offered annually to that junior biology major attaining the highest standing in the introductory biology curriculum.

The Paul Q. White Prize in English was established in 1944 and honors the memory of Mr. White, class of 1910. The prize is awarded annually to that senior major student who, in the opinion of the Chairperson of the Department of English and the staff, has made the best record in English during the college course.

The Theodore R. Williams Prize in Music was established in 2005 by a gift from Kenneth E. Shafer, a member of the class of 1975, and Jill Wahlgren Shafer, a member of the class of 1976, who believe that music has an impact on the development of personal character, productive work habits, and a sense of global citizenship. The prize honors the memory of Dr. Theodore (Ted) Williams and recognizes his keen appreciation of music and music performance as well as his devotion to promoting local and amateur performers and his encouragement of students to participate in music as an avocation. The prize is awarded annually to a senior who has contributed most significantly to the Department of Music as a non-music major. The recipient of the prize is selected by a committee recommended by the Music Department faculty in consultation with the Dean for Curriculum and Academic Engagement.

The William H. Wilson Prize in Mathematics was established in 1926 in memory of William H. Wilson, of the class of 1889, professor of mathematics in the College from 1900 to 1907. The prize is awarded annually to that member of the senior class who has shown the greatest proficiency in mathematics.

ENDOWED RESOURCES

ENDOWED CHAIRS

The Victor J. Andrew Professorship of Physics was established in 1992 by a gift from his son and daughter-in-law, Ed and Edie Andrew. The Chair honors the memory of Victor Andrew, who graduated from Wooster in 1926 and received an honorary degree from the College in 1949, and whose life and work demonstrated his unflinching commitment to scientific inquiry and his appreciation of the value of higher education.

The Aylesworth Professorship of Classical Studies was established in 1904 by a gift from Mrs. Ann E. Aylesworth in memory of her husband, Warren Aylesworth.

The Brown Professorship of Chemistry was established in 1886 by a gift from Benjamin S. Brown of Columbus, Ohio, for the endowment of a professorship in the sciences.

In 1908 the alumni of the College established the Alumni Professorship of Philosophy, with Elias Compton '81, Professor and Dean of the College, as the first appointee. In 1937 the name of the professorship was changed to **The Compton Professorship of Philosophy**, honoring Professor Compton's forty-five years of service to the College (1883-1928). The endowment was completed during the years 1928 to 1965 by the Compton sons, Karl '08, Wilson '11, and Arthur '13.

The Henry J. and Laura H. Copeland Chair of European History was established in 1995 by a gift from Robson and Carolyn Walton of Bentonville, Arkansas. The Chair reflects the Waltons' esteem for Henry and Lolly Copeland and recognizes their singular contributions to Wooster throughout the eighteen years of Mr. Copeland's presidency.

The Robert Critchfield Chair of English History was established in 1981 by the Board of Trustees from a gift by Robert Critchfield. The Chair is named in honor of Mr. Critchfield in gratitude for his invaluable service as a Trustee, his steadfast commitment to the College and to the values transmitted in its classrooms and on its zplaying fields, and his abiding love for the law and respect for its discipline.

The Danforth Professorship of Biology was established in 1960 by the Danforth Foundation of St. Louis, Missouri, as a memorial to William H. and Adda B. Danforth.

The Raymond and Carolyn Dix Chair of Spanish was established in 2002 by bequests from Mr. and Mrs. Dix. The Chair recognizes their long interest in Latin America and their conviction that international relations must be founded on knowledge and understanding. Mr. Dix was the Publisher of the Wooster *Daily Record* from 1953 to 1975, at which time he became the Co-Publisher with his son Victor. Mr. Dix retired in 1985. Mrs. Dix served as a member of the College's Board of Trustees from 1944 to 1950 and from 1960 to 1985 and then served as an emerita life trustee until 2000. She was Dean of Women from 1966 to 1968 and Vice Chairman of the Board of Trustees from 1974 to 1985.

The John Garber Drushal Distinguished Visiting Professorship was established in June 1977 by members of the Board of Trustees in honor of Dr. Drushal, who was President of the College from 1967 to 1977. This Chair permits the College each year to appoint as a visiting member of the faculty an individual whose achievements

reflect a high standard of excellence. The appointment may be in any department or program of the College and is usually at a senior rank. At the discretion of the President, the occupant of the Chair may serve as a replacement for a member of the faculty on a research or study leave.

The Aileen Dunham Professorship in History honors Aileen Dunham, who taught at Wooster from 1924 to 1966 and who also chaired the Department of History for two decades. The Dunham Professorship, established in 1988 by a bequest from Professor Dunham and by the gifts of Trustees and her students, recognizes her exceptional distinction as a teacher, the affection of generations of students, and her leadership in establishing the Department of History in the first rank among undergraduate departments in the nation.

The Frank Halliday Ferris Chair of Philosophy was established in 1964 by friends of Dr. Ferris in honor of his years of service as pastor of the Fairmount Presbyterian Church in Cleveland, Ohio, and as Visiting Professor of Religion at the College from 1952 to 1956.

The Michael O. Fisher Professorship of History was founded upon a gift by Mr. and Mrs. Michael O. Fisher in 1915.

The Walter D. Foss Lectureship was established in 1993 by William Foss Thompson, an emeritus member of the Board of Trustees, in honor of his grandfather, Walter Foss, a Trustee from 1902 to 1917 and President of The Wooster Brush Company from 1879 to 1938. The endowed position brings to the College an Assistant Professor of exceptional promise to teach in an appropriate department or program. In addition to the salary, the endowment provides support to assist individuals entering the profession to establish themselves as exemplary teachers and scholars early in their careers. The individual receiving the appointment may serve as a replacement for a member of the faculty on leave.

The Fox Professorship of Biblical Instruction was created in 1941 by Andrew M. Fox '89 and his wife, Finette Fox.

The Inez K. Gaylord Chair of French Language and Literature was established in 1984 by Edward L. Gaylord and Edith Gaylord Harper of Oklahoma City. The Chair is named in honor of Inez Kinney Gaylord, a 1903 graduate of the College, in recognition of her lifelong interest in Wooster and in the language and culture of France.

The Gillespie Visiting Professorship was endowed in 1958 by Miss Mabel Lindsay Gillespie of Pittsburgh, Pennsylvania, in memory of her parents, Anna Randolph Darlington Gillespie and David Lindsay Gillespie. This endowment brings to Wooster each academic year a professor from outside the United States, taking the place of some member of the faculty who is on research or sabbatical leave. In recognition of the long tie with Scotland that The College of Wooster has had from its own founding, the professorship will normally be held by a member of one of the Scottish universities.

The Gingrich Professorship of German was established in 1941 by a bequest of Gertrude Gingrich, Professor of German during the years 1893 to 1920 and 1924 to 1935.

The Willard A. Hanna Chair in Southeast Asian Studies was established in 2008 through a bequest from Marybelle B. Hanna in honor of her husband, Willard A. Hanna, a member of the class of 1932. Mr. Hanna spent much of his career working in Southeast Asia and the Pacific Rim during his service in the U.S. Navy (1942-1946) and his career with the U.S. Department of State (1946-1954) and the American Universities Field Staff (1954-1976).

The William F. Harn Professorship of Physics was established in 1958 by Miss Florence O. Wilson of Oklahoma City, Oklahoma, in honor of her uncle, William F. Harn, an 1880 graduate of the College and pioneer Oklahoman.

The Hoge Professorship of Economics, in honor of the Reverend James C. Hoge, was established in 1886 by the Synod of Ohio. Mr. Hoge, who died in 1864, was an itinerant missionary and the founder of The First Presbyterian Church of Columbus. He was an early and staunch advocate of a synodical college in Ohio.

The D. Willis James Foundation of the Presidency was established in 1910 by his son, Arthur Curtiss James.

The Johnson Professorship of Mathematics was the gift of W. D. Johnson of Clifton, Ohio, during the second decade of the College and is one of the oldest of the endowed chairs.

The Olive Williams Kettering Professorship of Music is a memorial gift (1953) by Charles F. Kettering, former Trustee of the College, his son, Eugene Kettering, and his grandson, Charles F. Kettering II. Mrs. Kettering, who died in 1946, was a former student in the Conservatory of Music and was an accomplished musician.

The Lincoln Chair of Religion was established in 1980 by the Board of Trustees from a gift to the College from Mr. and Mrs. J. Howard Morris and is named in honor of Mr. and Mrs. James F. Lincoln of Cleveland, whose gift of love and precept in the home, wisdom in industrial relations, and discernment as to the future made visible the power and influence of Christianity. The Chair is for the study of religion and social ethics.

The Horace N. Mateer Professorship of Biology was established in 1963 by a bequest from Dr. William E. Henderson '91. Dr. Henderson was Professor of Chemistry at The Ohio State University from 1899 to 1940. This endowment honors Dr. Horace N. Mateer, Professor of Biology at the College from 1886-1926.

The Mercer Professorship of Religion was established during the early years of the College by Boyd Mercer.

The Moore Professorship of Astronomy was endowed in 1899 by the gift of the Reverend Robert B. Moore of Vineland, New Jersey, previously of Toledo, and a Trustee of the College from 1871 to 1874.

The Josephine Lincoln Morris Professorship of Black Studies was established in 1999 by the Board of Trustees with a bequest to the College from Mr. and Mrs. J. Howard Morris. The Chair is named in memory of Mrs. Morris, whose deep and abiding concern for the education and advancement of African Americans benefited generations of students at Wooster.

The Virginia Myers Professorship in English honors C. Virginia Myers, a Phi Beta Kappa graduate of Wooster in 1929. The Chair, established in 1990 by a bequest from Virginia Myers, recognizes her distinction as a teacher and her devotion to English literature and drama. After graduating from Wooster, Miss Myers earned advanced degrees from Radcliffe College and from Newnham College, the University of Cambridge, England, and for many years she was a member of the faculty at Geneva College for Women in Switzerland (then affiliated with Mount Holyoke College) and at Bowling Green State University.

The Lewis M. and Marian Senter Nixon Professorship in the Natural Sciences was established in 2002 through a bequest from Marian Senter Nixon. A native of Canton, Ohio, Mrs. Nixon graduated from Wooster in 1927 with a degree in Latin. She taught Latin in Florida and Ohio and did graduate work in psychology and speech therapy at Syracuse University. During World War II, she was a caseworker

with the Red Cross. She and Lewis were married in 1938, and Mr. Nixon spent 32 years working for the federal government in Washington, D.C. After his retirement in 1972, they moved to Florida where Mr. Nixon died in 1990 and Mrs. Nixon in 2001. This Professorship honors their deep and abiding respect for The College of Wooster.

The Marian Senter Nixon Chair in Classical Civilization was established in 2002 and honors Marian Senter Nixon of the class of 1927. At Wooster, Mrs. Nixon was the student of Jonas Notestein, and after graduating she taught Latin in the public schools of Canton, Ohio, and Winter Haven, Florida. Mrs. Nixon developed a unique method of teaching Latin verbs. She and her husband, Lewis Nixon, were the donors of the Senter-Nixon Chair in the Natural Sciences at Wooster, and in giving this Chair in Classical Civilization, Mrs. Nixon intended to sustain the study of classical civilization and languages, Latin and Greek, at the College.

The Theron L. Peterson and Dorothy R. Peterson Professorship in Biology was established in 2008 through the Dorothy R. Peterson Trust in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. The Peterson Chair in Biology shall be awarded to a tenured faculty member, or, in the case of a visiting appointment, the recipient of the Chair will hold the professorship for the duration of his or her appointment.

The Theron L. Peterson and Dorothy R. Peterson Professorship in Chemistry was established in 2008 through the Dorothy R. Peterson Trust in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. The Peterson Chair in Chemistry shall be awarded to a tenured faculty member, or, in the case of a visiting appointment, the recipient of the Chair will hold the professorship for the duration of his or her appointment.

The Pocock Family Distinguished Visiting Professorship was established in 2001 through a substantial bequest from Arthur F. Pocock '41, geologist, world traveler, prize-winning author, and entrepreneur. In making this bequest to Wooster, he honored his parents, Eugene and Bess Livenspire Pocock '11 and '12, his brother, John William Pocock '38, and several nieces and nephews who also attended the College. The Pocock Chair permits the College each year to appoint as a visiting member of the faculty a professor at the senior rank who is an outstanding teacher and scholar. At the discretion of the President, the occupant of the Chair may serve as a replacement for a member of the faculty on research or study leave.

The Purna, Rao, Raju Chair of East-West Philosophy was established in 1993 by a gift from Dr. and Mrs. P. T. Raju. Widely regarded as one of the world's foremost comparative philosophers, Professor Raju was a member of Wooster's faculty from 1962 until his retirement in 1973. A President of the Indian Philosophical Congress, he was the recipient in 1958 of the Order of Merit, "Padma Bhushan," in recognition of his contributions to philosophy and East-West understanding. The Chair recognizes Professor Raju's international reputation, his scholarly achievements, and his years of service to Wooster.

The Neille O. and Gertrude M. Rowe Professorship of Music, honoring the former head of the Department of Music and his wife, was established by friends and funds from the Laura B. Frick estate. In 1998, their daughter, Evelyn Rowe Tomlinson, added a generous gift to the professorship. Professor Rowe, a Fellow of the American Guild of Organists, directed the Conservatory of Music and served as Memorial Chapel organist from 1914 to 1945 while Mrs. Rowe taught piano, harmony, history, and appreciation of music from 1915 to 1953.

The Merton M. Sealts, Jr. Visiting Professorship honors the memory of Merton M. Sealts '38, H '74, distinguished scholar and teacher. The Sealts Chair will serve

each year as a replacement for a member of the faculty on research or study leave. The appointment may be made in any department, at the discretion of the President, to a junior faculty member who has demonstrated excellence in teaching and research.

The Severance Professorship of Old Testament and The Severance Professorship of Missions represent a gift of Louis H. Severance, Cleveland industrialist and benefactor of the College. Mr. Severance served as Chairman of the Board of Trustees of the College from 1901 to 1914.

The Ross K. Shoolroy Chair of Natural Resources was established in 1981 by the Board of Trustees from gifts to the College by Ross K. Shoolroy and the Ashland Oil Company. The purpose of the Chair is to provide students with the academic background necessary to enter the field of exploration for petroleum and for other of the Earth's natural resources. The Chair is named in honor of Mr. Shoolroy to recognize his contributions to the College as a Trustee, to the community of Wooster as a patron of the arts and sciences, and to society as one of the leaders of the petroleum industry.

The Lawrence Stanley Chair of Medieval History honors the memory of Lawrence D. Stanley of Columbus, Ohio. An attorney, Mr. Stanley had a lifelong interest in the development of the English common law and representative government. The Chair was established by his daughter, Laura Stanley Gunnels, to recognize Mr. Stanley's distinguished achievements as a lawyer and civic leader.

The Synod Chair of Religion represents a continuing concern for the life of the College by the church that founded it. The accumulation of funds for a professorship of religion has, since 1950, been a project of the Presbyterian Churches of the Synod of the Covenant, the Presbyterian Church, U.S.A.

The Juliana Wilson Thompson Lectureship was established in 1993 by William Foss Thompson, a member of the Board of Trustees, in honor of his wife, Julie Thompson. The endowed position brings to the College an Assistant Professor of exceptional promise to teach courses in an appropriate department or program. In addition to the salary, the endowment provides support to assist individuals entering the profession to establish themselves as exemplary teachers and scholars early in their careers. The individual receiving the appointment may serve as a replacement for a member of the faculty on leave.

The Mildred Foss Thompson Chair of English Language and Literature honors the memory of Mildred Foss of the class of 1914. A music major at the College, Mrs. Thompson had a lifelong interest in the English language and its literature. The Chair was established in 1986 by her son, William F. Thompson, to recognize the contributions of the Foss family and of Mildred Foss, in particular, to The College of Wooster.

The Whitmore-Williams Professorship of Psychology was established in 1998 by a gift from A. Morris and Ruth Whitmore Williams '62 of Gladwyne, Pennsylvania. Mrs. Williams has been a member of the Board of Trustees since 1994.

The James R. Wilson Chair in Business Economics was established in 2001 by a gift from James R. and Linda R. Wilson. Mr. Wilson, a member of the class of 1963 and a Trustee of the College since 1980, was elected Chairman of the Board in 2000.

The Robert E. Wilson Professorship in Chemistry was established in 1965 by the friends of the late Robert E. Wilson '14, who was Chairman of the Board of Trustees from 1953 to 1964; he was a member of the Board for thirty-four years.

The James N. Wise Visiting Professorship in Theatre was established in 2002 by a bequest from James N. Wise, a member of the class of 1941. Jim Wise had a brilliant career as a composer for musical theatre and as a teacher. The Chair permits the

College each year to appoint as a visiting member of the faculty an individual whose achievements in theatre, playwriting, musical theatre, or dramaturgy are truly outstanding. At the discretion of the President, the Chair may serve as a replacement for a member of the faculty on research or study leave.

ENDOWED FUNDS

The Roy W. Adams Endowment Fund was established in 1999 through a bequest from Roy Adams, a member of the class of 1951. Income from the fund supports the acquisition of library materials and other teaching tools used by the Department of Political Science.

The Mary E. Armstrong Memorial Book Fund was established by J. Gaylord and Betty Armstrong in memory of their daughter, who was a member of the class of 1974. Mary was a Russian studies major and was fluent in five languages. She received her Library Science degree from Rutgers University in 1978, a year before her death. Income from the fund is used to purchase books for the libraries, with preference given to acquisitions in the humanities.

The James R. Baroffio Fund for Geologic Research was established in 1998 by Dr. James R. Baroffio, a member of the class of 1954. Income from the fund is awarded annually to geology majors engaged in Senior Independent Study to help defray expenses for analytical work (e.g., major element, trace element, isotopic, or geochronologic studies) required for their I.S. research. Allocation of funds will be determined by the Chair of the Geology Department.

The Bell Distinguished Lectureship was endowed in 1999 by Jennie M. Bell and Samuel H. Bell, a member of the class of 1947 and a Federal Judge of the United States District Court for the Northern District of Ohio. The Bell Lectureship was established to engage students, faculty, members of the legal profession, and members of the community in legal issues that have broad implications for society.

The Eric H. and Inge P. Boehm Library Fund was established in 2001 with a gift from Dr. Eric H. Boehm, a member of the class of 1940. Dr. Boehm received an honorary Doctor of Letters degree in 1973 in recognition of his accomplishments in the field of historical bibliography. Income from the fund is used to support the College's libraries.

The Jean M. and Malcolm C. Boggs Endowed Library Fund was established in 2001 by their children, in honor of Jean and Mal's devoted service to the College. Income from the fund is used at the discretion of the Librarian for the purchase of books and library materials associated with Wooster's academic program.

The Roscoe and Dorothea Breneman Library Fund was established in 2001 with proceeds from a gift annuity. Dr. Breneman graduated from Wooster in 1932 and went on to become a physician in the Akron, Ohio area. Mrs. Breneman wished to honor her husband with this permanent endowment that will support the College's libraries in perpetuity.

The Shirley and Donald Buehler Endowment Fund was established by the Board of Trustees in 1988 from a gift by Shirley and Donald Buehler of Wooster. Income from the fund is awarded annually, at the discretion of the President, to support programs which enrich the cultural life of the College and the community.

The Carruth Humanities Endowment is an endowment for lectures, performances, commissions, or exhibitions in the humanities commemorating the contri-

bution of John R. Carruth, Professor of Music (1952-1972), to The College of Wooster and celebrating the human values he exemplified: the pursuit of intellectual and artistic excellence and a delight in the human imagination and its ability to transcend, unite, and transform the diversity of common experience.

The Henry E. Carter Art Fund was endowed in 2007 by Mary Carter in memory of her husband, Henry E. Carter, a member of the College's Board of Trustees from 1975-1983. Income from the Fund will be used to support the study of art and design.

The Class of 1938 Endowed Library Fund was established in 1988 by members of the class of 1938 at the time of their 50th reunion. Income from the fund is used to support the College's libraries.

The Class of 1960 Endowed Fund was established in 2010 by members of the class of 1960 at the time of their 50th reunion. The fund honors the memory of Howard F. Lowry, Wooster's President from 1944 to 1967. The President of the College may direct income from the fund to the following purposes: academic disciplines and special programs; excellence in teaching and faculty professional activities; support for student scholarships; or initiatives supporting student learning including, but not limited to, internship experiences, investigation of other cultures, special commitments to environmental protection, national economic needs, and efforts to further social justice.

The Henry Jefferson Copeland Endowment for Campus Ministry was established in 1995 by a grant of \$1 million from the Henry Luce Foundation to support the position of Campus Minister or Chaplain at the College, which is held by an ordained Presbyterian minister, and in support of the College's goal of drawing upon the faith of the Reformed tradition for the benefit of its students. The Fund is named for Henry Jefferson Copeland, Wooster's ninth President, and recognizes his commitment to the religious dimension of campus life and the College's tradition of service.

The Henry J. Copeland Fund for Independent Study was established in 1995 by members of the Board of Trustees in recognition of Mr. Copeland's leadership as President from 1977 to 1995 and his commitment to the College's goal of supporting students in meeting the highest standards of achievement. All members of the Board contributed to the Fund, and major gifts were provided by Ed and Edie Andrew, Stan and Flo Gault, and Fran Shoolroy. Income from the \$1 million endowment is used to assist students with unusual research expenses associated with their Independent Study projects.

The Dorothy Horn Cox Endowed Library Fund was established in 2007 by Holly V. Humphreys '67 and her mother, Neva I. Humphreys, from the proceeds of a trust from Dorothy Horn Cox, a member of the class of 1923. Income from the fund is used to purchase books and resource materials for the College's libraries.

The W. R. "Ted" Danner Endowed Fund in Geology was established by Mr. Danner in 1996. Income from the fund is used to defray expenses for students and faculty members engaged in geological fieldwork.

The Dewald Endowed Fund for Academic Excellence was established in 1986 by Dr. and Mrs. Donald W. Dewald of Mansfield, Ohio, on the occasion of the fiftieth anniversary of Dr. Dewald's class of 1936. The annual income from this fund is used to strengthen Wooster's academic program and to provide both incentives and rewards for those who have excelled.

The Becky DeWine Endowment Fund was established in 1995 by Frances and Michael DeWine to honor the memory of their daughter, a member of the class of

1993, who was killed in an automobile accident shortly after her graduation from Wooster. The fund is to provide a summer internship opportunity in journalism, preferably with a newspaper, during the summer between a student's junior and senior years. The recipient will be selected by the Chairperson of the English Department or his or her designate.

The Dillon Art Fund was established in 1984 by a gift from Mr. and Mrs. David T. Dillon of San Antonio. The fund is used to bring visiting artists to the campus.

The Dix Family Endowment was established by Raymond and Carolyn Dix in 1982. Income from the fund is awarded annually, at the discretion of the President, to support programs in the area of communications and public events.

The Donaldson Fund was established in 1984 by a generous gift from Stephen R. Donaldson, class of 1969, to support opportunities for creative writing at Wooster. Mr. Donaldson is a writer of literary fantasies and science fiction.

The Bette Cleaveland Ewell Endowment for the Arts was established in 2004 by a generous bequest from Mrs. Ewell, a member of the class of 1946. Income from the fund is awarded annually, at the discretion of the President, to support programs of particular distinction in art and music, including visiting artists or performers, which may be beyond the range of normal operating budgets.

The Farina Endowed Library Fund was established in 2001 by Louis J. and Jane Warner Farina '70. Income from this fund is to be used for the acquisition of catalogued items and equipment for the College's libraries.

The Helen Murray Free Endowment was established by her children through the AI and Helen Free Foundation. Income from the Fund brings to the campus each year a renowned woman or man who is a practitioner in the chemical sciences (materials science, nanotechnology, and molecular biology). This scientist will interact with chemistry students at a technical level and will present an all-College convocation on the contributions of science to the quality of life.

The Daniel C. Funk Endowment for Communications, established in 2001 by proceeds from several gift annuities, honors Daniel C. Funk, a member of the class of 1917. Mr. Funk was a Wooster Trustee from 1937 until 1972 and served as the College's solicitor for many years. His wife, Elizabeth Reese Funk '23, also was active in Wooster affairs. Mr. Funk established Wooster's annuity program, making the first such gift in 1969. As a long-time advocate of the Speech and Communications programs on campus, he wished to bolster this department for future generations.

The Elizabeth R. Funk Endowment for Music, established in 2001 by proceeds from several gift annuities, honors Elizabeth Reese Funk, a member of the class of 1923. Mrs. Funk was a staunch advocate of the College's music programs and enjoyed attending concerts, recitals, and other performances over the many years she and her husband, Daniel C. Funk '17, were Wooster residents. Through this fund, she wished to support the College's music programs for future students, faculty, and members of the surrounding community.

The Margaret Hemphill Gee Library Fund was established in 2003 by a bequest from Margaret Hemphill Gee, a member of the class of 1933. Income from the Fund is used to purchase books for the College's libraries.

The Gerstenslager Music Endowment Fund was established in 2000 by The Gerstenslager Company. Income from the Fund is used to benefit the Department of Music and the students who participate in the Music program.

The R. Stanton Hales Presidents' Discretionary Endowment Fund was established in 2007 by members of the Board of Trustees in honor of R. Stanton Hales, who

served as Wooster's 10th President from 1995-2007. Income from this fund is to be used at the discretion of the President to respond to new ideas or unforeseen opportunities.

The Grace Elizabeth Hall Endowed Library Fund was established in 1996 by Grace Elizabeth Hall, a member of the class of 1944. Income from the fund is used to purchase books for the College's libraries.

The Julia Shoolroy Halloran Fund is an endowment to support excellence in theatre and the visual arts. Income from the fund will be used to support projects of unusual artistic merit or to bring to the campus performers and programs of high quality, which would be beyond the range of annual operating budgets. Allocation of the fund will be made annually by the Provost and two persons appointed by the President.

The Jane A. Hanna Library Fund was established in 1995 by gifts from family and friends in memory of Jane Atkinson Hanna, a member of the class of 1944. An additional gift was added to the fund in 2008 from the proceeds of a planned gift. Income from the fund is used to purchase books, periodicals, and other materials for the College's libraries.

The Willard A. and Marybelle B. Hanna Library Fund was established in 1992 by Mr. and Mrs. Willard Hanna of Hanover, New Hampshire, to build and sustain a core collection of books and resource materials of permanent value to undergraduates interested in Asia. Mr. Hanna was a graduate of The College of Wooster in the class of 1932, and Mrs. Hanna was a graduate of the University of Michigan in the class of 1936. Mr. Hanna maintained a lifelong interest in Asia, first as a teacher in China and later with the U.S. Navy, the U.S. Foreign Service, and the American Universities Field Staff. Mrs. Hanna spent part of her childhood in China, and together Mr. and Mrs. Hanna spent many years in Indonesia and other Southeast Asian countries. Over the course of his career, Mr. Hanna prepared hundreds of field reports on Southeast Asian affairs and authored a dozen books on Asia. The Asian Studies Collection created by the Hanna Library Fund is a principal resource for students in Independent Study.

The Deborah P. Hilty Endowment Fund was established in 2007 to support the College's curriculum in writing. Professor Hilty was a member of the Department of English from 1964-67 and 1970-2003 and served as Secretary of the College and of the Board of Trustees from 1976-2001. The teaching and practice of non-fictional writing were at the core of her life's work. Annual income from the Fund, which will be administered by the Chair of the English Department and the Provost, in consultation with faculty members in English and in the Program in Writing, will be used to underwrite programs beyond the scope of the annual operating budget and may include such activities as conferences and symposia on campus for students, faculty and staff members with special focus on new horizons in the teaching of writing at a liberal arts college.

The Hans Jenny Memorial Research Fund was established in 2001 by alumni from the classes of 1964-1966 to honor the memory of Hans Heinrich Jenny, Professor of Economics from 1949-1982, Vice President for Finance and Business from 1966-1982, and Professor Emeritus from 1982 until his death in 1998. Income from the fund is used at the discretion of the Department of Economics to support Senior Independent Study projects, faculty research, and collaborative research between faculty and students.

The Kate-Gerig Endowed Fund was established in 1989 by Frederick H. "Fritz" Kate and Lois Gerig Kate of Oklahoma City, Oklahoma, in memory of their parents,

Henry and Lida Kate and Christian and Erma Gerig, and in recognition of the long association of the Kate and Gerig families with the College and the Wooster community. The Kate-Gerig Fund is to support public events at the College, and income from the fund is awarded annually, at the discretion of the President, to bring speakers and performers to the campus for the benefit of the College and the local community.

The John Kauffman Endowed Fund for Economics was established as an endowment in 2008 by John H. Kauffman, President of Kauffman Tire, Inc. Income from the fund is used to support the programs in economics and business economics as determined by the faculty in the Department of Economics.

The Kendall-Rives American Research Grant was established in 1995 by Paul L. Kendall '64 and Sharon K. Rives of Randolph, Vermont. The fund supports research projects conducted in a Latin American country as part of, or in preparation for, a Senior Independent Study project on some aspect of U.S.-Latin American relations. Allocation of these funds to a sophomore or junior who is proficient in Spanish or Portuguese is made by the Provost.

The Lottie Kornfeld Endowment Fund was established in 1996 by Ms. Kornfeld, a graduate of the class of 1945. Income from the Fund is used to support on- and off-campus programs and activities consistent with the objectives of the Jewish Students' Organization, but beyond the range of annual operating budgets.

The Muriel Kozlow Endowment for The College of Wooster Art Museum was established in 2005 by a bequest from Muriel Mulac Kozlow, a member of the class of 1948. Income from the fund is used annually, at the discretion of the Museum Director, to mount an exhibition that would be beyond the scope of normal operating budgets.

The Lindner Endowment was established in 2007 by Carl H. Lindner of Cincinnati, Ohio, to benefit the Department of Philosophy. Income from the fund will be used by the Department to support the teaching of ethics. The use of these funds is to be designated by the Chair of the Department.

The Henry Luce III Fund for Distinguished Scholarship was established in 1980 through a gift from The Henry Luce Foundation to honor an esteemed Trustee and to permit Wooster to recognize exceptional scholar-teachers in its faculty by enabling them to bring to completion works of major scholarly significance.

The Paul McClanahan Family Endowed Library Fund was established in 2008 with the proceeds of a gift annuity by Paul H. McClanahan, Sr., a member of the class of 1937, and Ruth Kempton McClanahan, a member of the class of 1940. The fund also honors their children: Neal K. McClanahan '62, Paul H. McClanahan, Jr. '64, and Alice J. McClanahan '67. Income from the fund is used to purchase books and other materials for the College's libraries.

The McCoy Library Fund was established in 1991 by Margaret Stockdale McCoy, class of 1939, and Richard H. McCoy of Pittsburgh, Pennsylvania. Income from this fund is to be used to strengthen the information retrieval systems of the library and thereby to enhance the library's services to students and faculty members. Mrs. McCoy served as a member of Wooster's Board of Trustees from 1983 to 1989 and in 1991 received the John D. McKee Award for Outstanding Service.

The Jean McCuskey Endowed Library Fund was established in 2005 with the proceeds of several planned gifts by Jean McCuskey, a member of the class of 1931. Income from the fund is used to purchase books and resource materials for the College's libraries.

The Robert Meeker Endowment Fund was established in 1981 by Robert B. Meeker, class of 1951, of Troy, Ohio, to support the study of business at the College.

The fund provides assistance for faculty development, seminars, library materials, and visiting faculty members in areas of the curriculum associated with Business Economics and related programs.

The Walter Meeker Endowment Fund was established in 1981 by Dr. Walter B. Meeker, class of 1950, of Troy, Ohio, to support the study of chemistry and biology at the College. The fund provides assistance for faculty development and research, seminars, library materials, and visiting faculty members in areas of the curriculum associated with chemistry and biology.

The Dorothy E. Morris Endowment Fund was established in 1999 by a bequest from Dorothy E. Morris, class of 1926. Income from the endowment is used to support projects within the Department of Music that are over and above the normal operating expenses.

The Jo and Howard Morris Fund for Programs in Religion and Society was established by the Board of Trustees in 1980 through a gift from Mr. and Mrs. J. Howard Morris of Cleveland. The fund supports programs each year that make religious and ethical questions an integral part of the education program of the College.

The Peter Mortensen Endowed Lecture Fund was established in 2006 with a gift from Peter Mortensen, class of 1956, with gratitude for the contribution of The College of Wooster to the success and happiness of three generations of the Mortensen family. Income from the fund is used to support one or more public lectures and/or performances related to the First-Year Seminar, or for similar purposes directly related to the academic program.

The John and Marianne Olthouse Endowed French Department Fund was established in 2010 by a bequest from Mary Katherine Olthouse Davis, a member of the class of 1940, in memory of her mother, Marianne Reinicke Olthouse, a member of the class of 1915, and her father, John W. Olthouse, Professor of French at the College from 1911-1955 and Professor Emeritus from 1955-1977. Income from the fund is used for books, outside lecturers, movies, or other needs determined by the department.

The John and Marianne Olthouse Endowed German Department Fund was established in 2010 by a bequest from Mary Katherine Olthouse Davis, a member of the class of 1940, in memory of her mother, Marianne Reinicke Olthouse, a member of the class of 1915, and her father, John W. Olthouse, who served as an Instructor of German (1911-1918) and Professor of French (1911-1955; Emeritus 1955-1977) at the College. Income from the fund is used for books, outside lecturers, movies, or other needs determined by the department.

The John and Marianne Olthouse Endowed Spanish Department Fund was established in 2010 by a bequest from Mary Katherine Olthouse Davis, a member of the class of 1940, in memory of her mother, Marianne Reinicke Olthouse, a member of the class of 1915, and her father, John W. Olthouse, who was Professor of French (1911-1955; Emeritus 1955-1977), Instructor of German (1911-1918), and Assistant Professor of Spanish (1918-1919) at the College. Income from the fund is used for books, outside lecturers, movies, or other needs determined by the department.

The Richard G. Osgood, Jr. Lectureship in Geology was endowed in 1981 by his three sons in memory of their father, an internationally-known paleontologist who taught at Wooster from 1967 until 1981. Funds from the endowment will be used to bring a well-known geologist interested in paleontology and stratigraphy to the campus each year to lecture and meet with students.

The Marjorie Owen Endowed Fund for Psychology was established by a gift from Marjorie L. Owen, a member of the class of 1942. Income from the Fund is awarded annually to benefit the Department of Psychology.

The Harriet A. Painter and Walter E. Painter Fund in Music was established in 2002 through a bequest from their daughter, Sarah J. Painter, a member of the class of 1925. Income from the fund supports the acquisition of compact discs, tapes, records, and books for the Department of Music.

The Alma J. Payne Library Fund was established in 2003 by a bequest from Alma J. Payne, a member of the class of 1940. At the time of her death, Miss Payne was professor emerita of English and American studies at Bowling Green University where she taught from 1946 to 1978. Income from the fund is used for the purchase of library materials in the field of American studies.

The Theron L. Peterson and Dorothy R. Peterson Biology Research and Expense Fund was established in 2008 through the Dorothy R. Peterson Trust in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. Income from the Fund shall be used to support the recipient of the Theron L. Peterson and Dorothy R. Peterson Professorship in Biology with research and to assist in purchasing and maintaining current equipment and supplies for the Peterson Biology Chair, for the Peterson Biology Chair's colleagues in the Department, and for the Department's teaching program.

The Theron L. Peterson and Dorothy R. Peterson Chemistry Research and Expense Fund was established in 2008 through the Dorothy R. Peterson Trust in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. Income from the Fund shall be used to support the recipient of the Theron L. Peterson and Dorothy R. Peterson Professorship in Chemistry with research and to assist in purchasing and maintaining current equipment and supplies for the Peterson Chemistry Chair, for the Peterson Chemistry Chair's colleagues in the Department, and for the Department's teaching program.

The Theron L. Peterson and Dorothy R. Peterson Partners in Excellence Endowment Fund was established in 2008 through the Dorothy R. Peterson Trust in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. Income from the Fund shall be used to help financially support an outstanding faculty member's professional development, with a particular emphasis on collaborative faculty-student research.

The John W. Pocock Fund was established by Mr. Pocock in 1987. It is an endowment to underwrite the activities of the Board of Trustees and reflects Bill Pocock's dedication to the strength of Wooster's Board. Mr. Pocock was a member of the Board from 1957 to 1992 and served as its Chairman from 1970 to 1987.

The Margaret M. Pollock Library Fund was established in 2000 by her bequest to The College of Wooster. She graduated in the class of 1938 and was a librarian with the Akron-Summit County Public Library for many years. Income from the Fund is used to support the College's libraries.

The Sarah Diane Purdum Book Fund was established in 1990 in honor of Sarah Purdum, a graduate of the class of 1984, by her parents Clarence W. Purdum, Jr. and Patricia L. Purdum. Income from the Fund is used annually at the discretion of the librarian to purchase nonfiction books for the College's libraries.

The Isabel and Elizabeth Ralston Presidential Endowment Fund for Faculty Development was established in 1987 by a bequest from Isabel Ralston of the class of 1934 and by a grant from The George Gund Foundation of Cleveland to assist newly appointed members of the faculty to establish ongoing research programs that will advance their professional careers as productive scholars and able teachers. The income from the fund is administered by the Provost.

The Margaret Ann Record Endowed Fund for Student Activities was established in 1990 by her mother, Mrs. Paul R. Record. The fund honors the memory of Margaret Ann Record, a member of the class of 1949, who died while a student at Wooster. Income from the fund is awarded annually, at the discretion of the President, to support programs and activities that enrich the cultural lives of students beyond the classroom.

The Margaret Beck Renner Library Fund was established in 1998 with a gift from Margaret Renner, a member of the class of 1947. Income from the fund is used to purchase books in the fields of foreign languages, mathematics and physics to honor Margaret, who was a French major, and her late husband, Dale W. Rinehart '37, who majored in physics.

The Bruce and Mary Rigdon Library Endowment was established in 2006 by Bruce Rigdon, a member of the class of 1958, and his wife, Mary. Income from the fund is used to purchase books and resource materials for the College's libraries.

The Seele Fund for Andrews Library was established in 1988 by Diederika M. Seele, in memory of Keith C. Seele, '22. Income from the endowment is used, at the discretion of the President, for materials and programs that benefit the students and faculty who use the library.

The Silber Fund honors the memory of Edith and Erwin Silber. Established in 1987 by Elizabeth Grant Silber, income from the endowed fund is used to support the study of German language and literature.

The Charles and Rachel Smith Fund was established in 1987 by Dr. Charles A. Smith, class of 1929, in memory of his parents Edward James and Anna May Smith. The income from this fund is used annually in programs designed to assist students of the College to understand the functioning of the American economy, especially the important role that freedom of choice, capital formation, the profit motive, and individual initiative and responsibility play in our economic system.

The Lawrence D. Stanley Summer Research Program Endowment in History was established in 2007 by Laura Stanley Gunnels in honor of her father and the 50th anniversary of the class of 1958. Mrs. Gunnels shared with her father an interest and passion for history and established the summer research endowment to support student research in history. Her intent is for students to develop the passion and habits of mastery that will advance the study of history in perpetuity. First preference is given to students following their first-year at Wooster. Each student is partnered with a faculty research advisor.

The Leah Stoner Stevens Library Fund was established in 1982 by a bequest from Leah Stoner Stevens, a member of the class of 1915. The bequest was given in memory of Mrs. Steven's sister, Jean Stoner, a member of the class of 1912; Mrs. Stevens and Mrs. Steven's husband, Ernest C. Stevens. The Fund is used to purchase books and other materials for the College's libraries.

The John Mercer Syverud II Memorial Fund was established in 1994 by the family and friends of John Syverud II, a graduate of the class of 1990. Income from the endowed fund is assigned annually to the German Department and is used to support and enhance the teaching and learning of students in the department.

The Grace Tompos Endowed Tree Fund was established in 2001 at the time of Grace's retirement as Executive Director of Development at the College. Income from the fund is used to support special tree related publications and expenses, including the purchase of rare trees.

The Totten Geology Student Research Fund was established in 2007 by Dr. Stanley M. Totten and Susan March Totten, members of the class of 1958, in honor of

the 50th anniversary of their graduation from the College. Income from the fund is used to assist geology majors in research related to their major.

The Tree Conservation Endowment Fund was established in 1987 as a result of a challenge grant received by the College from an anonymous foundation to establish an endowed fund to support a tree conservation maintenance and replacement program at Wooster. Through gifts from generous alumni and friends, the College continues to add to this special fund. The value of the trees to Wooster's campus goes well beyond the numerical figures of the endowment. Many of the oldest trees were standing when the College was founded in 1866. In fact, the beauty of the wooded hilltop is what led to the selection of the College's present site. This unusual tree endowment permits Wooster to preserve the beauty of its campus.

The Karl Ver Steeg and Charles B. Moke Fund for Geologic Research was established in 1991 by Frederick H. "Fritz" Kate of Oklahoma City. The fund supports the Independent Study research of Wooster students and faculty in the Department of Geology. Allocation of these research funds is made by the faculty of the Geology Department.

The Sherman A. and Florence M. Wengerd Department of Geology Endowment Fund was established in 1996 by Florence M. Wengerd in memory of her husband, Sherman A. Wengerd, a 1936 Wooster graduate and internationally-known petroleum geologist. Income from this fund is used to purchase equipment and supplies for undergraduate teaching and research in the areas of sedimentology and stratigraphy.

The Whitmore-Williams Endowed Fund for the Nursery School was established in 1998 by a gift from A. Morris and Ruth Whitmore Williams, a member of the class of 1962 and Trustee of the College. The fund benefits The College of Wooster Nursery School, which was established in 1947 and provides field experience for psychology students at the College. Mrs. Williams served as Co-Director of the Gateway School, a noted pre-school in suburban Philadelphia.

The Ronald C. Wilcox Endowed Library Fund was established in 1995 by Ron Wilcox, a member of the class of 1975. Income from the fund is used to purchase books and other resources that pertain to modern American social history.

The James R. Wilson Fund for Business Economics was established in 2001 by a gift from James R. '63 and Linda R. Wilson. Income from the fund is used to support programs that enhance the study of Business Economics by bringing to campus distinguished business and financial leaders for seminars, forums, and guest lectures.

The William H. Wilson Research Awards were established in 1945 through a gift from Mr. and Mrs. M. H. Frank and Dr. and Mrs. Robert E. Wilson in honor of William H. Wilson, a member of the class of 1889 and Johnson Professor of Mathematics and Astronomy from 1900-1907, for the encouragement of faculty research in the natural sciences and mathematics.

The Women's Advisory Board Hardship Fund for International Students was endowed in 2007 by members of The Women's Advisory Board. Short-term financial support from this fund is available, through a formal application process, to upper-class international students who demonstrate severe economic hardship due to unforeseen circumstances that are beyond their control. Preference is given to seniors with strong academic records who have made significant contributions to the campus community.

The Arthur Bambridge Wyse Endowed Lectureship was established in 2006 through a planned gift by Marylyn Crandell Wyse, a member of the class of 1929, in memory of her husband, Arthur B. Wyse, a member of the class of 1929. A scientific researcher for the Navy, Arthur Wyse was killed in a blimp accident in 1942. Income

from this fund is used to help compensate a visiting assistant professor serving as a replacement for a Wooster faculty member on research or study leave.

The Richard D. Yoder Fund for Music was established in 2001 through a generous bequest from Dr. Yoder, a member of the class of 1947. Income from the fund is used to support music performance programs within the Department of Music.

ENDOWED SCHOLARSHIPS

The Paul R. Abbey Endowed Scholarship was established in 2009 by gifts from Paul R. Abbey '73, a member of Wooster's Board of Trustees. His great-grandfather, Dwight C. Hanna, graduated from the College in 1883. His grandfather, Dwight C. Hanna, Jr., graduated in 1912, and his uncle, Dwight C. Hanna III, graduated in 1944 and was a Trustee of the College from 1968-1974 and 1982-1996. His daughter, Kendall G. Abbey, graduated from the College in 2009. Income from the fund is awarded annually to students in good academic standing who have demonstrated financial need.

The Allardice-Wise Scholarship in Theatre was established by James N. Wise '41, in memory of his friend and classmate James B. Allardice. The scholarship is awarded, on the basis of a competitive audition, to a senior Theatre major who has demonstrated exceptional talent and interest in theatre and who has financial need.

The Clarence B. Allen Scholarships were established in 1988 by Mr. and Mrs. J. Howard Morris and are named in honor of Wooster's first black graduate, Clarence Beecher Allen, class of 1892. The Reverend Mr. Allen attended McCormick Theological Seminary and was ordained by the Presbytery of St. Louis in 1895. These merit scholarships are awarded to African American students who demonstrate high academic achievement.

The David L. Allen Endowed Scholarship was established in 2006 through a bequest from David L. Allen, a member of the class of 1965. Dr. Allen taught sociology at The University of Findlay from 1970 until his death in 2005. In recognition of his involvement in student and community life, Dr. Allen was named "Outstanding Educator" by the Findley-Hancock County Chamber of Commerce in 1995. Income from this fund is awarded to students who demonstrate financial need, with first preference given to students planning to major in sociology.

The Joseph Sanborn Allen and Grace Allen Scholarship was established in 2005 by a bequest from Grace H. Allen, widow of Joseph Sanborn Allen, a member of the class of 1934. Income from this scholarship is awarded annually to sophomore, junior, and senior students in good standing who have demonstrated financial need.

The Margaret and Louise Amstutz Scholarship Fund was established in loving memory by The Reverend Platt Amstutz, class of 1905. The fund provides scholarship aid to students with demonstrated financial need. Preference is given those students planning a career of full-time Christian service.

The Margaret Neely Anderson Scholarship Fund was established in 2000 by Margaret Neely Anderson, a member of the class of 1944, and her husband, Thomas F. Anderson. Income from the fund is awarded annually to students who are in good academic standing and who have demonstrated financial need.

The Joyce Elaine Andrews Scholarship was established in 2007 by Joyce Andrews, a member of the class of 1959. Income from the fund is awarded annually to students in good academic standing with demonstrated financial need.

The Angerman Family Scholarship was established in 2007 by a gift from Thomas W. Angerman in recognition of the class of 1953 and the *Independent Minds* Campaign. Mr. Angerman served on the Class of 1953 50th Anniversary Committee. The scholarship honors the relationship the Angerman family has maintained with the College over two generations. Mr. Angerman's son Michael, a member of the class of 1986, is also a graduate of the College. Income from the fund is awarded annually, with first preference given to students from Western Pennsylvania.

The Harold G. and Helen F. Arnold Scholarship Fund was established in 1966 by their daughter and son-in-law, Dr. and Mrs. Richard E. Garcia. The scholarship will be awarded annually to a young woman recommended by The Women's Advisory Board. In this recommendation, consideration will be given to general need and wholesome Christian character.

The John Robert Arscott Memorial Scholarship was established in 1992 in memory of Dr. Arscott, a 1926 graduate of Wooster, by his son, David Arscott, a member of the class of 1966. The scholarship is awarded annually by the Director of Financial Aid to a junior or senior with financial need. Preference is given to a student majoring in English who has demonstrated both academic achievement and leadership while at Wooster, and who has an interest in later pursuing graduate study.

The Ralph D. Au Scholarship Fund was established in 1999 by Marjorie B. Au in loving memory of her husband, who was a 1933 graduate of The College of Wooster. The scholarship is to be awarded annually to junior or senior chemistry and/or physics majors. Selection is made by the Scholarship Committee.

The James E. Aust Scholarship Fund was established in 1982 by Mrs. L. A. Klages of Akron in loving memory of her son, James E. Aust. The scholarship is awarded annually to students requiring financial assistance to attend Wooster.

The Mary Jane Smirt Bachtell Scholarship, established by Sam Bachtell in 2001 in memory of his wife, is awarded annually to a student with financial need. The Bachtells were both graduates of the class of 1951.

The Bachtell/Lewis Scholarship Fund was established in 1987 by W. A. (Web) and Nancy Bachtell Lewis, members of the class of 1951. The scholarship is awarded annually to students with financial need.

The Martha W. Bain Endowed Scholarship was established in 2005 by a bequest from Martha Weimer Bain, a member of the class of 1938. Income from this scholarship is awarded annually to students who demonstrate financial need, with first preference given to students from Loudonville, Ohio.

The Douglas B. Ball Endowed Scholarship was established in 2007 through a bequest from Douglas Bleakly Ball, a member of the class of 1961. Income from the fund is awarded annually to students who have demonstrated financial need, with first preference given to students who are majoring in history.

The Dr. Ralph and Margaret Bangham Scholarship in Biology was established in 2007 by Jean W. Bangham, a member of the class of 1953, and honors the memory of Jean's father, Dr. Ralph V. Bangham, Wooster's Danforth Professor of Biology from 1923-1963, and Jean's mother, Margaret Williams Bangham. Income from the fund is awarded annually to students who have demonstrated financial need and are majoring in biology.

The Bank One Scholarship was established in 1983 through the generosity of Bank One of Wooster. The income from the endowment is used for scholarships for deserving juniors and seniors who are majoring in economics or business economics at the College. Preference is given to students from the Wayne County area.

The Malcolm and Sue Basinger Scholarship was established by members of the class of 1951 following Mac's death in 1998 after a courageous battle with ALS disease. The income from this fund is used to provide scholarships for students who have financial need and who have demonstrated academic achievement and service to their communities. First preference will be given to students whose high school classes had fewer than 300 members.

The Martin John, Lois and Jeffrey Bender Endowed Scholarship Fund was established in 2004 by Dr. M. John Bender, a member of the class of 1944, his wife Lois, and his son Jeffrey Bender, a member of the class of 1978. Income from this scholarship fund is awarded annually to a student who has financial need and is a U.S. citizen, with first preference given to a student who is preparing for a career in medicine. This scholarship is renewable through the senior year provided the student remains in good academic standing.

The Ernest N. and Ellen B. Bigelow Scholarship was established in 2007 with proceeds from a pooled income fund and gifts from their children, Bruce '66, Ann '68, Mark, and Gail. Mr. and Mrs. Bigelow were members of the class of 1939 and 1937 respectively. Income from the fund is awarded annually to students in good academic standing with demonstrated financial need. First preference is given to deserving chemistry or philosophy majors.

The Jennifer Kay Blair Endowed Scholarship was established in 2006 in recognition of and appreciation for the profound and lasting effect of the Wooster experience on Jennifer, a graduate of the class of 1989. Income from the fund is awarded annually to one or more female students who have a strong academic record and demonstrated financial need. First preference is given to a history major who is also an active participant in the College's musical programs. Recipients are selected by the College and The Women's Advisory Board.

The Blanchard Scholarship in honor of Werner J. Blanchard was established by Juliet Stroh Blanchard as an expression of their deep concern for education under Christian auspices. The scholarship is made available each year to a student who comes from a foreign country and possesses unusual leadership qualities, and who is able to fit into a Christian environment and contribute to the international spirit of the College community.

The David G. Blanchard Memorial Scholarship Fund was established by gifts from his family and friends. David was a member of the class of 1958. First preference for the scholarship is given to a student from Africa.

The Joan Blanchard Scholarship was established in 2009 by Joan Blanchard '78, a member of the Board of Trustees. Income from the fund is awarded annually to female students with demonstrated financial need. First preference is given to a female student who has an interest in geology or science.

The Jay Blum and Mary Blum Scholarship Fund was established in 2003 by Marian N. Blum from the proceeds of several gift annuities and honors the memory of her husband, Jay W. Blum, a member of the class of 1929, and her daughter, Mary N. Blum, a member of the class of 1964. Income from the fund is awarded to students in good academic standing who demonstrate financial need. First preference is given to students majoring in economics or business economics.

The Jean "Bunny" Bogner Endowed Scholarship was established in 1998 by her husband, Robert P. Bogner, and other friends. The scholarship recognizes Bunny's warm affection for the College and her years of service on The Women's Advisory Board. Awards are made annually to one or more students who have strong academic records and financial need. Recipients are selected by the College and The Women's Advisory Board.

The Bonsall-Braund Scholarship is the gift of Nancy Braund Boruch, a member of the class of 1964. The scholarship is given in memory of Nancy's mother, Ann Bonsall Braund '37, and Nancy's father, the Reverend Eric T. Braund. Income from the fund is awarded annually to students with financial need, with first preference given to minority students or students who are planning a career in the ministry or in social service.

The Bourns Family Scholarship Fund was established in 1990 to recognize the long association of the Bourns family with The College of Wooster. The fund was made possible by gifts in memory of Lowell B. Bourns, class of 1927, who served in the administration of the College from 1959 to 1972, and by other gifts from family members. The income from this fund is awarded annually to students requiring financial assistance, with preference given to persons representing cultural minorities in America.

The Ruth L. Bower Scholarship Fund was established in 2002 through a generous bequest from Mrs. Bower, a member of the class of 1939. Income from this scholarship is awarded annually to students on the basis of academic achievement and financial need.

The Nancy Brown Endowed Scholarship was established in 2010 by a bequest from Nancy Campbell Brown, a member of the class of 1952. Income from the scholarship is awarded annually to students who have demonstrated financial need.

The Urlene F. Brown Scholarship in the Performing Arts honors the memory of Urlene Fern Brown, class of 1969, and was established by her many friends in 1974. It is awarded at the annual Recognition Banquet to an African American student who has contributed significantly to the performing arts at Wooster.

The Robert M. Bruce Memorial Scholarship was established in 1983 by his family and friends. Robert Bruce was a member of the class of 1939 and served as Professor of Physical Education for eighteen years and as Athletic Director for nine years. This scholarship recognizes students who have demonstrated outstanding growth in writing skills during the First-Year Seminars. The scholarship is awarded to a first-year student who has shown the most improvement in writing skills.

The John Bruère Scholarship was established during The Campaign for Wooster and honors the memory of Dr. John Bruère, who was a minister at Calvary Presbyterian Church and a professor of religion at Wooster from 1936 to 1944. The scholarship is awarded to a student or students from the greater Cleveland area.

The John D. Brush, Jr. Endowed Scholarship was established in 2007 with a generous gift from Douglas F. Brush, a member of the class of 1977 and a Trustee of the College, and from The Brush Family Foundation. The scholarship honors the memory of Doug's father, a businessman who, throughout his life, pursued the study and creation of art as an avocation. It is awarded annually to students with financial need and demonstrated interest in the fine arts who intend to concentrate their studies in fine arts at Wooster. First preference is given to a student from the greater Rochester, New York, area and/or any descendants of John D. Brush, Jr.

The Elizabeth Hazlett Buchanan Scholarship Fund was established by the Women's Synodical Society in the Synod of Ohio, the net income from which is paid to The College of Wooster for the purpose of granting scholarships to students at that institution, the beneficiary each year to be determined by a joint committee from The Women's Advisory Board and the College.

The Bunn Scholarship Fund was established by the bequests of George W. Bunn and Louise Craft Bunn '26. The income from this fund provides one or more scholarships to be awarded annually, on the basis of financial need and potential ability, to students planning to enter business careers or other professions.

The Robert R. Cadmus, M.D. Scholarship was established by his family in 1995 to honor the memory of Robert R. Cadmus, M.D., class of 1936. Income from the fund is awarded annually to a student who demonstrates financial need.

The Camp Family Scholarship was established in 1971 by a gift from the Camp Family in memory of Howard E. Camp, a member of the class of 1916. This fund was augmented in 1998 and 2001 through bequests from Christine Camp Birkenstock, a member of the class of 1951 and the daughter of Howard E. and Florence Camp, and Christine's husband, Jack Birkenstock. The scholarship is awarded annually to students with demonstrated financial need.

The Ralph F. Carl Scholarship was established in 2005 through the proceeds of several planned gifts by Dr. Ralph F. Carl, a member of the class of 1938. Income from the fund is awarded annually to students who have demonstrated financial need.

The David L. Carpenter Scholarship was established in 1984 by David L. Carpenter, class of 1965. After his death in 1999, the partners of his law firm, Calfee, Halter & Griswold, made a generous additional gift as a memorial to David. His mother, Myra Schweininger Carpenter, class of 1937, also contributed to this scholarship. The scholarship is awarded to one or more students with financial need from the Northern Ohio area. The recipient(s) should demonstrate superior academic achievement, and consideration shall be given to non-academic or extracurricular activities or interests in awarding this scholarship.

The Anderson Bogardus Cassidy Scholarship was established in 2008 by Phoebe Anderson Cassidy '58 in honor of the 50th anniversary of her graduation from the College. The scholarship also honors her grandmother, Ruth E. Bogardus, and her four great-aunts, Grace, Laura, Mary, and Sarah Anderson, all of whom were graduates of the College. Income from the fund is awarded to a female chemistry major who has completed one year of study at the College.

The Annarie Peters Cazel Scholarship was established in 1991 in her memory by Fred A. Cazel, Jr. The scholarship is awarded to students with high academic standing in the areas of Classical Studies, Archaeology, or Art History. Mrs. Cazel was a Greek and Latin scholar at Wooster in the class of 1941; she received her doctorate from Johns Hopkins in Art and Archaeology.

The John W. Chittum Scholarship Fund, established in 1985, honors Dr. Chittum, an outstanding teacher, who taught his students the importance of organization, clear thinking, and integrity in all facets of one's life. The scholarship recipient must be a chemistry major who has completed one year of study at Wooster.

The Chopin Music Scholarship Fund was established in 1986 through the generosity of Nancy Gould. Miss Gould's sister, Sybil, was Professor of Art at Wooster from 1944 to 1972, and this scholarship honors her and the donor's lifelong interest in music. Scholarships are awarded each year to a junior and senior music major, with preference given to women concentrating in piano performance and having financial need.

The Mildred B. and Glenn J. Christensen Scholarships were established in 1993 by a bequest from their estate. Dr. Christensen, a Wooster graduate in the class of 1935, was a member of the Department of English at Lehigh University and served as Dean, Vice President, and Provost of the University's College of Arts & Sciences. These scholarships are awarded annually to deserving students with demonstrated financial need.

The Lou Cramblett Christianson Scholarship was established in her memory as a teacher in 1995 by her husband, Paul Christianson, and by her family and friends. Additional gifts were added to the fund in 2008 and 2009 by Dr. Christianson. Income

from the scholarship is awarded each year to a junior or senior student of high academic achievement and financial need who is planning a teaching career in elementary education. First preference is given to a student who has career intentions to deal with the educational needs of children globally.

The Clarke Family Scholarship Fund was established in 1996 through the generosity of James T. Clarke, Trustee and member of the class of 1959, and Patricia Kemp Clarke. Income from the endowed fund is awarded annually to students who have financial need. First preference is given to African American men from inner city areas of the United States who have demonstrated leadership ability.

The Margaret Reed and John O. Clay Scholarship was established in 1985 by their son John R. Clay. Mr. and Mrs. Clay are graduates of the classes of 1943 and 1945, respectively. The scholarship is awarded annually to a student who has demonstrated academic achievement and financial need.

The Cleveland Scholarship Fund was established by alumni and friends living in Cleveland during The Campaign for Wooster. These scholarships are awarded to students from the greater Cleveland area. Named scholarships in this special fund include the John Bruère Scholarship, the Howard Lowry Scholarship, the Bess and Eugene Pocock Scholarship, and the William E. and Maryan Fuhrman Smith Scholarship.

The Colbrunn Family Scholarship Fund was established by Ethel B. Colbrunn, class of 1934. This memorial fund honors her parents, W. W. and Anna Colbrunn, as well as her brother and sister, Earl and Florence Colbrunn.

The Bertha Margaret Lear Colclaser Aid Fund was established by L. A. Colclaser in memory of his beloved wife, to provide scholarships and loans to assist students preparing for the ministry or for missionary service, who have maintained a scholastic standing and a position of activity in the life of the College, which makes them worthy of such aid, and who without aid would be unable to continue their college education.

The Gordon D. Collins Scholarship was established in 2001 by his family, friends and former students. It honors Gordon Collins, the first Whitmore-Williams Professor of Psychology, who retired in 2000 after 37 years as a member of the Psychology Department. The scholarship is awarded to a junior psychology major at the College who, in the evaluation of the Psychology faculty, has made a significant contribution to the College and has demonstrated financial need.

The Karl T. Compton Scholarship is the gift of the Alfred P. Sloan Foundation. It is awarded each year to a member of the first-year class who has demonstrated ability in mathematics and in physics, and who gives evidence of continuing interest in these subjects. The scholarship is awarded for both the first year and sophomore year.

The Marjorie A. Compton Endowed Scholarship was established in 2003 by a bequest from Marjorie A. Compton, a member of the class of 1947. Income from this scholarship is awarded annually to students in good academic standing who have demonstrated financial need, with first preference given to students who are majoring in philosophy or psychology.

The Martha Granger Cooper Scholarship Fund was established in 2000 by Joe and Martha Cooper in recognition of the 50th anniversary of her graduation from Wooster in the class of 1950. The scholarship is awarded to a student with financial need.

The Correll Family Music Scholarship Fund was established from the proceeds of a gift annuity from Virginia W. and Arthur G. Correll, members of the class of 1940.

Income from the fund is awarded to a student or students with demonstrated financial need who are majoring in music.

The Ralph Cottle Scholarship Fund was established in 2002 by a bequest from Dr. Ralph I. Cottle, a physician and a founder of The Wooster Clinic. Dr. Cottle began his practice in Wooster in 1952, and he and his family have been associated with the College for fifty years. The scholarship is awarded annually to a student needing financial assistance.

The Covenant Scholarship Fund was established through Major Mission Fund gifts to the College. Congregations of churches within the Synod can nominate high school seniors for admission to the College. Students with financial need are eligible for scholarship assistance through the Covenant Scholarship Fund, which is administered by the Director of Financial Aid at Wooster.

The Alexander and Florence Cowie Memorial Scholarship Fund was established in 1995 by a bequest from Florence Rapp Cowie, a member of the class of 1925. Income from the fund is awarded annually to students majoring in the sciences who have demonstrated academic achievement and financial need.

The Cyrus Burns Craig Scholarship was established in 1963 by a bequest of Mrs. Martha White Craig Frost, in memory of Dr. Cyrus Burns Craig, physician and Associate Medical Director, New York Neurological Institute.

The Frederick W. and Ruth Perkins Cropp Scholarship was established in 1978 by family and friends to honor Mrs. Cropp, class of 1925, and the late Dr. Cropp, class of 1926, for their lifetimes of Christian service. It is awarded annually to a deserving student with demonstrated financial need.

The Custer Scholarship Fund was established by a gift from Monford D. and Vesta M. Custer of Coshocton, Ohio, and has been supplemented by contributions from their daughter, Eleanor W. Custer, a member of the class of 1926. The income from this fund is used for scholarships for three or more worthy students each year. First preference is given to students preparing for full-time Christian service. Selections are made by the Scholarship Committee based on scholarship, Christian character, leadership, and financial need.

The Donald D. and W. Rebecca Custis Scholarship Fund was established by Don Custis, a member of the class of 1958, and Becky Custis in appreciation of the importance of The College of Wooster in the lives of three generations of the Custis family. Income from the fund is awarded by the College on the basis of financial need. Preference is given to students preparing for careers in health care professions.

The Harold Alden Dalzell Memorial Scholarship Fund was established by family and friends as a memorial to Dr. Dalzell, Vice President of the College from 1948 to 1954. Income from this fund is used to provide scholarships for deserving students who have exhibited qualities of leadership, Christian character, and financial need.

The Arthur Vining Davis Foundations Scholarship was established during *Independent Minds: The Campaign for Wooster* by a grant from The Arthur Vining Davis Foundations of Jacksonville, Florida. Income from this fund is awarded annually to students in good academic standing who have demonstrated financial need.

The D. D. Davis Scholarship Fund is the gift of the Davis Foundation of Oak Hill, Ohio. The income from this fund is used for scholarships for not fewer than three men each year. Selections are made by the Scholarship Committee based on scholarship, Christian character, leadership, and financial need.

The F. Lyle Davison Student Aid Fund was established in 1952 by Mr. Davison, who was a graduate of The College of Wooster in the class of 1932. The income from

this trust fund is awarded annually to a deserving student on the basis of need by the Committee on Scholarships and Student Aid.

The Charles and Roland del Mar Scholarship Fund is a gift of The Charles Delmar Foundation, Washington, D.C. It honors the memory of Charles Delmar and Roland H. del Mar, Trustee of the College from 1964-1982. In the award of scholarships from the fund, preference is given to students from Puerto Rico, Central and South America, and Mexico.

The George H. Deuble, Jr. Memorial Scholarship was established in 1967 by The Deuble Foundation of Canton, Ohio. George H. Deuble, Jr., graduated from The College of Wooster in 1947 and died November 26, 1965. The income from this fund is awarded annually to deserving students who are graduates of Stark County high schools and who have financial need.

The Dilley Family Scholarship was established in 1977 by the Dilley family. It is awarded to students who have financial need and whose parent(s) are in service occupations such as teaching and the ministry.

The J. Garber and Dorothy W. Drushal Scholarship was established in 1977 by students of the College and other friends in honor of J. Garber Drushal, Wooster's eighth President. The scholarship was augmented in 2004 and 2005 by gifts from family and friends in memory of President Drushal's wife, Dorothy W. Drushal. Income from the scholarship is awarded annually to one or more students who participate in campus activities and exhibit leadership and academic achievement.

The Aileen Dunham Scholarship in History was established in 1965 in honor of Professor Aileen Dunham, Chairman of the Department of History from 1946-1966. It is awarded annually to a student who has achieved excellence in history courses and who demonstrates financial need.

The Eberhart Family Scholarship Fund was established in 2002 from the proceeds of a gift annuity. This scholarship honors the memory of Lola G. Eberhart and her husband, E. Kingman Eberhart, Hoge Professor of Economics from 1938 to 1971. The scholarship also recognizes their children, grandchildren, and great-grandchildren who have attended the College. Income from this scholarship is awarded annually to students who are in good academic standing and who have demonstrated financial need.

The Horatio and Lyda Ebert Scholarship Fund was established in 1969 by Horatio and Lyda Ebert, who were longtime friends of the College. Their son, Robert O. Ebert, was a member of Wooster's Board of Trustees from 1991-2000 and was an emeritus life member of the Board from 2000-2009. This scholarship is awarded annually to students with demonstrated financial need.

The Eckles-Wong Scholarship was established in 2005 with a gift from David Eckles and Allene Wong, in honor of their son Ryan, a member of the class of 2006. Income from the fund is awarded annually to students in good academic standing who have financial need.

The Esther Edgar Scholarship Fund was established in 2001 by a bequest from Esther Edgar. This scholarship is awarded annually, with first preference given to Christian students of Assyrian descent from Iran or the United States.

The Linda Smith Edgcomb Endowed Scholarship was established by Franklin K. Smith, class of 1947, and Jean Horn Smith, class of 1948, in memory of their daughter who graduated from Wooster in 1976. Income from the fund is awarded annually to students in good standing who have financial need. First preference will be given to students who are planning careers in the health care field.

The Harry V. and Donna D. Eicher Endowed Scholarship Fund was established in 2007 by planned gifts from Harry V. Eicher, a member of the class of 1943, and his wife, Donna Doerr Eicher, a member of the class of 1942. Income from the fund is awarded to students with demonstrated financial need with first preference given to students who are active in extracurricular activities.

The Endowed Faculty Scholarship Fund is supported by contributions from individual members of the faculty. Established in 1970, following a proposal by Professor John D. Reinheimer, the fund has grown substantially over the years and is awarded to students who demonstrate financial need.

The Raymond L. Falls, Jr. Scholarship Fund was established in his memory by his family and friends. Mr. Falls, a member of the class of 1950, had a distinguished career as an attorney in New York City. The scholarship is awarded annually on the basis of financial need and academic achievement to a member of the junior class who has declared a major in Philosophy.

The Nels F. S. and Katharine P. Ferré Scholarship Fund was established by family and friends to honor the lives of Nels F. S. Ferré and Katharine Pond Ferré. Dr. Ferré, a distinguished educator, theologian, and philosopher, was the Frank Halliday Ferris Professor of Philosophy at The College of Wooster from 1968 until his death in 1971. Mrs. Ferré, a reader, translator, editor, and poet, remained engaged in Wooster activities until 1988. The scholarship is awarded annually to students who have achieved academic excellence and demonstrate financial need.

The Howard V. (Bus) and Eleanor R. Finefrock Scholarship honors the memory of Howard V. Finefrock, a member of the class of 1936, and Eleanor Reinhardt Finefrock, a member of the class of 1940. It was established in 1974 by members of the Finefrock family and friends. The income from the fund is awarded annually with first preference given to men and women who are members of the swimming teams.

The FirstMerit Scholarship Fund was established in 1994 through the generosity of Peoples National Bank of Wooster. Income from the fund is awarded annually to a student who has demonstrated academic achievement and financial need and who is living in an Ohio region served by FirstMerit.

The Fletcher-Brown Scholarship was established in 1998 by a bequest from Mary E. Fletcher, class of 1932, in appreciation of her parents, David H. and Clara Brown Fletcher, and her grandparents, Frank and Elizabeth Stauffer Brown. This scholarship is awarded annually to a student who demonstrates financial need. Preference may be given to a student from a farming community.

The Melcher P. Fobes Scholarship was established in 1994 by Dr. Fobes, Emeritus Professor of Mathematics. Dr. Fobes taught in Wooster's Department of Mathematics for forty-one years. The scholarship is awarded annually to students who demonstrate high academic achievement and who have financial need.

The Walter D. Foss Scholarship Fund was established in 1994 by Donald J. Thompson and his brother, William Foss Thompson, a member of the Board of Trustees. This fund honors their grandfather, Walter D. Foss, who served as a Trustee of the College from 1902 to 1917, and who was President of The Wooster Brush Company from 1879 to 1938. The income from this scholarship is awarded by the Director of Financial Aid at Wooster.

The Doon, John, and Julia Foster Family Scholarship was established in 2005 by John S. and Doon Allen Foster, members of the class of 1980, in honor of their 25th reunion. Income from this scholarship is awarded annually to students in good academic standing who have demonstrated financial need.

The Edward S. and Emily K. Foster Endowed Scholarship was established by their family to honor Mr. and Mrs. Foster. Mr. Foster, class of 1935, was a professor of physics at the University of Toledo (Ohio) and served on the board of the Toledo Public Schools for fourteen years, including four years as President. Mrs. Foster, class of 1933, was a reference librarian in the Toledo Public Library. Income from the fund is awarded to a graduate of the Toledo Public Schools or to a student from the surrounding geographic area who demonstrates academic promise and financial need.

The Herman Freedlander Student Aid Fund, established in 1946, provides a scholarship each year for a member of the junior or senior class who looks forward to a career in merchandising in the field of business administration with a preference for retailing.

The Laura Frick Endowed Scholarship Fund was established in 1983 by The Laura B. Frick Trust. The scholarship is awarded to a student with financial need from Wayne County.

The Frueauff Foundation Scholarship Endowment Fund was established in 1965 by the Charles A. Frueauff Foundation, Inc., of New York City. The income from the fund provides scholarships that are awarded annually by the Committee on Scholarships and Student Aid.

The Daniel and Elizabeth Funk Endowed Scholarship was established in 2003 by a bequest from their son, Edward R. Funk, a member of the class of 1946. This scholarship honors the memory of Daniel C. Funk, a member of the class of 1917 and a Wooster Trustee from 1937 until 1972, and his wife, Elizabeth Reese Funk, a member of the class of 1923. Income from this scholarship is awarded annually to students in good academic standing who have demonstrated financial need. First preference is given to students majoring in physics.

The Martin Evan Galloway Scholarship was established by members of his family, friends, and members of the First United Presbyterian Church of Middletown, Ohio, in memory of Martin who would have graduated with the class of 1965. It is to be awarded to an average student, or students, on the basis of general need and wholesome Christian character.

The Stanley C. Gault Scholarship Fund was established in 1996 by The Goodyear Tire and Rubber Company in recognition of Mr. Gault's extraordinary leadership as Chairman of the company from 1991-1996. The scholarship provides annual financial assistance to first-year students on the basis of academic qualifications and financial need.

The Gisinger-Steiner Memorial Scholarship was established by the family and friends of Scott and Mabel Gisinger and Ivan and Lillian Gisinger Steiner. The income from this fund is awarded annually to deserving students with financial need.

The Marjory Steuart Golder Appreciation Scholarship was established in 1998 by Malcolm and Jean Malkin Boggs, members of the class of 1948. This scholarship honors the memory of Marjory Golder, who served as the College's Dean of Women from 1946 to 1960, and is awarded annually to students with financial need.

The Harold and Ruth Goldman Scholarship was established in their memory by the Fagans family. Both of the Goldmans were active in community service during their retirement years. The scholarship is awarded annually to a student with financial need who plans to major in the humanities and has demonstrated service to the community.

The Arlo G. and E. Velma Graber Scholarship was established in 1984 by Mrs. Graber, class of 1924, and the late Mr. Graber, class of 1926. The award is made annu-

ally to students who have achieved academic excellence and who have financial need.

The Minnie K. and Errett M. Grable Scholarship Fund was established in their honor in 1982 by the Grable family of Pittsburgh, Pennsylvania. The income from this scholarship is awarded annually to students with financial need who have demonstrated qualities of leadership and academic development.

The Roy I. Grady Scholarship was established in 2005 by his former student, Elynn Palmer Jones, a graduate of Wooster in the class of 1955, and by his daughter, Dorothy Grady Bland, from the class of 1939. Roy Grady was a 1916 graduate of the College and served as professor in the Department of Chemistry from 1923 until 1959. Dr. Grady was part of a family legacy at the College that can be traced back to an uncle, U.L. Mackey, from the class of 1891. Known for his wit, genuine care and concern for students, and a life-long love of learning, Dr. Grady gave valuable leadership to the department and served as a trusted mentor for students seeking careers in the sciences. Income from this fund is awarded annually to a junior or senior with financial need who is majoring in chemistry.

The Frances Guille-Secor Memorial Fund was established in 1975 in memory of Dr. Guille-Secor, class of 1930, who served The College of Wooster for thirty years as a teacher in the Department of French. Dr. Guille-Secor had a keen interest in French language and civilization and in high standards of excellence for the generations of students she taught at the College. The fund provides scholarship income for a student who has demonstrated high competence in French language, literature, and civilization, as well as in other studies.

The Gurney Family Scholarship Fund was established in 2002 by a gift from the Gurney family, in honor of the nine members who attended the College. The scholarship is awarded annually to a student needing financial assistance.

The Gustafson Scholarship Fund honors the memory of Mr. and Mrs. V. E. Gustafson, long-time friends of the College. The fund was established in 1971, and recipients will be selected by the financial aid officer on the basis of financial need.

The Margaret E. Hadley Endowed Scholarship was established in 2007 by a bequest from Margaret Hadley, a member of the class of 1940. Income from the fund is awarded annually to students with demonstrated financial need.

The Ethel R. and Homer E. Haines Scholarship Fund was established in 2002 by a bequest from Ethel R. Haines, a member of the class of 1926. Tuition grants are awarded for one year to rising sophomores, juniors, and seniors in good academic standing. A recipient of a one-year grant may reapply for one additional year if he or she remains in good academic standing at the College.

The Hanke Family Scholarship was established in 2007 by the Paul G. Duke Foundation of Troy and Columbus, Ohio. The scholarship honors the long term service of Paul Hanke '58 to the Foundation, his devotion to the merits of a liberal arts education, and the 50th anniversary of his graduation. Three generations of the Hanke Family have called Wooster home. Paul's mother, Frances, graduated from Wooster in 1926. His sons, Mark and Doug, extended the family legacy and graduated from the College in 2004. Income from the fund is awarded annually to a junior or senior student or students who exhibit academic achievement and demonstrate active participation in the "Wooster Experience." First preference should be given to students with a major or minor in chemistry, biochemistry, or economics.

The Dwight C. Hanna Scholarship was established in 2008 from the proceeds of a gift annuity from Dr. Dwight C. Hanna III, a member of the class of 1944. Dr. Hanna served as an Alumni Trustee from 1968-1972 and in 1982 joined Wooster's Board of

Trustees on which he served as an Active Trustee from 1982-1996 and as an Emeritus Trustee from 1996 until his death in 2007. Dr. Hanna received a Distinguished Alumni Award in 1974 in recognition of his accomplishments as a plastic and reconstructive surgeon and as a humanitarian. Income from the fund is awarded annually to students who have financial need, with first preference given to students who are planning careers in medicine and/or in public health.

The Hauschild Family Scholarship was established in 2006 by a gift from Lester P. Hauschild in recognition of the 50th anniversary of the class of 1957 and *Independent Minds: The Campaign for Wooster*. Mr. Hauschild served on the Board of Trustees as an Alumni Trustee from 1996-2002 and as chair of the Class of 1957 Fiftieth Anniversary Committee. The scholarship honors the memory of his parents, Margaret McKee Hauschild '22 and Lester P. Hauschild, Sr. Income from the fund is awarded annually to students with financial need, with first preference given to students from Lawrence County or Western Pennsylvania. Additional preference is given to students majoring in economics who have demonstrated success in extra-curricular activities and service to others.

The Phyllis Johnson and William H. Havener Endowed Scholarship Fund was established in 1986 by Dr. and Mrs. William H. Havener. The income from the endowed fund is used for scholarships to students with financial need who have a record of academic achievement and a demonstrated capacity for leadership.

The Paul and Eillene McGrew Hawk Scholarship Fund was established in 1998 by a gift from David and Patricia Hawk Clyde of the class of 1950. The scholarship honors the memory of Mrs. Clyde's parents, Paul C. Hawk of the class of 1925 and A. Eillene McGrew Hawk of the class of 1926, both loyal and dedicated alumni of the College. Paul served as President of the Alumni Association from 1951 to 1953. In 1962, they were the first couple to receive Wooster's Distinguished Alumni Award. The scholarship is awarded annually to a student with financial need.

The William Randolph Hearst Endowed Scholarship Fund was established in 1988 by a grant from the William Randolph Hearst Foundation. Income from the fund is awarded annually to minority students at Wooster who have financial need.

The Helen M. Heitmann Scholarship Fund was established in 2006 through a bequest from Helen Heitmann, a member of the class of 1948. Income from this fund is awarded to students with demonstrated financial need who are pursuing a course of study in anatomy, physiology, neurology or related disciplines, with special emphasis on human movement.

The Heitman-Goetter Scholarship was established in 1999 in loving memory of Karl William Goetter and Viola Heitman Goetter, grandparents of an alumna from the class of 1993 and an alumnus from the class of 1994. This scholarship is awarded annually to a rising senior majoring in history, foreign language or music. The recipient must demonstrate academic excellence, be recommended by the department of his or her major, and demonstrate financial need.

The Hendrickson Family Scholarship Fund was established in 1959 to honor the memory of The Reverend Edward S. Hendrickson. It was augmented in 1986 by gifts from the family and friends in memory of Jane Leber Hendrickson '52. The scholarship is awarded to students who have financial need.

The Herr Family Scottish Arts Scholarship was established in 2007 by a gift from James W. Herr. The endowed award honors Mr. Herr's parents, Wesley and Margaret McMurray Stanners Herr, and his brother, Thomas J. Herr, a member of the class of 1971. The scholarship is awarded annually to a student who plays the bagpipes and who participates in the Pipe Band at the College. First preference is given to students in good academic standing who also have demonstrated financial need.

The William P. Hilliker Scholarship Fund was established in 2001 by a bequest from William P. Hilliker, a member of the class of 1925. This scholarship is awarded annually to a member of the junior or senior class who has demonstrated financial need. First preference will be given to students in good academic standing who are also actively involved in extra-curricular activities and campus life beyond the classroom.

The Helen M. Hoagland Endowed Scholarship Fund was established in 1998 through the generous bequest of Miss Hoagland, a member of the class of 1925. Income from the Fund is awarded annually to students based upon education, talent and need.

The Marge and Larry Hoge Endowed Scholarship Fund was established in 2007 by Margery Neiswander Hoge, a member of the class of 1947, in memory of her husband, Lawrence A. Hoge, a member of the class of 1949. Income from the fund is awarded annually to students with demonstrated financial need. Recipients are selected by the College and The Women's Advisory Board.

The Beatrice and Ernest M. Hole Scholarship honors Beatrice Beeman Hole, a member of the Class of 1919, and Ernest "Mose" Hole, a member of the class of 1918. Mr. Hole taught and served as a coach and Athletic Director at Wooster for 46 years. The income from this scholarship is awarded to students with financial need.

The Alice Joanne Holloway Fund was established by her parents, Mr. and Mrs. Harold S. Holloway, in 1981. The endowed fund honors Ms. Holloway, a graduate of the class of 1954 at Wooster. Income from the fund is awarded annually to entering students who have demonstrated outstanding academic achievement and financial need.

The Donald P. Holloway Scholarship Fund was established in 2002 by Mr. Holloway, a friend of the College, as a "living memorial" to the importance of education in the liberal arts and sciences. Income from the fund is awarded annually to sophomore students who have demonstrated outstanding academic achievement and financial need, with first preference given to students who received the Alice Joanne Holloway Scholarship in their first year at Wooster.

The Dorothy G. Holloway Scholarship was established by gifts and a bequest from Donald P. Holloway, a friend of the College, in memory of his mother. Income from the fund is awarded annually to junior students who have demonstrated outstanding academic achievement and financial need. First preference is given to students who received the Alice Joanne Holloway Scholarship and/or the Donald P. Holloway Scholarship during their first or second year at Wooster.

The Harold S. Holloway Scholarship was established by gifts and a bequest from Donald P. Holloway, a friend of the College, in memory of his father. Income from the fund is awarded annually to senior students who have demonstrated outstanding academic achievement and financial need. First preference is given to students who received the Alice Joanne Holloway, Donald Holloway, and/or Dorothy Holloway Scholarships during their first, second, or third year at Wooster.

The Mildred Eckert Hommel Student Aid Fund was established in 1968 by a bequest of Mildred Eckert Hommel of Cleveland, Ohio. Income from the fund is awarded as student aid grants by the Scholarship Committee on the basis of scholarship, Christian character, outstanding qualities of leadership, and financial need.

The W. Dean and Harriet P. Hopkins Scholarship Fund was established in 1989 by Mr. Hopkins's law firm — McDonald, Hopkins, Burke & Haber Co., L.P.A. — to honor his many years of service and leadership. Alumni and friends also contributed to this endowed fund. Mr. Hopkins served on Wooster's Board of Trustees for 50

years. The scholarship also honors Mr. Hopkins' wife, Harriet Painter Hopkins, a member of the class of 1932. The scholarship is awarded to a student who has financial need and exemplifies the scholarly qualities that Mr. Hopkins demonstrated throughout his life.

The C. Dale and Mary A. Horner Scholarship was established in 2010 by a bequest from Betty J. Horner, a member of the class of 1943, in memory of her parents, C. Dale Horner and Mary A. Horner. Income from the scholarship is awarded annually to a female pre-med or chemistry major who has demonstrated financial need and high moral character.

The Frank C. Howland Scholarship Fund was established in 1963 by Mame E. Howland, in loving memory of her husband. It was endowed in 1974 through a bequest from Mrs. Howland's estate, and since then gifts have been added through the Howland Memorial Fund. The recipients are selected by the financial aid officer of the College.

The Lois Howland Memorial Scholarship Fund is the gift of Mr. and Mrs. Fred B. Howland of Titusville, Pennsylvania, in memory of their daughter, Lois Howland. The income of this fund is used for scholarships for not fewer than three women each year. Selections are made by the Scholarship Committee based on scholarship, Christian character, outstanding qualities of leadership, and financial need.

The Jean Waterbury Howlett Endowed Scholarship was established in 1988 to recognize Mrs. Howlett's devotion to the College and its students and her years of service on The Women's Advisory Board. The scholarship is awarded annually to students with superior academic records who have financial need, with preference given to students of the humanities. Recipients are selected by the College and The Women's Advisory Board.

The G. Pauline Ihrig Fund in French was established in 1970 to honor Dr. Ihrig's 47 years in the Department of French. She served as Chairperson for 14 of those years. In 1990, the fund was increased through a bequest from Dr. Ihrig and became a scholarship. The scholarship is to be awarded annually to a student who has demonstrated both academic achievement and financial need. First preference is to be given to a student who is studying French and who has demonstrated outstanding scholarship in the language.

The International Paper Endowed Scholarship Fund was established in 1999 through the generosity of the International Paper Company Foundation. Income from this fund is awarded annually to a student who has demonstrated academic achievement and who has financial need.

The Annie B. Irish Scholarship Fund was established in 1994 by The Women's Advisory Board in honor of Annie B. Irish (1857-1886). Dr. Irish was the first woman to receive a Ph.D. degree from the University of Wooster and was Wooster's first female professor. This scholarship is awarded annually to a young woman who has financial need and displays qualities of general excellence.

The Mary Z. and Rachael Johnson Memorial Fund was established by the family and friends in honor of Mary Z. Johnson, Professor of Political Science, 1926-1955, and her sister, Rachael Johnson. The income from this fund provides a student aid grant to a student who is majoring in one of the social sciences.

The Willard H. Johnson Family Scholarship was established in 2000 by a gift from Willard Johnson, class of 1966. Income from the fund is awarded annually to a student who has demonstrated academic achievement and financial need.

The Herrick L. Johnston Scholarship in Chemistry honors the memory of Herrick L. Johnston, class of 1922, Sc.D. 1943, and was established by Margaret

Vanderbilt Johnston Dettmers in 1982. Income from the fund is awarded annually on the basis of merit to an incoming first-year student who plans to major in chemistry.

The John C. and Marie W. Johnston Endowed Scholarship Fund was established in 1999 by Johnston family members and friends to honor John and Marie's involvement in the life of the College. John, a graduate from the class of 1938, received Wooster's Distinguished Alumni Award in 1963 and served on the Board of Trustees from 1977-1989. Marie was a member of The Women's Advisory Board from 1981 until her death in 2003. Scholarship awards are made annually to one or more students who have demonstrated academic achievement and financial need.

The Richard and June Johnston Endowed Scholarship Fund was established in 2009 from the proceeds of several planned gifts by June Weber Johnston to honor the memory of her husband. The Johnstons were members of the class of 1940. Income from the fund is awarded annually to first-year students who demonstrate financial need.

The Walter O. and Anna Jones Endowed Scholarship was established in 1999 by their daughter, Elizabeth "Betsy" Jones Hayba, class of 1949. The scholarship is awarded to students in good standing who have demonstrated financial need, with first preference given to the extended family of Elizabeth "Betsy" Jones Hayba.

The Gregory Paul Julian Scholarship was established in 1998 by Colonel Russell E. Julian, class of 1941, and Jeanne E. Julian to honor the memory of their son. The scholarship is awarded annually to a student with financial need. First preference is given to students from military service families.

The Sally Comin Kaneshige Scholarship Fund was established in her memory in 1975 by her family and friends. Mrs. Kaneshige was a 1955 Wooster graduate and at the time of her death a member of the Ohio University music faculty. The income from this fund is used each year to help worthy students, with preference shown to those majoring in music.

The Harry A. and Eva K. Kauffman Scholarship was established in 1986 by their son, John H. Kauffman. The scholarship is awarded to children of employees of Kauffman Tire Service, Inc. The Kauffman Organization has stores in Georgia, Florida, and Ohio. Eligible students must have financial need and demonstrate academic excellence.

The Ethel J. Keeney Scholarship Fund was established in 2001 through a generous bequest from Miss Keeney, a member of the Class of 1924. This scholarship is awarded annually to students who demonstrate financial need.

The Carolyn Verlie Kent Scholarship Fund was established in 1991 by E. Joseph and Elizabeth Verlie in memory of their daughter, Carolyn Verlie Kent, a Phi Beta Kappa member of the class of 1976. Carolyn was a civic leader in Greater Cleveland until her death in 1988. This scholarship gives first preference to African American students from Cuyahoga County.

The KeyBank Scholarship Fund was established in 1997 through the generosity of KeyBank in Cleveland, Ohio. Income from the Fund is awarded annually to a student who has demonstrated financial need.

The Frances H. and Frank R. Kille Student Assistance Fund was established in 2006 from the proceeds of a planned gift and honors the memory of Frances H. Kerby Kille, a member of the class of 1926, and her husband, Frank R. Kille, a member of the class of 1926 and a 1954 honorary degree recipient. Income from the fund is awarded annually to students who have demonstrated financial need and who have completed their first year at Wooster.

The William M. Kittredge and the Louise Irwin Kittredge Clark Scholarship was established from the proceeds of a gift annuity by Louise Irwin Kittredge Clark, a member of the class of 1928. The scholarship honors the memory of Mrs. Clark's first husband, William M. Kittredge '28, and is awarded to students of good character who have demonstrated academic achievement and financial need.

The Paul Evans Lamale Scholarship in the Social Sciences was established in 1947 by Charles E. Lamale, a member of the class of 1907, and Mrs. Lamale in memory of their son, a member of the class of 1941 and a U.S. Marine Corps aircraft pilot and captain who fell in the American attack at Rabaul, New Britain, on January 30, 1944. The scholarship is awarded annually to a student of outstanding personal worth majoring in one of the social sciences, as an aid to completing the senior year, and is applied against the charge for tuition.

The Barbara Burkland Landes Endowed Scholarship was established in 1997 by Mrs. Landes, class of 1941. This scholarship recognizes her longtime membership on The Women's Advisory Board and is awarded annually by the Board and the College to a young woman who has financial need and demonstrates academic promise.

The David Goheen Leach Memorial Scholarship Fund was established in 1998 from the estate of David G. Leach, class of 1934 and Sc.D. 1966. Mr. Leach was a plant geneticist and a leading authority on rhododendrons. This scholarship is awarded annually with preference given to a male biology major who has an interest in botany or horticulture.

The Delbert G. Lean Memorial Scholarship was established in June 1971 through the generosity of the members of the class of 1921. Dr. Lean was a professor in the Department of Speech from 1908 until he retired in 1946. Known for his oratory, Dr. Lean gave valuable leadership to the department, serving as chairman for 38 years. The income from this fund is used for scholarships for deserving students with preference given to a student majoring in speech but not necessarily limited thereto.

The Henry Lee Scholarship Fund was established in 1987 by C. Dennis and Margaret Lee Scott '69 to honor Mrs. Scott's father, a 1936 graduate of the College and one of the first students from China to attend Wooster. The scholarship is awarded annually to international students with financial need.

The Janice Lynn Potter Lee Endowed Scholarship was established in her memory by her father, John J. Potter. A graduate of the class of 1973, Janice Lynn Potter majored in French and later was a secondary-school teacher of French and Spanish. Income from the scholarship is awarded annually to students who have financial need, with first preference given to students who are majoring in French.

The Abraham Lincoln Memorial Scholarship was established in 1964 by a committee representing students, faculty, and members of Westminster Presbyterian Church. It is awarded annually, and will normally be given to an African American student on the basis of need and ability.

The Maxine R. Loehr Piano Scholarship is awarded annually by the Scholarship Committee to a promising piano student. Evidence of financial need is also considered in making the award.

The Longbrake Scholarship was established in 1990 by Martha and Bill Longbrake '65, in honor of the many members of the Longbrake and Barr families who have attended The College of Wooster. The scholarship is awarded to a first-year student and is renewable for four years. The award is made on the basis of demonstrated academic achievement, success in extracurricular activities, and service to others. First preference will be given to children or grandchildren of Wooster alumni.

The Howard Lowry Scholarship was established during The Campaign for Wooster and honors the memory of Howard Lowry, who was the President of the College from 1944 to 1967. The scholarship is awarded to a student or students from the greater Cleveland area.

The Lewis and Daisy V. Lowry Scholarship Fund was established by their son, Dr. Howard F. Lowry '23, seventh President of The College of Wooster. It provides scholarships that are awarded annually by the Scholarship Committee.

The Gertrude Lum Scholarship was established in 2001 through a bequest from Gertrude Sheva Lum, a member of the class of 1950. Dr. Lum conducted viral research for the World Health Organization in Asia and South America from the 1960s to the 1980s. Income from this scholarship is awarded to students with demonstrated financial need. First preference is given to students majoring in biology.

The Sara Wishart MacMillan Scholarship Fund was established in 1987 in her memory by her family and friends. A daughter of Wooster's sixth president, Charles F. Wishart, Mrs. MacMillan graduated from the College in 1932 and had a lifetime interest in and devotion to Wooster. The scholarship is awarded annually to students with financial need, with preference given to students with promise in speech communication.

The Mariska P. Marker Scholarship Fund was established in 2005 by Mariska P. Marker in honor of Pamela Frese, Wooster's Professor of Anthropology, and in recognition of Dr. Frese's excellent teaching and her sincere interest in her students' welfare. The recipient of the scholarship is selected during his or her junior year and awarded the scholarship in his or her senior year. The recipient must be an anthropology major, have a grade point average of 3.8 or higher, and plan to further pursue the study of anthropology, either professionally or in graduate school, after graduation. In the event that more than one student is qualified for this scholarship, first preference shall be given to the student who has the greatest demonstrated financial need.

The Alexandra Babcock Marshall Scholarship honors the memory of Alexandra Babcock Marshall, class of 1935. Born in Russia, she fled Communism to come to America in 1922. This scholarship is awarded annually with first preference given to a student who is studying Russian language, culture or history.

The Anne Mayer Music Scholarship was established by Anne Mayer in honor of the 50th anniversary of her graduation from Wooster. Anne Mayer, a member of the class of 1957, blossomed under the guidance of faculty members Stuart Ling and Richard Gore. She shared her own passion for music and genuine care with a generation of students at Carleton College, where she was a member of the music faculty. Income from this fund is awarded annually, with first preference given to students majoring in music.

The Eleanor H. and Bernard A. Mazurie Scholarship Fund was established in 2004 by a bequest of Eleanor Herold Mazurie. The scholarship honors the memory of Eleanor and her husband Bernard Mazurie, a member of the class of 1927. Income for the fund is awarded annually to students in good academic standing who demonstrate financial need.

The McClenahan Scholarship Fund was established in 1994 by estate gifts from Sallie Phillips McClenahan, a former trustee of the College, and her husband, Robert Wallace McClenahan. The fund honors the memory of their parents, ZeBarney T. and Sallie Hews Phillips and Robert Stewart and Jeanette Wallace McClenahan.

The Harrold and Hazelyn Melconian McComas Scholarship Fund was established in 1999 by gifts from the Hazelyn and Harrold McComas Charitable Trust and

the Melitta S. Pick Charitable Trust. This scholarship honors Hazelyn Melconian McComas, a Phi Beta Kappa graduate of the class of 1948, and her husband, Harrold J. McComas. Income from this fund is awarded annually to a student who demonstrates financial need, with first preference given to a major in history, religion, political science, English, or speech.

The J. Robert and Abigal Welch McConnell Scholarships were established in 1979 through gifts from Mr. McConnell, a friend of the College. They are awarded annually to worthy students in pursuit of education at Wooster, with first preference given to pre-medical students.

The Richard and Margaret Stockdale McCoy Scholarship is awarded by the Director of Financial Aid upon the recommendation of the Office of Admissions to an incoming student with strong academic credentials and a notable record of achievement in high school activities. The scholarship is based upon merit and is awarded annually to a student who might otherwise not have chosen to attend the College. The award is made available for each of the student's four years at Wooster on the condition of satisfactory progress toward a degree.

The Robert and Billye McCracken Endowed Scholarship Fund, established in 2003 from the proceeds of several planned gifts, honors Dr. Robert L. McCracken, a member of the class of 1934, and his wife Billye Newman McCracken. Income from the fund is awarded to students in good standing who demonstrate financial need. First preference is given to students who plan careers in medicine.

The McCullough Scholarship was established in 2004 by Hugh McCullough, a member of the class of 1954, and honors the memory of his parents, Martin McCullough '26 and Evrell Bennett McCullough '28. Income from the scholarship is awarded annually to a junior or senior who is a U.S. citizen with demonstrated financial need. First preference is given to a student majoring in economics, music, or chemistry who is a member of the Scot Marching Band.

The Elizabeth J. McElhinney Scholarship Fund is the gift of Elizabeth J. McElhinney Hay and Walter M. Hay. Established in 1960, the fund provides scholarship assistance for both male and female students.

The Albert Gordon McGaw Memorial Scholarship was established by Wilbert H. McGaw in memory of his father. Recipients are selected by the College and The Women's Advisory Board.

The Marion M. and Ellen M. McGrew Scholarship was established in 1991 by Mac and Pat McGrew of the classes of 1929 and 1931. The scholarship is awarded annually to students who have demonstrated financial need and high academic achievement and who are majoring in one of the natural sciences.

The Ola Weygandt McKee Scholarship Fund was established by Dr. Milton C. Oakes, of Mansfield, Ohio. Dr. Oakes studied Latin under her instruction during her first year of teaching. Mrs. McKee and her husband John D. McKee, both from the class of 1917, supported the College in many ways during their lifetimes. The scholarship is awarded to students who demonstrate financial need.

The Robert A. McMillan Scholarship was established in 1999 with a gift from Mary Elizabeth Remsburg, class of 1946, in honor of her brother Robert, class of 1947. Income from the fund is awarded annually to a junior or senior who excels in music performance. Preference is given to a student who plays a keyboard instrument, with first preference given to a student who excels in organ performance.

The Homer G. and Della W. McMillen Scholarship Endowment Fund was established through a gift by Mr. and Mrs. McMillen. Preference is given to students

from Weirton, West Virginia, St. Clairsville, Mt. Vernon, and Worthington, Ohio.

The Mary Bonsall Mikkelsen Endowed Scholarship was established in 2005 from the proceeds of a planned gift and honors the memory of Mary Bonsall Mikkelsen, a member of the class of 1942. Income from this scholarship is awarded annually to students who have demonstrated financial need.

The Jean Pollock Milburn and Joseph W. Milburn Fund was established in 1968 by a bequest of Martha P. Milburn '42, of New York City, in honor of her mother and father. Scholarships provided by the fund are awarded by the Committee on Scholarships and Student Aid, with preference given to students of music.

The Don J. Miller Memorial Fund was established by the family and friends of Don J. Miller, class of 1940. In recognition of Mr. Miller's devotion to the science of geology, the scholarship is awarded annually to a student who is majoring in geology and who demonstrates both scholarly ability and financial need.

The Emerson W. Miller and Garnett Miller Smith Memorial Scholarship was established in 1993 by Virginia Miller Reed, class of 1945, in memory of her parents. The scholarship is awarded annually by the Director of Financial Aid to a member of the first-year class who has a strong record of academic achievement and participation in co-curricular activities.

The Fannie and Rollie Miller Memorial Fund Scholarship was given in memory of his parents by their son, Dr. Robert C. Miller. The income from this fund is used for scholarships for worthy students selected by the Scholarship Committee.

The James A. and Mary Alice Lehman Miller Scholarship Fund was established in 1994 by estate gifts from James A. Miller and his wife, Mary Alice Lehman Miller. Dr. Miller grew up in China and was a *cum laude* graduate of the College in the class of 1928. He received an honorary degree from Wooster in 1962 and the Distinguished Alumni Award in 1977.

The Willis W. and Mildred S. Miller Scholarship Fund was established in December 1974 by Mr. and Mrs. Miller. The scholarship is awarded annually, with first preference given to young people from River View High School in Warsaw, Ohio. The selection is made by the high school principal and staff and the financial aid officer at The College of Wooster.

The Thomas J. Mills Scholarship Fund was established in 2005 from the proceeds of several planned gifts and honors the memory of Thomas J. Mills, a member of the class of 1930. Income from this scholarship is awarded annually to students in good standing who have demonstrated financial need, with first preference given to students majoring in economics.

The Charles Burdette and Margaret Kate Moke Scholarship Fund was established in 1984 by Frederick H. Kate '38 in recognition of their long service to Wooster and sincere interest and concern for students and alumni. Dr. Moke graduated from Wooster in the class of 1931 and taught geology at the College for 36 years. The scholarship is awarded annually, with first preference given to a geology major who has demonstrated self-reliance and dedication to academic achievement.

The Kathleen McNiece Moore Scholarship in Flute and Voice is given in memory of Jessie and Wilder Ellis in recognition of their long association with The College of Wooster and their deep interest in students of flute and voice. The scholarship is awarded to a student who is in his or her junior year and is specializing in flute or voice.

The Morley-Hall Endowed Scholarship Fund was established in 2010 by the William and Ruth Urban Estate and a gift from Elizabeth and Joseph Morley. Ruth

Hall Urban was a member of the class of 1936, and Joseph and Elizabeth Burton Morley are members of the class of 1968. Income from the fund is awarded to one or more full-time residential students who have demonstrated financial need, are United States citizens, and are in good academic standing at the College. First preference is given to students whose families are in the ministry or teaching professions.

The Isabell Demboski Moses Endowed Scholarship was established in 2006 by the Sam and Kathy Salem Philanthropic Fund and honors Isabell Demboski Moses, a member of the class of 1990. Income from the fund is awarded annually to a student majoring in economics or business economics who demonstrates significant financial need.

The James B. Munson Memorial Scholarship was established in 1995 by his family and friends. A member of the class of 1939, he was a participant in intercollegiate athletics and was the son of Carl B. Munson, coach at Wooster for 41 years. The scholarship is awarded to a student with financial need, with first preference given to graduates of Wooster High School.

The Nell Murray Scholarship Award and The Arthur Murray Scholarships were established through gifts from Mr. and Mrs. George Pope of the class of 1941. Each scholarship is awarded to a deserving student, with first preference given to young people from Wooster and Wayne County.

The Marilyn Myers Memorial Scholarship Fund honors the memory of Marilyn Myers of the class of 1972. She died during her sophomore year, and her family and many friends established this memorial fund. Selection of the recipient is made by the Scholarship Committee.

The Neill Family Scholarship was established in 1984 by Ronald H. Neill, class of 1966. The scholarship is to be awarded to one or more students from the Greater Cleveland-Akron area. The recipient(s) should demonstrate superior academic achievement, and consideration shall be given to non-academic or extracurricular activities or interests in awarding this scholarship.

The David H. Nelander Scholarship Fund was established in 2000 by his wife, Julie Talbot Nelander, a member of the class of 1960. Dr. Nelander graduated from Wooster in 1959 as a chemistry major. He served as a member of the Board of Trustees from 1994 until his untimely death in April 2000. First preference is given to a student planning to major in chemistry.

The John J. Newberry Endowed Scholarship was established in 2004 with a gift from John J. Newberry, a Wooster parent and member of the Board of Trustees for 42 years. Income from this fund is awarded to students who demonstrate financial need.

The Donald L. Noll Book Scholarship was established in 1999 by Jane Noll and other family members and friends. It honors the memory of Don Noll, who served as Manager of the College Bookstore from 1968-1983. Income from the Fund is awarded to students with financial need to assist them in purchasing books from the Florence O. Wilson Bookstore to be used in their academic courses.

The Lucy Lilian Notestein Endowed Scholarship Fund was established in 1977 by DeWitt Wallace in honor of Miss Notestein, a member of the class of 1911. Miss Notestein, for many years an editor with Reader's Digest, served as a trustee of the College for thirty-two years before becoming an Emeritus Life Member of the Board in 1972. This scholarship is awarded annually to students who have attained at least sophomore standing.

The Helen K. and Ernest S. Osgood Scholarship Fund was established in 1984 by Helen Kaslo Osgood, a member of the History Department for thirty years beginning

in 1951. In 1958 she married Ernest S. Osgood, Emeritus Professor of History, University of Minnesota. His activities at Wooster included advising Independent Study students in history, which gave him much pleasure. The scholarship is awarded annually, in consultation with the Department of History, to a junior or senior history major who has demonstrated high academic achievement and financial need.

The Stephen E. and Katharine Greenslade Palmer Memorial Scholarship was established in 1993. The scholarship honors the memory of the Reverend Dr. Stephen E. Palmer, Sr., class of 1917, and his first wife, Katharine Greenslade Palmer, class of 1919. Dr. Palmer served forty-nine years as a Presbyterian minister and held pastorates in Wisconsin, Ohio, Wyoming, and New York. He received an honorary Doctor of Divinity degree from the College in 1942.

The Pancoast Family Scholarship Fund was established in 1995 by the Pancoast family. This fund recognizes the long ties the family has had with the College: John R. '35 and Katherine Wick '50, David W. '64 and Carol Stromberg '64, and David Wick, Jr. '93. The income from this fund is used to provide scholarship assistance to a student who has demonstrated financial need with preference to a student who is from at least a second generation Wooster family.

The Ruth Frost Parker Endowed Scholarship was established in 1987 by Mrs. Ruth Parker '45 of Sandusky, Ohio. The income from this fund is awarded annually by the Director of Financial Aid to worthy students who have demonstrated financial need.

The Parkhurst Family Scholarship was established in 1944 with a gift from Jeannette Parkhurst '31. This scholarship honors her parents, Ralph and Myrtle Williams Parkhurst of Bellevue, Ohio. The income from this fund is awarded annually by the Director of Financial Aid to students who have achieved high academic standards and who have demonstrated financial need.

The William Parsons Scholarship was established in 1984 by Margaret Parsons Critchfield '27 and Katherine Parsons Junkin '23 in memory of their father, William Parsons, D.D. Dr. Parsons was born in England as one of eleven children, was a cowhand on the Western range as a youth, and later homesteaded in Kansas. As a Presbyterian minister, he held pastorates in Oregon, Iowa, Ohio, Pennsylvania, and New Jersey and insisted that his daughters attend The College of Wooster. Preference for this scholarship is given on the basis of financial need and academic promise to the sons and daughters of Presbyterian ministers.

The William Albert Patterson Endowed Scholarship was established in 2005 by a bequest from William A. Patterson, a member of the class of 1969. An avid reader and historian, Mr. Patterson was an ordained Presbyterian minister from 1975 until his death in 2003. Income from the fund is awarded to students with demonstrated financial need.

The Sara L. Patton Performing Arts Scholarship and Activities Fund was established in 2007 by generous gifts from Richard J. Bell and David H. Schwartz, members of the class of 1963. The Fund honors Sally's service to Wooster as Vice President for Development and her abiding love for the theatre. The scholarship portion of the Fund (80%) is awarded annually to students with financial need who participate in theatre or dance. The activities portion of the Fund (20%) is used to support special opportunities in theatre that may be beyond the reach of normal operating budgets.

The Theron L. Peterson and Dorothy R. Peterson Scholarship for Outstanding Academic Achievement was established in 2008 in memory of Theron L. Peterson, a member of the class of 1936, and his wife, Dorothy R. Peterson. Income from the fund is awarded annually to a junior or senior student majoring in biology, chemistry,

physics, or mathematics on the basis of his or her academic performance. First preference is given to a student with both a very high academic achievement and demonstrated financial need.

The Robert H. and Susan M. Pfeil Fund was established in 1991 through a bequest from Mr. Pfeil. After a business career in Cleveland, Ohio, Mr. Pfeil retired to Wayne County. He believed in private, church-related education and wanted to provide scholarships for future generations of young people who attend The College of Wooster. Scholarships are awarded on the basis of need and academic credentials.

The J. Robert and Mary P. Pfouts Scholarship was established in 2008 through a generous bequest from Mr. and Mrs. Pfouts. Bob Pfouts was a member of the class of 1933. Income from the fund is awarded annually to students who are in good academic standing and have demonstrated financial need.

The John Plummer Memorial Scholarship for Contributing to a More Welcoming Campus for LGBT People was established in 2008 through the support of Hans P. Johnson, a member of the class of 1992, and many other friends and colleagues of John B. Plummer. John was a member of the class of 1964 and served in the College's business office for 36 years. He also worked closely with students as treasurer of Campus Council and as a mentor to the College's lesbian, gay, bisexual and transgender (LGBT) student community. In his memory, income from the scholarship is awarded annually to a sophomore, junior, or senior student who promotes a more open and respectful campus environment, regardless of the student's sexual orientation. Recipients will be selected based upon the recommendation of the scholarship's advisory committee.

The Bess and Eugene Pocock Scholarship was established during The Campaign for Wooster and honors the memory of Bess Livenspire Pocock, class of 1912, and Eugene W. Pocock, class of 1911. Mrs. Pocock taught school in Shaker Heights and was a recognized speaker; the Reverend Mr. Pocock served Calvary and Noble Road Presbyterian Churches in Cleveland. The scholarship was established by their son, John W. Pocock, class of 1938, a member of Wooster's Board of Trustees for 35 years; he served as Chairman of the Board for 17 years. The scholarship is awarded to a student or students from the greater Cleveland area.

The John William Pocock Endowed Scholarship Fund was established in 1992 by a gift from Booz-Allen & Hamilton, Inc., in memory of Bill Pocock. It honors Mr. Pocock's career at Booz-Allen as well as his commitments and service to higher education. Income from the fund is awarded annually to a student who has demonstrated academic achievement and the promise of becoming a leader in his or her chosen profession.

The Pocock Family Endowed Scholarship was established in 2006 by Elizabeth Snavely Pocock. This scholarship honors the memory of her husband, John W. Pocock, class of 1938, who was a member of Wooster's Board of Trustees for 35 years and served as Chairman of the Board for 17 years. Income from the fund is awarded to students who have demonstrated academic achievement and financial need.

The Katharine West Pratt Scholarship was established in 1996 by Beth and Mikael Salovaara in honor of Mr. Salovaara's grandmother, a member of Wooster's class of 1915. One or more scholarships are awarded annually on the basis of financial need and academic achievement, with preference given to African American students from Ohio, Oregon, or West Virginia.

The Elizabeth Prestel Endowed Scholarship was established in 2004 by a bequest from Elizabeth Hainer Prestel, a member of the class of 1932. Income from this scholarship is awarded annually to students who are in good academic standing and have demonstrated financial need.

The Charles and Elma Rapp Memorial Scholarship Fund was established in 1995 by a bequest from Florence Rapp Cowie, class of 1925, in memory of her parents. Income from the fund is awarded annually to female students majoring in language or the humanities who have demonstrated academic achievement and financial need.

The Hans W. Regenhardt Scholarship was established in 1990 through a bequest from Mr. Regenhardt. A long-time resident of Wooster, he was a self-made entrepreneur who believed that the education process should continue throughout one's lifetime. Scholarships will be awarded to highly qualified students who need financial assistance.

The John D. Reinheimer Scholarship Fund was established in 2006 by a gift from his family in memory of Dr. Reinheimer, Professor in the Department of Chemistry from 1948 to 1985. Preference is given to students with strong academic records and demonstrated financial need.

The Peter James Renfrew Scholarship was established in 2005 by Tracy and Joyce Kempf Renfrew in memory of their son, Peter J. Renfrew, a member of the class of 1982. Income from the scholarship is awarded annually to a student who is in good academic standing and who has demonstrated financial need. First preference is given to a student from River View High School in Warsaw, Ohio, or from Coshocton County, or from the State of Ohio, in that order of priority.

The Paul H. Resch Scholarship Fund honors the memory of Paul H. Resch of Youngstown, Ohio. The income from the endowed Resch Fund is awarded annually to deserving students who require financial assistance to attend the College.

The C. Kirk Rhein, Jr., Scholarship Fund was established in his memory in 1997 by his family and friends. Kirk, a member of the class of 1976, died in the crash of TWA Flight 800. The scholarship is awarded annually to students who have financial need and who have demonstrated academic achievement and the ethic of service to others.

The Kate Risley Endowed Scholarship was established in 2002 by a gift from her family. Kate was a member of the class of 1997 who died in the summer prior to her senior year. The scholarship is awarded annually in her memory to a student sharing Kate's personal qualities and interests.

The Darel Jay Robb Scholarship was established in 1994 by the Robb family and many friends. The fund is a memorial to Darel Jay Robb, class of 1970; before his untimely death in 1994, Darel was a medical librarian at the University of Illinois. The income from this endowed scholarship is awarded to a student who demonstrates financial need and academic achievement.

The John M. Robinson, M.D. Scholarship was established in 2001 and honors John M. Robinson, M.D., a member of the class of 1941. This scholarship is awarded to students who are preparing for a career in medicine and who demonstrate financial need.

The Robinson-Saunders Family Scholarship is awarded annually based on academic achievement and financial need. The fund honors Margaret A. and James G. Robinson and their daughter Ruth Robinson Saunders, class of 1942, and was established in recognition of the value of a liberal arts education in developing character and intellect.

The Ronald T. and Josette Rolley Endowed Scholarship Fund was established in 2009 by a gift from Ronald T. Rolley, a member of the class of 1959, and his wife, Josette Roling Rolley. Income from the fund is awarded to students with demonstrated financial need who are in good academic standing at the College.

The Harry G. and Lucy A. Romig Memorial Scholarship Fund was established in 1990 by their children and grandchildren to recognize the Romigs' dedicated service as Presbyterian missionaries in the Shantung Province of China. The scholarship is awarded annually to an international student, with preference given to students from the People's Republic of China.

The Jane C. Ross Endowed Scholarship was established in 2006 through a bequest from Jane C. Ross, a member of the class of 1942. Income from the fund is awarded to students who have demonstrated financial need, with first preference given to students majoring in sociology.

The John William and Elizabeth Scott Roudebush Scholarships were established in 1978 by their son, Rex S. Roudebush. A friend of the College, Mr. Roudebush wished to honor the memory of his parents who were graduates of Wooster in the 1880s. The scholarships are awarded annually to deserving students, with first preferences given to those in pre-law and international studies.

The Neille O. and Gertrude M. Rowe Scholarship honors Professor Rowe, who directed the Conservatory of Music and served as Memorial Chapel organist from 1914 to 1945. Mrs. Rowe taught music appreciation and other music courses at the College from 1915 until 1953. The scholarship was established by their daughter, Evelyn Rowe Tomlinson, class of 1931. The Rowe Scholarship is to be awarded to a student who demonstrates financial need and who is a music major.

The Francis H. Rutherford Scholarship, established by a bequest from Mr. Rutherford in 1984, is awarded to one or more students on the basis of Christian character, leadership, financial need, and sense of community responsibility. Consideration is given to the student's own efforts toward financing his/her college education.

The George H. Rutherford Scholarships are given in memory of George H. Rutherford, an alumnus in the class of 1921 and trustee of the College from 1961 to 1966. Income from this fund is used for scholarships for one or more students on the basis of Christian character, leadership, financial need, and sense of community responsibility. Consideration is given to a student's own efforts toward financing his/her college education.

The Shirley Snider Ryan Endowed Scholarship was established in 2005 by Shirley Snider Ryan, a longtime member of The Women's Advisory Board. Mrs. Ryan wished to honor the dedication of The Women's Advisory Board through the creation of this scholarship. Income from the fund is awarded annually to one or more junior or senior women who are residents of Wayne County, Ohio, and who demonstrate financial need. Recipients are selected by the College and The Women's Advisory Board.

The Mary Sager and William Dean Sager Endowed Scholarship was established in 1988 by Alexander E. Sharp, class of 1923. This fund is used to provide scholarship assistance to students at the College with financial need.

The John H. and Harriet Hurd Scheide Scholarships are the gift of Mr. John H. Scheide of Titusville, Pennsylvania, and grew out of the interest that Mr. Scheide had for years in the children of missionaries. The scholarships are awarded for one year to children of missionaries, ministers, and educators of the Presbyterian Church, U.S.A. Selections are based on high scholarship, outstanding qualities of leadership, and financial need.

The William I. Schreiber Scholarship was established in 1998 by friends and family. It honors William Schreiber, Gingrich Professor of German, 1937-1975. Mr. Schreiber founded and directed the Wooster-in-Vienna program from 1960-1985. The

scholarship is awarded to students who demonstrate financial need, with a first preference given to those who are majoring in German or plan to study during their school years in a German speaking country.

The Scotland Family Scholarship was established in 2007 through a bequest from James Scotland, Jr., a member of the class of 1937. Income from the fund is awarded annually to a student who is in good academic standing and who has demonstrated financial need.

The Scott Family Scholarship honors four Wooster women: Esther Scott Galloway '20, Agnes Elizabeth Scott '22, Eleanor Scott Evans '25, and Mary Catharine Scott Hunt '27. This scholarship is to be awarded annually to students who demonstrate financial need and academic excellence.

The Robert Ellsworth Scott Scholarships were established in 1971 by the Louise Orr Scott Foundation. The income from this trust fund is awarded annually to deserving students, with preference given to student athletes with financial need from Cambridge or Guernsey County, Ohio.

The Merton and Ruth Sealts Scholarship was established in 2000 through a bequest from Merton M. Sealts, Jr., a member of the class of 1937. The scholarship honors the memory of Merton M. Sealts, Jr., and his wife, Ruth Mackenzie Sealts, and is awarded annually to students with financial need. First preference is given to students majoring in English.

The Helen Secrest Scholarship, was established by The Women's Advisory Board in memory of Helen Secrest. The scholarship is awarded annually to a young woman on the basis of scholarship, potential leadership, and need for financial assistance.

The Helen Colville Sevitts Scholarship Fund was established in 1986 by her sister, Ruth Colville Stewart. The scholarship will be awarded to students who demonstrate financial need, and first preference will be given to students who are studying foreign languages.

The Gretchen H. Shafer Endowed Scholarship was established in 2007 by Gretchen Shafer, a member of the class of 1949. Income from the fund is awarded annually to students who demonstrate academic achievement and financial need. First preference should be given to students who are graduates of Brighton High School in Rochester, New York. Second preference should be given to graduates of other Monroe County high schools. Should no qualified students be available from Monroe County, the scholarship may be awarded to any qualified student at the College.

The Coe Shannon Endowed Scholarship was established in 2007 with proceeds from an annuity by Coe Shannon, a member of the class of 1949. Income from the fund is awarded annually to students who have demonstrated financial need, with first preference given to students majoring in English.

The Jack and Betty Shuster Scholarship Fund was established in 2007 by Betty and Jack Shuster, a member of the class of 1959. Income from the fund is awarded annually to students in good academic standing with demonstrated financial need who are involved in co-curricular activities.

The Dale and Frances Shutt Scholarship Fund was established in 1992 by Frances Shutt. Mr. and Mrs. Shutt were longtime residents of Wooster, and their daughter, Frances E. Pratt, is a graduate of the College. The scholarship is awarded to students with financial need.

The Margaret Skinner Scholarship Fund was established in 1991 through a generous bequest from her adopted daughter, Emma Kish Skinner, class of 1927. Income

from the fund is awarded annually to students who have demonstrated qualities of leadership at Wooster and who have financial need.

The William E. and Maryan Fuhrman Smith Scholarship was established in 1982 by Maryan Fuhrman Smith, a member of the class of 1938, and William E. Smith during The Campaign for Wooster. This scholarship is awarded to a student or students from the greater Cleveland area.

The J. M. Smucker Scholarship is the gift of The J. M. Smucker Company and members of the Smucker family. It is awarded each year to a member of the incoming class who has financial need. Other criteria for the award include a superior academic record in high school and evidence that the student has made a contribution to the quality of life in his or her community. The scholarship is for four years, and first preference will be given to a student from Wayne County in Ohio.

The Allen W. Snyder Memorial Scholarship was established in June 1971 through the generosity of the members of the class of 1921 in honor of their classmate Allen W. Snyder. The income from the fund is used for scholarships for deserving students selected by the Scholarship Committee.

The Stephen Markham Stackpole Endowed Scholarship Fund was established in 1999 by a gift from Stephen M. Stackpole, a member of the class of 1951. The scholarship is awarded annually to students who are majoring in a science and who demonstrate financial need.

The David L. Steiner, M.D. Scholarship was established in 1995 by a gift from David L. Steiner, M.D., a graduate of the class of 1924 from Lima, Ohio. Income from the fund is awarded annually to a student who has demonstrated financial need.

The Frances Whitney McCuskey Stewart Scholarship was established in 2005 by a gift from George H. Stewart. Income from this fund is awarded annually to female students with first preference given to single female students who are working their way through college.

The Craig T. and Jean I. Stockdale Scholarship was established in 2000 by Craig T. Stockdale, a member of the class of 1931, and his wife, Jean Ingram Stockdale. Income from this fund is awarded to students who demonstrate academic achievement, leadership, and financial need.

The Whitney E. and Edna S. Stoneburner Scholarship Fund was established in 1994 in their memory and in recognition of their dedication and commitment to Wooster by their son, Roger W. Stoneburner of the class of 1944, and his wife, Jean Kely Stoneburner of the class of 1947. The scholarship is awarded to a member of the junior class who has financial need and is planning to pursue a teaching career in elementary or secondary education. Whitney E. Stoneburner served the College as Professor of Education from 1926 to 1955.

The Mildred E. Swanson and Jennifer G. Beagle Endowed Scholarship was established in 2007 by the Mildred E. Swanson Foundation. The scholarship honors Jennifer Giesecke Beagle, a member of the class of 1991, and the memory of her aunt, Mildred E. Swanson. Income from the fund is awarded to a student with demonstrated financial need. First preference is given to a sociology major who is an active participant in the Wooster Volunteer Network.

The Synod of the Covenant Endowed Scholarship for Minority Students was established by the Synod in 1989 in conjunction with its Bicentennial Fund drive. Income from the fund is awarded annually to one or more African American students who have financial need.

The Leslie Gordon Tait Scholarship was established in 1982 by the Tait and Edwards families in honor of Professor Leslie Gordon Tait of the Department of

Religion. It is awarded to a junior or senior, preferably a senior, who has shown a keen interest in the academic study of religion and who has demonstrated outstanding academic ability, especially in a broad range of religion courses.

The Clara Albright Talbot Scholarship was given by her son, John C. Talbot, class of 1924, and several members of the Talbot family. Clara Albright Talbot graduated from Wooster in 1888 with a degree in music. She was the first of 36 family members who have attended the College over the past century. The scholarship is awarded to a student with academic achievement and demonstrated financial need.

The Maude E. Taylor Scholarship, established under the will of Curtis N. Taylor in memory of his sister, provides a scholarship for a worthy and needy student at the College. Preference is given to those majoring in business economics.

The Sallie J. Taylor Scholarship, established under the will of Curtis N. Taylor in memory of his sister, provides a scholarship for a worthy and needy student at the College. Preference is given to those majoring in religion.

The Thurston Family Scholarship was established in 1996 by a gift from Max A. and Eleanor Linden Thurston '51. Income from the Fund is awarded annually to students who have demonstrated service to their community and who have financial need. First preference should be given to students from small towns or rural communities.

The Mary Coffman Tilton Scholarship Fund was established in 2008 by her children, Andrew Robert Tilton and Anna Tilton Daniel, from the proceeds of a trust from Mary Coffman Tilton, a member of the class of 1964. Income from the fund is awarded annually to students who are in good academic standing and have demonstrated financial need. First preference is given to students studying music performance and/or music education.

The John M. Timken, Jr. and Polly M. Timken Endowed Scholarship Fund was established in 1998 by John M. Timken Jr. a member of the class of 1973. The annual income derived from the endowment is awarded annually to one or more students who demonstrate financial need, with first preference given to residents of Stark or Wayne County, Ohio.

The Totten Scholarship was established in 2004 and honors Paul Totten, a member of the class of 1942, and Enid Robinson Totten, a member of the class of 1944. The Tottens share a passion for community service for which they have received many leadership awards. Income from this scholarship is awarded annually to students with financial need who have demonstrated their own commitment to community service.

The Arthur B. and Margaret S. Towne Scholarship was established in 1998 by Edgar A. Towne, a member of the class of 1949, in memory of his parents. Income from the fund is awarded annually to a deserving student with demonstrated financial need.

The Ralph H. Triem Scholarship was established in 2005 by his son, Edward T. Triem. Income from this scholarship is awarded annually to students with financial need, with first preference given to students majoring in either philosophy or religious studies.

The Karl R. Trump Scholarship was established in 1976 by his family and friends in memory of Mr. Trump, who served twenty-seven years as a member of the voice faculty. The scholarship is awarded annually to a deserving music student, with first preference given to a voice major.

The Anne F. Trupp and Nelle F. Fisher Scholarship was established in 2002 by bequests from Nelle F. Fisher and Anne Fisher Trupp, a member of the class of 1945.

Income from this scholarship is awarded annually to students in good academic standing who have demonstrated financial need. First preference is given to students majoring in English.

The Francis and Elizabeth Twinem Scholarship was established by Dr. Twinem, class of 1917. The scholarship is awarded at the beginning of the senior year to a pre-medical student who, during his or her first three years at Wooster, has shown promise for a distinguished career in medicine.

The J. Lawrence Vodra Scholarship was established in 2009 by Larry and Nancy Morning Vodra, members of the classes of 1961 and 1963. Income from the fund is awarded to a junior or senior majoring in the sciences who has a grade point average of 2.8 or higher and has demonstrated financial need.

The Nancy Morning Vodra Scholarship was established in 2009 by Larry and Nancy Morning Vodra, members of the classes of 1961 and 1963. Income from the fund is awarded to a student at the College who has a grade point average of 2.8 or higher and has demonstrated financial need.

The Joseph F. Vojir Scholarship was established in 1987 by Mr. and Mrs. Stewart R. Massey in honor of Mr. Massey's grandfather. The scholarship is awarded annually to a junior or senior with financial need who has demonstrated excellence in music performance.

The Jack and Sue Reed Wakeley Scholarship in Political Science and Psychology was established in 2000 by Jack and Sue Reed Wakeley, members of the class of 1954. This scholarship is awarded annually to a junior majoring in political science and a junior majoring in psychology. The recipients must have an overall GPA of at least 3.0, a GPA of at least 3.2 in their majors and be judged by the faculty members of their respective departments to have potential for excellence as scholars.

The Geraldine Ann Walklet Scholarship Fund was established in 1988 by Marie Cummings Walklet, class of 1934, and M. Donald Walklet, class of 1933, in memory of their daughter, Gerrie, a member of the class of 1963. This scholarship is awarded annually to students who demonstrate financial need.

The James Wallace Endowed Scholarship Fund was established in 1965 by Mr. Dewitt Wallace as a memorial to his father. The fund is administered by the Scholarship Committee.

The Jeanette Sprecher Walter Endowed Scholarship was established in 2010 by a bequest from Jeanette Walter, a member of the class of 1944. Income from the scholarship is awarded annually to students who are in good standing and have demonstrated financial need.

The Walton Family Foundation Scholarship was established in 2003 through a gift from the Walton Family Foundation, Inc. as a part of Wooster's *Independent Minds* Campaign. Income from this scholarship is awarded to students with financial need.

The Frederic Kent Warner Endowed Scholarship Fund was established in 1986 by family and friends in memory of Frederic, who was a 1976 graduate of The College of Wooster. The income from this fund is awarded to students who have demonstrated financial need, with first preference given to students majoring in geology.

The Margaret G. Warner Scholarship was established in 1999. Miss Warner was a member of the class of 1926 and taught high school history and social studies throughout her professional career. This scholarship is to be awarded to students with financial need, and first preference should be given to recipients in the field of history.

The Wayne County Scholarship Fund was established in 1978 through the generosity of area business, industry, and individuals to indicate their commitment to the young people of this area. Income from the fund is awarded annually to students from Wayne County who attend the College and who have demonstrated financial need. A named scholarship in this fund honors Edward L. Buehler.

The Gale H. and Mildred J. Weaner Endowed Scholarship was established in 2008 through the generous bequest of Gale H. Weaner, a member of the class of 1941, and his wife, Mildred June Weaner. Income from the fund is awarded annually to students who are in their sophomore, junior, or senior years and are in good academic standing with demonstrated financial need. First preference is given to students who are interested in a career in education.

The Dr. John Gardner Weeks Scholarship Fund was established in 1962 in memory of John Gardner Weeks of the class of 1955 by his family and friends. Dr. Weeks died in an automobile accident while he was investigating opportunities for the practice of Radiology upon completion of his residency in June 1962 at the University of Michigan Hospital. The scholarship is awarded each year to a senior who is planning a medical career. Selection is made by the Scholarship Committee.

The Douglas F. Weiler Scholarship, established in 1985, honors the memory of Douglas Weiler, class of 1986, from Crookston, Minnesota, who was killed in a farm-related accident following his sophomore year at Wooster. The scholarship is awarded annually to a junior active in a theme-dorm or house (not a section or club) who demonstrates an exceptional attitude of concern toward others.

The Carleton and Elma Weimer Endowed Scholarship was established in 2006 by their daughter, Sarah Weimer Bitzer, a member of the class of 1958. The scholarship honors the memory of Sarah's parents, Carleton Earle Weimer, a member of the class of 1927, and Elma Hostetler Weimer. Income from the fund is awarded annually to students in good academic standing who have demonstrated financial need.

The L. C. Weiss Memorial Scholarship was established in 2001 by a gift from the Clara Weiss Fund to honor the memory of Louis Carl Weiss, Hon. LLD '59, who was a Trustee of the College from 1949 to 1969. The scholarship is awarded to students in the sophomore or junior years who have demonstrated academic achievement with a grade point average of 3.5 or better.

The Stanley R. Welty Family Scholarship was established in 2009 by Janet N. Welty, an honorary member of the Women's Advisory Board, to honor the memory of her husband, Stanley R. Welty, Jr., and his father, Stanley R. Welty, Sr. Stan Welty, Jr. served as a member of Wooster's Board of Trustees from 1991 to 2002, and as Trustee Emeritus from 2003 until his death in 2007. His father, Stan Welty, Sr., was a member of the class of 1924 and an honorary life member of the Board of Trustees from 1977 until his death in 1991. Income from the fund is awarded annually to one or more female students with financial need who have demonstrated qualities of leadership and academic achievement, especially in economics or business economics, and are active in community service at Wooster or in their hometowns. Recipients are selected by the College and The Women's Advisory Board.

The Welty Endowed Scholarship Fund was established in 1986 by Stanley R. Welty '24, an honorary life member of the Board of Trustees. Income from the Welty Scholarship Fund is awarded annually to students with financial need who have demonstrated qualities of leadership and academic achievement.

The Edward B. Westlake, Jr. Scholarship Fund was established in 1975 by Mr. E. B. Westlake, Jr., of the class of 1925. The scholarship is awarded annually to an outstanding member of the first-year class having financial need. First preference is

given to graduates of Marysville (Ohio) High School. The scholarship is renewable each year for four years.

The Whitaker Family Scholarship was established in 1994 by Ronald C. Whitaker and Susan Schweikert Whitaker to honor the three generations of family members who have attended the College. The scholarship is awarded annually by the Director of Financial Aid, with preference given to a male student who has demonstrated leadership ability and financial need.

The Jack M. White Scholarship Fund was established in 2003 by a bequest from Jack M. White, an economics major from the class of 1951. Income from the scholarship is awarded to students in good academic standing who demonstrate financial need.

The Whitmore-Williams Scholarship Fund was established in 1978 by A. Morris and Ruth Whitmore Williams '62. Scholarships are awarded on the basis of academic achievement and Christian character. Two recipients, one male and one female, are selected annually from the first-year class, and the scholarships are renewable for three additional years.

The Theodore Williams Scholarship was dedicated in 1996 through the efforts of the Black Alumni Council. The scholarship was named in honor of Theodore R. Williams, Robert E. Wilson Professor of Chemistry from 1959-2001 and Professor Emeritus from 2001-2005, and is given annually to an African American student who, after his or her junior year, has demonstrated exceptional academic achievements. A second scholarship is awarded to an African American student who, after his or her first year at Wooster, has demonstrated financial need and potential for academic achievement and leadership.

The Edgar M. Wilson Scholarships are awarded to lineal descendants of the Robert W. Wilson family and to children of professional men who by reason of adversity are not able to educate their children.

The Florence Ogden Wilson Scholarship was established through a bequest from Miss Wilson of Oklahoma City, Oklahoma. Miss Wilson was a long-time friend of the College; the College bookstore also bears her name. The income from this scholarship is awarded annually to students who demonstrate financial need and high academic achievement.

The Clarence H. and Ruth Hagerman Winans Endowed Scholarship Fund was established by a planned gift from Marcia Winans Pinney, a member of the class of 1933, in memory of her father, Clarence H. Winans, a member of the class of 1899, and her mother, Ruth Hagerman Winans, a member of the class of 1903. Income from the fund is awarded to a student who has demonstrated financial need and who possesses qualities of scholarship and integrity.

The Daniel W. and Dorothy V. Winter Scholarship was established in 1987 by a friend of the College. Income from the endowed fund will be awarded annually to a student recommended by the Music Department who has demonstrated excellence in music performance and who also has financial need.

The Women's Advisory Board Scholarship was established in 1987 by members of the Board. Awards are made annually to young women who have financial need. It is administered by the Executive Committee of The Women's Advisory Board.

The Jeannette McGraw Woodring Scholarship Fund was established in 1995 by a bequest from Paul D. Woodring in memory of his wife, Sarah Jeannette McGraw Woodring, class of 1936. Income from the fund is awarded annually to a junior or senior woman of outstanding academic achievement who plans to attend graduate school in preparation for college teaching.

The Rear Admiral Robert DuBois Workman Scholarship Fund was established in 1987 through the generosity of Dr. William F. and Patricia Workman Foxx, '44 and '46, in memory of Mrs. Foxx's father, a 1913 graduate of the College, who was Chief of Chaplains in the U.S. Navy during World War II. The scholarship is awarded annually to students with financial need.

The Norman L. Wright Endowed Scholarship was established in 1999 by Helen Agricola Wright to honor the memory of her husband, Norman L. Wright, M.D., a member of the class of 1947. The scholarship is administered by The Women's Advisory Board.

The Wright Scholarship was established in 1971 to aid a talented string player pursuing a professional degree in music. Selection is made by the faculty of the Department of Music, based on their knowledge of the student's talents and serious interest in stringed instrument study.

The Arthur Bambridge Wyse Endowed Scholarship was established in 2006 through a planned gift by Marylyn Crandell Wyse, a member of the class of 1929, in memory of her husband, Arthur B. Wyse, a member of the class of 1929. Income from this fund is awarded to students with financial need. First preference is given to students majoring in mathematical science.

The Ralph A. Young Appreciation Scholarship was established in 1998 by Malcolm and Jean Malkin Boggs, members of the class of 1948. This scholarship honors the memory of Racky Young, who served as the College's Dean of Men from 1950 until 1970, and is awarded annually to students with financial need.

The Ralph A. Young Scholarship, established in 1975 by his friends and colleagues in honor of his thirty-nine years of service to Wooster, is awarded each year to a junior religion major who demonstrates financial need and who, in addition to outstanding academic work, has demonstrated ability in co-curricular activities.

The Jean Zapponi Scholarship was established in 1997 by members of her family. The scholarship honors the memory of Jean Zapponi, a lifelong Wooster resident who believed in the value of education throughout her lifetime. The scholarship is awarded to students who demonstrate financial need.

The Mortimer H. Zinn Scholarship was established by the Fagans family to commemorate Mr. Zinn's love of physics, his dedication to Judaism, and his service to others. The scholarship will be awarded annually to a student with financial need who plans to major in math or the physical sciences and who is involved in community service.

Other scholarships of varying amounts are available for students from specified localities or classes, the principal ones being shown below:

- The Jerry and Bette Ashley Scholarship Fund
- The George F. Baker Scholarship
- The C. Glenn-Barber, M.D. Scholarship
- The Cynthia Barr Memorial Scholarship Fund
- The Byal-Patterson Scholarship
- The Class of 1937 Scholarship Fund
- The Class of 1958 Merit Scholarship Fund
- The John R. Crosser Fund
- The Lester S. Evans Scholarship
- The John and Olive Firmin Scholarship
- The Earl R. Gamble Scholarship
- The Joseph C. Gindlesperger and Dora Wynn Gindlesperger Memorial Fund

The James Sylvester Gray Memorial Scholarship
The Caroline Pfouts Harrold and Maude Harrold Better English Scholarship
The William G. McCullough Scholarships
The Esther M. Martin Memorial Fund
The Elsa U. Pardee Scholarship
The C. W. Patterson Scholarship
The H. Lincoln and Alice C. Piper Students' Fund
The Lloyd and Ruth Sanborn Scholarship Fund
The Kathryn and William Small Scholarship Fund
The Boyd W. Smith Scholarship
The Robert E. Stevenson and Helen Stevenson Scholarship Fund

Other scholarships and student aid funds, not designated by the donors,
are as follows:

The Isabel Shaw Adams Scholarship
The Katherine McCurdy Albright Memorial Scholarship Fund
The James Allardice Memorial Scholarship Fund
The Mary Sanborn Allen Scholarship Fund
The Almendinger Scholarship
The Sidney R. and Orietta E. Archer Scholarship Fund
The Mary C. Arnold Endowed Scholarship Fund
The Myron A. and Marie Dunlap Bachtell Memorial Scholarship Fund
The Alice M. Bailey Scholarship Fund
The Mrs. Alva C. Bailey Endowed Scholarship Fund
(Recipients selected by the College and The Women's Advisory Board)
The Arthur C. Baird Scholarship
The Grace Bascom Memorial Fund
The J. C. Beardsley Fund
The Josephine Volker Bennett Scholarship Fund
The Helen Bentz Scholarship
The Emma Bigelow Scholarship
The Peter Bissman Scholarship
The Patricia E. Blosser Endowed Scholarship Fund
The Elizabeth B. Blossom Scholarship
The Mary Metz Booher Scholarship Fund
The Helen Brice Scholarship
The Edward Brown Memorial Fund
The Irvin H. and Dorothy M. Brune Loan Fund
The Mary E. Caldwell Scholarship Fund
The Campaign for Wooster Scholarship
The Adelaide Campbell Scholarship
The Wilson F. Cellar Scholarship
The Roy V. and Cora Craig Chapin Scholarship
The William Wallace Chappell Scholarship Fund
The Class of 1900 Memorial Scholarship
The Class of 1905 Selby Frame Vance Scholarships
The Class of 1924 Scholarship Fund
The Class of 1925 Scholarship Fund
The Class of 1926 Scholarship Fund
The Class of 1927 Scholarship Fund
The Class of 1928 Alfred D. McCabe Memorial Fund
The Class of 1929 Scholarship Fund

The Class of 1930 Scholarship Fund
The Class of 1932 Scholarship Fund
The Class of 1933 Scholarship Fund
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The Class of 1951 Scholarship Fund
The Class of 1956 Scholarship Fund
The Class of 1957 Scholarship Fund
The Class of 1958 Scholarship Fund
The Class of 1961 Scholarship Fund
The Class of 1966 Scholarship Fund
The Ray and Ada Cofman Scholarship Funds
The Wilson Compton, Jr., Scholarship
The Wilson Compton, Sr., Scholarship
The Wilson Compton Recognition Scholarships
The Reverend and Mrs. Hubert F. Craven and
Howard T. Craven, M.D., Scholarship Fund
The Ralph E. Crider, Jr., Endowed Scholarship Fund
The Harry W. Crist Memorial
The George D. Crothers Scholarship
The O.D. Culler Scholarship
The Edwin George Cuthbertson Scholarship
The Dale Scholarship Fund
The Nelle A. Davis Scholarship Fund
The Nancy M. Dickens Endowed Scholarship Fund
The Esther H. and Robert W. Dobbins Scholarship
The Robert McMorran Donaldson Memorial Fund
The Elmer H. and Carrie A. Douglass Memorial Scholarship
The Edward E. Ehret and Etta Gingrich Ehert Scholarships
The Helen E. Enlow Scholarship Fund
The Elizabeth Stevenson Ferson Scholarship
The Theodore and Lillie Fetter Endowed Scholarship Fund
The Sanford E. and Grace W. Fisher Scholarship
The Jean R. and J. Calvin Fleming Endowed Scholarship Fund
The R. J. Frackelton Memorial
The John D. Frame, Sr. Scholarship Fund
The Berenice R. France Scholarship Fund
The Carl F. Funk Scholarship Fund
The Gabbert Scholarship

The Galpin Memorial Fund
The Galpin-White Fund
The Inez K. Gaylord Scholarship
The Gee Family Scholarship Fund
The Z. Montgomery Gibson Memorial Scholarship
The Mabel Lindsay Gillespie Scholarship Fund
The Goodyear Heights United Presbyterian Church Scholarship
The James A. Gordon Scholarship
The Sybil J. Gould Endowed Scholarship Fund for Drawing and Graphic Arts
The Grand Lodge of Free and Accepted Masons of Ohio Scholarship
The Frances A. Hallock Endowment Fund
The Mary M. Hampu Scholarship Fund
The Edna J. Harding Scholarship Fund
The Arthur Harrison and Pearl K. Halley Scholarship Fund
The Lemuel D. and Howard G. Harrold Athletic Scholarship
The John M. Hastings Scholarship
The Ronald B. Hendee Scholarship Fund
The Marian Hood Huey Memorial Scholarship
The Ashley J. Huffman Memorial
The Winona Alice Hughes Fund
The Huguenot Society Scholarship
The John Schuyler Husted Scholarship
The Frank Hyde Memorial Scholarship Fund
The Lillian Illenberger Memorial Scholarship
The J. Earl Jackman Scholarship
The Japan Association Scholarship
The Ernest A. and Marian Wellman Jones Scholarship Fund
The Flora R. Jordan Memorial Scholarship Fund
The Frieda Bull Jump Scholarship Fund
The Charles E. Juneman Memorial Scholarship
The Elizabeth Kahrl Memorial Scholarship
The George F. Karch Loan Fund
The Albert Kasten Family Memorial Scholarship
The Emma B. Kennedy Fund
The James E. Kennedy Memorial Scholarship Fund
The A. Catherine Kidd Scholarship Fund
The Mattie M. Kilcawley Scholarship Fund
The Pauline Kindig Scholarship
The Bertha M. Kitchen Scholarship Fund
The Helen Kley Memorial Scholarship
The Lewis L. LaShell Memorial Scholarship
The Lauretta and George Laubach Scholarship Fund
The Stevenson P. Lewis Memorial Fund
The James Paxton and Bessie Swan Leyenberger Memorial
The Hazel Perkey Love Memorial Scholarship
The Josephine Lowrie Scholarship Fund
The Lubrizol Awards
The Kenneth H. MacKenzie Scholarship Fund
The Christina A. MacMillan Scholarship
The B. R. Maize Scholarship
The Dorotha M. and Benjamin D. Marshall Scholarship
The John McClellan Scholarship

The Adeline and Jay McDowell Scholarship
The Leon McDowell Endowed Scholarship
The John McSweeney Memorial Scholarship
The Ersie E. Miller Fund
The Dora U. Morgan Scholarship
The James W. Morgan Scholarship
The Ada E. Morrett Scholarship
The Mary V. Muhlhauser Scholarship
The Alta B. Murray Endowed Scholarship
The Mary H. Myers Scholarship
The Mary V. Myers Scholarship
The Minnie E. Myers Scholarship
The Richard Proctor Nelson Memorial Scholarship
The NOW Scholarship Fund
The Elizabeth Nydegger Scholarship Fund
The Frances and Grace Oviatt Scholarship Fund
The George B. Owens Endowed Scholarship
The Perpetual Scholarship
The Della G. Plants Scholarship Fund
The Platter Scholarship
The Daniel Poling Scholarship
The Pomerene Memorial Fund
The Presbyterian Book Store Founders' Scholarship
The Nelson and Emma B. Randles Scholarship
The Peter Rapp Scholarship Fund
The Reader's Digest Foundation Scholarship Fund
The Michael V. Ream Scholarship
The William and Elva Reither Loan Fund
The Laura Steigner Relph Scholarship Fund
The Stevens and Elaine Rice Scholarship Fund
The Paul Robson Endowed Scholarship Fund
The Eve Roine Richmond Memorial Scholarship
The Yale K. Roots-Erwin Scholarship Fund
The Schell Foundation Student Loan Fund
The Schwartz Memorial Scholarship Fund
The Albert B. Scofield Memorial Scholarship
The Lois G. Scott Scholarship Fund
The Self-Help Scholarship Fund
The Frederick K. Shibley Scholarship
The Katherine Silvis Endowed Scholarship
The Clara A. Smith Scholarship
The Margaret and Esther Smith Scholarship Fund
The Marjorie F. Snider Scholarship Fund
The Ruth E. Stephan Scholarship Fund
The Ethel M. Stonehill Endowed Scholarship Fund
The Jack D. Strang Endowed Scholarship
The Surdna Foundation Scholarship Fund
The Mary F. Sweyer Memorial Scholarship
The Julia Steiner Taylor Memorial Scholarship
The Susannah B. Taylor Scholarship
The Wade A. Taylor Memorial Scholarship
The Vesta A. Thomas Memorial Scholarship Fund

The Estella Welty Thompson Class of 1912 Scholarship Fund
The Alice Engle Thurston Scholarship Fund
The Frederick A. Tice Loan Fund
The Kenneth D. Trunk Scholarship
The Elizabeth Wood Vance Scholarships
The Karl Ver Steeg Memorial Scholarship
The Charles N. Vicary Scholarship
The Louis E. Ward Fund
The Louis E. and Margaret C. Ward Loan Fund
The Helen Waugh Scholarship Fund
The Lenore Welsh Memorial Scholarship
The Marguerite White Talbot and Gretchen R. White
Endowed Scholarship Fund
The Laura B. Wiley Scholarship
The J. Robert Wills Memorial Scholarship
The Robert E. Wilson Scholarship
The J. T. M. Wilson Memorial Scholarship
The Forest C. Wineland Loan Fund
The John F. and Martha Winter Scholarship Fund
The Isabel A. Yocum Scholarship
The Joe Herman Yoder and Ruth A. Yoder Memorial Scholarships

Further information regarding these scholarships may be obtained from the Director of Financial Aid.

BUILDINGS AND FACILITIES

Campus planning has been followed at Wooster since 1900; all buildings now in use have been constructed since that time. Forty buildings, many of the English collegiate Gothic type of architecture, are located on approximately 240 acres. They are constructed principally of cream-colored brick and buff brick; two are of stone. Most buildings are trimmed with Indiana limestone or Ohio sandstone.

Quinby Quadrangle, the square about which the College grew, was formally named at the 75th Anniversary in honor of the donor, Ephraim Quinby, of Wooster. The Quadrangle is a part of the 21-acre tract that constituted the original campus.

ACADEMIC BUILDINGS

The Andrews Library (1962) was made possible largely through the gift of the late Mabel Shields (Mrs. Matthew) Andrews of Cleveland, Ohio. Along with the adjoining **Flo K. Gault Library for Independent Study** and the nearby **Timken Science Library in Frick Hall**, its five floors are air-conditioned and house a collection of about one million items, including books, periodicals, microforms, recorded materials, newspapers, and government publications. The Writing Center and the offices of the Registrar and Financial Aid are also housed here. The libraries provide seating

for nearly 800 library users, including over 350 carrels for seniors engaged in Independent Study. Eight group study rooms allow small groups of students to work collaboratively. All libraries have secure wireless access to the Internet. The libraries are a selective depository for United States government publications. There are also several special collections, including the Wallace Notestein Library of English History, and extensive microtext collections which include the Atlanta University-Bell & Howell Black Culture Collection, the Library of American Civilization, Herstory, and the Greenwood Science Fiction Collection. Wooster's library catalog is part of CONSORT, an electronic catalog shared with Denison University, Kenyon College, and Ohio Wesleyan University. CONSORT, in turn, is part of OhioLINK, a network of 88 academic and public libraries throughout the state. Interlibrary loan of periodical articles or books from out-of-state libraries is also available. The libraries include classrooms, computer labs, and the Media Library, which houses the libraries' collection of recorded materials and listening and viewing stations.

The Armington Physical Education Center (1968, 1973) houses the Timken Gymnasium, which provides intercollegiate basketball seating for 3,420 and serves as a multi-station area for classes, intramural sports, and recreational activities. The Swigart Fitness Center of approximately 3,700 square feet was modernized and expanded in 1998 and reconditioned in 2011 as a varsity weight training facility. Armington also contains a 75' by 45', six-lane swimming pool, with seating for 450, a multi-purpose gymnasium, an exercise physiology laboratory, a coeducational training room, and equipment and laundry rooms.

Herman Freedlander Theatre (1975) honors the memory of a long-time resident and friend of the Wooster community. This thrust-proscenium theatre seats 400. A stage lift and costume and dressing rooms are included in the facility. The Effie Shoolroy Arena Theatre was given in her memory by Ross K. Shoolroy. The Arena Theatre is designed for experimental productions and seats up to 135 patrons.

The Flo K. Gault Library for Independent Study (1995) is named for Flo Kurtz Gault, '48, who, with her husband, Stanley C. Gault, '48, contributed the principal gift for the building. The 32,000-square-foot structure is connected to **Andrews Library** and serves as a focus for the College's commitment to the Independent Study program. (See **The Andrews Library** for resources and services available in the two buildings.)

Kauke Hall (1902; remodeled in 1961-1962 and 2005-2006), the central building of the Quadrangle, was a gift of the citizens of Wooster and Wayne County and was named in honor of Captain John H. Kauke, long-time College trustee and benefactor. It houses the following departments and programs: Africana Studies, Archaeology, Chinese, Classical Studies, Comparative Literature, Cultural Area Studies, English, French, German, History, International Relations, Political Science, Religious Studies, Russian Studies, Sociology and Anthropology, Spanish, Urban Studies, and Women's, Gender, and Sexuality Studies. Facilities for sociology laboratory studies, computing for the humanities and social sciences, and offices for faculty are here as well. During the renovation of 1961-1962, the Delmar Archway (named after its donor, Charles Delmar) was added to the center of the building. In 2005-2006, Kauke underwent an extensive renovation to recapture its distinctive architectural character and to bring it up to modern technological standards. New additions included a student commons and a ground floor café and courtyard, featuring a brick "Donor Wall." Hundreds of alumni, parents, and friends, as well as members of Wooster's corporate community, made this \$18 million renovation possible. Principal gifts were received from The Walton Family Foundation, The Timken Foundation of Canton, Stanley C. and Flo K. Gault, Edward J. and Edith G. Andrew, and the Donald and Alice Noble Foundation.

John Gaston Mateer Hall (1968) is a building dedicated to the study of biology and its related fields. It was made possible primarily through the help of Mr. and Mrs. Ward Canaday, and is named in honor of the late Dr. John G. Mateer, alumnus and trustee of the College. The air-conditioned facilities include classrooms, laboratories, the biology library, departmental offices, individual independent study labs, a greenhouse, and a 250-seat lecture hall. A passageway connects Mateer to the renovated and expanded Severance Hall (Chemistry).

Burton D. Morgan Hall (2002) bears the name of Burton D. Morgan, founder of The Burton D. Morgan Foundation of Hudson, Ohio. The building was a gift from the Foundation and houses the Departments of Economics (including Business Economics), Education, and Psychology. The office of the Chief Information and Planning Officer is here as well as the Center for Entrepreneurship and the College's Office of Information Technology.

The Scheide Music Center (1987) bears the name of William H. Scheide, Princeton, New Jersey. It houses the Department of Music. Among its facilities are the Gault Recital Hall and the Timken Rehearsal Hall. The Noble Atrium contains a commissioned bronze relief sculpture, "The Four Seasons" by Michelle Stuart of New York City, and "The Guitar Player" by Harry Marinsky.

The Scot Center (2012), which is connected to Armington Physical Education Center, will open in January 2012 and includes four intramural courts for basketball, tennis and volleyball, an NCAA regulation 200-meter running track, indoor long jump, triple jump and pole vault, a fitness center with a full array of circuit training stations, traditional as well as elliptical running machines, rowing machines, and free weights, batting cages and other equipment for indoor baseball practice, locker rooms, and athletic department offices. The ground level includes a large meeting room and a multi-purpose flexible space for student activities.

Scovel Hall (1902) was renovated in 1983-1984. The building bears the name of Dr. Sylvester F. Scovel, the third President of the College, and houses the Departments of Geology and Philosophy. Among its facilities are the Charles B. Moke Lecture Hall, the Ross K. Shoolroy Lecture Hall, and the Julia Shoolroy Halloran Humanities Seminar Room.

Severance Art Building (1973), formerly Severance Gymnasium (1912), was given to the College by Louis H. Severance, one of the leading benefactors of the College. It housed the Department of Physical Education until 1973. From 1973-1996, it housed the studio program of the Department of Art. In 1979, additional renovation provided space for the Office of Publications. The **Ebert Art Center** (1997) represents a major renovation and expansion of this facility, which now accommodates the art studio, art history, and art museum programs. The College of Wooster Art Museum, which is located in an addition to the original gymnasium building, includes the Charlene Derge Sussel Art Gallery, Burton D. Morgan Gallery, a storage area for the College's Permanent Art Collection, and museum preparatory areas in addition to lecture and seminar rooms. The Office of Publications is located in the Severance portion of the renovation, along with the art studios, slide library, and art department faculty offices. The principal gift for this project came from the Horatio B. Ebert Foundation and honors Horatio and Lyda Ebert, Robert O. Ebert, and Adrienne and Cecile Ebert.

The garden area south of the Ebert Art Center was given by members of the Board of Trustees and other friends in honor of Laura (Lolly) Harper Copeland and in recognition of her exceptional contributions to the College, especially her interest in its buildings and grounds. The garden sculpture, "Girl with Doves" by Richard Hallier, was the gift of the Robert O. Ebert family.

Severance Hall (1902; remodeled in 1960, 1999), a companion building to Scovel Hall, houses the Department of Chemistry. It was named in honor of its donor, Louis H. Severance. Gifts from Trustees, alumni, and friends made possible the \$11.2 million renovation and expansion of laboratories, classrooms, and offices completed in 1999, the largest capital project of Wooster's Campaign for the 1990s.

Taylor Hall (1902; renovated in 1985) bears the name of Dr. A.A.E. Taylor, the second President of the College. It houses the departments of Mathematics and Computer Science and Physics. Facilities in Taylor Hall include the Timken Computer Center, the Rubbermaid Mathematics Center, and the Andrew Lecture Room.

The Timken Science Library in Frick Hall (1900, 1998) was the original University of Wooster Library, 1900-1915, and The College of Wooster Library, 1915-1962 (after which the library collections in the humanities and social sciences were moved into **Andrews Library**). Its construction and expansion were made possible by gifts from Henry Clay Frick of Pittsburgh, Pennsylvania, in memory of his parents. Following more than three decades as the College Art Museum, its grand neo-classical reading room was lovingly restored and its three floors of book stacks were completely rebuilt in 1998-1999, and the building was reopened as the Timken Science Library in Frick Hall, consolidating four branch libraries. The principal gift for the renovation was made by The Timken Foundation of Canton, Ohio. The building includes study carrels, two group study rooms, and a computer laboratory, in which science majors learn to search the major professional scientific databases online.

Wishart Hall (1966) located on the corner of University and Bever Streets, was designed for the Department of Communication (formerly Speech) and contains the Freedlander Speech and Hearing Clinic, WCWS, dance studio, general classrooms and faculty offices for the Departments of Communication and Theatre and Dance, the Delbert G. Lean Lecture Room (remodeled in 2008), and the Craig Theatre Library, which houses the collection of the late Professor William Craig. This building, a gift of the citizens of Wayne County, was named in honor of Charles Frederick Wishart, sixth President of the College.

ADMINISTRATIVE BUILDINGS

Gault Admissions Center (2002) was a gift to the College from Stanley C. '48 and Flo K. Gault '48 and their children, Stephen Gault '73, Christopher Gault, and Jennifer Gault Marsh. The building is dedicated to the memory of Mr. Gault's sister, Donna Jean Gault Bauman, a member of the Class of 1941. The Gault Center houses the Office of Admissions.

Gault Alumni Center (1941; completely remodeled in 1993), at the corner of Beall Avenue and Pine Street, was designed and constructed by H.C. Frick and is the former Overholt residence. The building housed the Department of Music from 1941 until 1987 and bore the name of Karl Merz, the first director of Wooster's Conservatory of Music (1882-1890). From 1987 until 1992, it served as a residence for students. Generous gifts from alumni in the 50-year reunion classes of 1936, 1938, 1940, and 1941, as well as a major gift from Mr. and Mrs. Gault, made it possible to renovate the building completely during the 1992-1993 academic year to serve as a home for the Alumni Association and for use by the Alumni and Development Offices.

Galpin Memorial Building (1931), given by William A. Galpin and named in honor of his father, is the headquarters of the administrative staff. On the lower level is the Business Office. On the first floor are the offices of the Provost, Dean for Curriculum and Academic Engagement, Dean for Faculty Development, and Dean of

Students. The offices of the President, Secretary of the College, Vice President for Finance and Business and Treasurer, and the Director of Administrative Services are located on the second floor. On the third floor are the offices for the Vice President for Development.

RESIDENCE HALLS AND HOUSES

Matthew Andrews Hall (1954), housing 94 students, is the gift of Mrs. Matthew Andrews in memory of her husband. The accommodations include double and triple rooms, comfortable public areas, laundry facilities, kitchen area with stove and refrigerator, and a lounge.

Armington Hall (1966) is an all single-room facility housing 84 students. The residence hall, located on Wayne Avenue, was made possible through a gift from Mr. and Mrs. George Armington of Austinburg, Ohio. The accommodations include laundry facilities, kitchen area with stove and refrigerator, and formal and informal lounges.

Aultz House (1987), 575 and 575½ East University Street, accommodates 7 students. Residents participate in the Lincoln Way Reads program.

Avery House (1990), 558 Stibbs Street, accommodates 7 students. Residents volunteer with the Wayne Center for the Arts and provide several on-campus events such as monthly poetry readings and a spring concert.

Babcock Hall (1935, renovated in 2008-2009), the gift of Birt E. Babcock, of the class of 1894, accommodates approximately 90 students involved in the Cross-Cultural Living and Experiences Program. Accommodations include laundry facilities, kitchen area with stove, microwave, and refrigerator, lounge, and a dining/study room. On the first floor are the offices of The Center for Diversity and Global Engagement, including the Office of International Student Affairs (OISA), the offices of Interfaith Campus Ministries (ICM), the Ambassadors Program, and International Scholar Services.

Bissman Hall (1966) is a residence hall for 138 students. This residence hall, located on Beall Avenue, was made possible through the principal gift of the late Elizabeth Bissman Martin, of the class of 1897, in memory of her mother and father, Anna and Peter Bissman. Bissman Hall is currently undergoing minor renovations and will house first-year students. The accommodations include laundry facilities, kitchen areas with a stove and refrigerator, and formal and informal lounges.

Bornhuetter Hall (2004), located on the northwest corner of Beall and Wayne Avenues, accommodates 184 students. The residence hall was made possible by a principal gift from Ronald L. Bornhuetter '53, his wife, Carol, and their children, as well as substantial gifts from members of the Board of Trustees and the Classes of 1952 and 1953. The building's facilities include a multi-purpose room with kitchen facilities, study lounges on each floor, and a central courtyard.

Bryan House (1987), 1439 Beall Avenue, accommodates 12 students. Residents volunteer with the students who attend the Ida Sue School.

Calcie House (1971), 823 College Avenue, accommodates 10 students. Residents are members of the Dream Program, promoting awareness and facilitating multicultural interactions and understanding of different cultural practices and beliefs of College of Wooster students.

Colonial House (2001), 809 Beall Avenue, accommodates 10 students. Residents are members of the Women of Images program and serve as a support network for incoming and current women of color. Women of Images also seeks to further cultural awareness on campus and in the community.

Otelia Compton Hall (1955), at the corner of Beall and Wayne Avenues, is a residence hall housing 113 students. Built in honor of Mrs. Elias Compton through funds in a large measure given by citizens of Wooster and Wayne County, the building has a formal lounge, two social rooms, and a kitchen. In 1995, the Compton Hall Guest Room was refurbished and renewed by the Women's Advisory Board of the College and dedicated in honor of Laura (Lolly) Copeland, wife of Wooster's ninth President, in appreciation of her contributions to the College and the community. The accommodations also include laundry and kitchen facilities, a formal and informal lounge, and two large multipurpose rooms.

Corner House (2001), 819 Beall Avenue, accommodates 10 students. Residents are part of Gallows, which provides substance-free entertainment through regular comedy routines.

Crandall House (1963), 326 and 326½ Pearl Street, accommodates 6 students. Residents oversee Bursting the Wooster Bubble, designed to encourage strong and healthy town relations between College students and the larger Wooster community. Bursting the Wooster Bubble also utilizes the Bridges of Hope program as a base project for their volunteer work.

Douglass Hall (1929), the gift of E. P. Douglass of the class of 1877, houses 114 students. Located on the north end of campus, Douglass Hall is centrally located to most residential and academic buildings. Douglass has undergone exterior renovations in the past two years and interior furniture replacement. The facilities include laundry and kitchen facilities, multipurpose room, and an informal and large formal lounge.

East End Apartments, 723-725 East University Avenue, accommodate 6 students in two units of three persons each.

Fairlawn Apartments, 1025 East Wayne Avenue, accommodate 18 students in six units of three persons each. Residents manage The Honey House program, which aims to educate the College community on hive collapse disorder, raise honeybees, and sell honey.

Gable House (1959), 836 College Avenue, accommodates 9 students. Residents of Gable House work with residents of Shearer House to operate a substance-free coffee house on Friday and Saturday nights called Common Grounds.

Gault Manor (2008), located on the northeast corner of Beall and Wayne Avenue, contains 35 double rooms with private bathrooms and 3 single rooms to accommodate 75 students. The residence hall was fully funded by a major gift from Stanley C. and Flo K. Gault, both members of the class of 1948. There are large common rooms on the first and second floors, as well as four smaller lounges distributed throughout the building. Gault Manor also has a recreational space on the ground floor that is equipped with state-of-the-art audio-visual equipment for programs and activities. Other accommodations include laundry facilities and convenience areas with sinks and microwaves.

Grossjean House (1976), 657 East University Street, accommodates 6 students.

Hider Apartments (1985), 561 and 561½ East University Street, accommodate 7 students.

Hider House (1985), 567 East University Street, accommodates 11 students. Residents belong to Men Working for Change, where residents seek to grow as men of character and competence as they volunteer their time raising awareness of domestic violence issues. Men Working for Change work in the community at local Wooster high schools.

Holden Hall Main Building (1907), Wooster's largest residence hall, accommodates 310 students. Named for Dr. Louis E. Holden, fourth President of the College,

it has several common and recreation areas. Holden Wing was added to the main building in 1961 and was renovated in the summer of 2004. Ground and First floor Holden "L" were renovated in the summer of 2005. The **Holden Annex** (1921) houses 50 students. The accommodations include laundry and kitchen facilities, and formal and informal lounges.

Iceman House (1987), 1455 Beall Avenue, accommodates 9 students. Residents volunteer with Habitat for Humanity to assist in building homes in the Wooster community and also spend time at the Re-Store site.

Johnson House (1972), 1419 Beall Avenue, accommodates 9 students. Residents of the Johnson House (or the Peace and Justice House) work with the Red Cross's new after school program in the Wooster community.

Kate House (1968) accommodates 14 students. Residents plan and implement activities for children and youth at the Attention Center, a Wayne County facility for pre-trial delinquent youth.

Kenarden Lodge (1911; completely remodeled in 1991-92) is a residence hall built and named by Mrs. John S. Kennedy. It accommodates 141 students. The accommodations include laundry and kitchen facilities, convenience areas with sinks, a workout room and informal lounge, and a formal lounge with fireplace and spiral staircase.

Kennedy Apartments (1987), 1433 Beall Avenue, accommodate 12 students in four units of three persons each.

Kieffer House (1965), 829 College Avenue, accommodates 8 students. Residents manage a program called Homework for Hoops, which entails tutoring students from FIAT and the Human Resource Center at Mom's Truck Stop, a small eatery on campus. After tutoring for an hour the men take the students to the Physical Education Center (PEC) for an hour of basketball.

Lewis House (1965), 829 College Avenue, accommodates 8 students. Residents enrich and enhance the ability of students in the Cornerstone Reading Enrichment Program to read at a more proficient level.

Henry Luce III Hall (1990) is located just south of Scheide Music Center on Beall Avenue. The residence hall, housing 98 students, was made possible through the principal gift of The Henry Luce Foundation of New York City. Students live in suites which accommodate six to twelve residents. Six Language Suites (Chinese, Classics, French, German, Spanish & Russian) provide students with a living/learning environment focusing on developing foreign language skills. The building's facilities include a formal lounge with fireplace, recreation and meeting rooms, a fitness room, kitchen area, and an informal lounge.

Miller Manor (1872), 909 Beall Avenue, gift of Mrs. Alice Miller Eberbach of Ann Arbor, Michigan, houses 29 students and one staff member. For many years this building was the President's Home.

Reed House (1930), 1447 Beall Avenue, accommodates 9 students. Residents of Reed House crochet hats and scarves each month for Every Woman's House, Children's Christian Home of Ohio, and patients at The Cleveland Clinic-Wooster.

Scot Cottage (1941), 902 Beall Avenue, accommodates 15 students. Residents provide support to local farmers who use organic methods and educate the campus through dinners and meetings; students also volunteer with Autumn Harvest Farm.

Shearer House (1929), 835 College Avenue, accommodates 9 students. Residents of Shearer House work with residents of Gable House to operate a substance-free coffee house on Friday and Saturday nights called Common Grounds.

Stadium House (2001), 629 and 629½ East University Street, accommodates 8 students. Residents of Stadium House's first floor help the Humane Society socialize animals in preparation for adoptions, as well as organize opportunities for College of Wooster students to volunteer with them at the shelter. Residents of Stadium House's second floor oversee the Charter program called Women of Dene, which seeks to bring together women of all backgrounds, ethnicity, cultures and races to challenge prejudices and intolerance and promote interracial relations on campus.

Stevenson Hall (1966), located on Wayne Avenue, is the gift of the late Miss M. Maude Stevenson of Lancaster, Ohio, as a memorial to her mother and father, Helen and Robert E. Stevenson, and accommodates 54 students. Accommodations include laundry facilities, kitchen areas, formal and informal lounges, and a discussion/study lounge.

Wagner Hall (1957), East Wayne Avenue, a residence for 131 students, was the gift of alumni Dr. Gary Richard Wagner and Mrs. Elizabeth Sidwell Wagner in honor of their mothers: Ella Blue Wagner and Margaret Sutton Sidwell. In 1991, Ruth Frost Parker ('45) generously funded the addition of a gabled roof and new windows and lights. Accommodations include laundry and kitchen facilities, and an informal and formal lounge.

Weber House (1999), 574 Stibbs Street, accommodates 10 students. Residents teach English as a Second Language to individuals in the Wooster community.

Westminster Cottage (1944), 904 Beall Avenue, accommodates 31 students.

Yost House (1971), 817 College Avenue, accommodates 7 students. Residents belong to Men of Harambee, an organization of black males who attempt to assist other men of color in learning and examining who they are culturally, socially and politically.

OTHER BUILDINGS

Culbertson/Slater House (1965), 602 E. Wayne Avenue, houses the offices of Security and Protective Services, Keys and IDs, Environmental Safety, and Residence Life.

Kittredge Hall (1966) adjoins Otelia Compton Hall on Wayne Avenue. This air-conditioned dining hall, which seats 320 people, was made possible by the principal gift of Mrs. Thomas J. Watson, Sr. (Jeanette Kittredge Watson), formerly a student at The College of Wooster, and was given her family name. Another substantial gift for the building was made by Mr. and Mrs. George Armington.

Lilly House (2002), 1452 Beall Avenue, houses the Lilly Project for the Exploration of Vocation and the Center for Academic Advising. Built in 1910, the house was sold to the College in 2002 and completely renovated in 2003.

Longbrake Student Wellness Center (2002), located on Wayne Avenue south of the Service Center and across from Wagner Hall, was made possible through the principal gift of William '65 and Martha Longbrake of Seattle, Washington. The facilities include six treatment rooms, seven offices, eight in-patient beds, a pharmacy, lounge, and medium-sized conference room.

Lowry Center (1968) is named in honor of Howard Lowry, Wooster's seventh President. It contains the following facilities: snack bar, convenience store and coffee shop, Wired Scot, dining room, ballroom, lounges, meeting rooms, student government, activities and publications offices, pool tables, bowling lanes, postal center, The Florence O. Wilson Bookstore, H. William Tausch Faculty Lounge, Office Services, and Campus Dining Services.

McGaw Chapel, completed in the fall of 1971, is the gift of Mr. and Mrs. Foster G. McGaw in memory of his parents, Francis A. McGaw, class of 1885, and Alice S. Millar McGaw. The seating capacity is 1,600. The Holtkamp organ, built in 1953, is the gift of the Davis family and other friends of the College as a memorial to David D. Davis. Extensive renovation and refurbishing of the instrument, funded by the Davis family, was completed in 1993.

Olderman House (1998), 807 College Avenue, was renovated in 2008 and houses the Departments of College Relations and Public Information.

Overholt House (2001), 1473 Beall Avenue, provides space for the Office of Interfaith Campus Ministries and the Wooster Volunteer Network.

Papp Stadium at Severance Field includes the football field and the Carl Munson All-Weather Track. Originally erected in 1915, the stadium was restored in 1991 with a substantial gift from Dr. John P. Papp '60 and gifts from other alumni and friends. The football stands seat 5,000. The Stadium also houses the grounds maintenance equipment. The track was completely rebuilt in 1993 through gifts of alumni and friends of the College, including the family of Grant E. Rose '39. In the summer of 2009, the College replaced the natural grass surface of Severance Field with a synthetic multi-use turf field. The renovation also included the installation of lights and the resurfacing of the track. The renovation was made possible by a naming gift from Edith G. and Edward J. Andrew '61.

All-weather facilities for tennis are provided by the **General Dudley J. Hard Memorial Tennis Courts** (1965) near Bissman Hall. The courts were rebuilt in 1993, with an endowment established for their maintenance through the generosity of Donald and Alice Noble. Practice and playing fields are also provided at other locations on the campus for touch football, softball, soccer, lacrosse, baseball, field hockey, and archery. These include the **Art Murray Baseball Diamond**, the **Carl W. Dale Soccer-Lacrosse Field**, the **Cindy Barr Hockey-Lacrosse Field**, and the **Rick Mueller Practice Field**. The **L.C. Boles Memorial Golf Course** is located on campus east of Papp Stadium.

The President's Home (1928) is located on the campus at 433 East University Street. It was completely remodeled in 1969 and significantly refurbished in 1996. Additional renovations were made in 2007.

Rubbermaid Student Development Center (1989). Originally erected in 1876 as the College observatory on the northwest corner of Beall Avenue and University Street, this facility was redesigned in 1941 as a Student Union and Campus Bookstore. It was moved to its present site on University Street east of Holden Hall prior to construction of Andrews Library, and renamed the Temporary Union Building. From 1968 until 1987, it was occupied by the Department of Music. Renovated in 1989 by a grant from Rubbermaid Incorporated, it houses the Career Services Office and the Learning Center.

The Service Center (1960), gift of Mr. and Mrs. George E. Armington, located at 580 East Wayne Avenue, houses the offices of Human Resources (Payroll and Student Employment), the Director of Physical Plant Services, Administrative Purchasing, Custodial Services, the building maintenance craft shops, the transportation department, and equipment.

The Grace E. Smith Memorial Walk (1955) is the gift of an alumna '08 of Toledo, Ohio. The walk extends from Galpin Memorial Building to Beall Avenue.

The Herman Westinghouse Memorial Power Plant (1939) is the central station from which steam heat is supplied to all buildings on the campus.

Westminster Church House (1965), located on the corner of College Avenue and Pine Street, was built largely through funds provided by members of the congregation of Westminster Presbyterian Church and is used by the church for its offices, meetings, Church School, and worship services. It also houses the College nursery school for preschool children, which provides in-service teaching experience for college students, and the administrative offices of the Ohio Light Opera.

The Wooster Inn (1959), gift of the late Robert E. Wilson '14, provides overnight accommodations for thirty-three guests. Additional facilities include a dining room, a conference room, and lounges. The Inn is located at the southeast corner of Wayne Avenue and Gasche Street, adjacent to the Boles Memorial Golf Course.

THE DIRECTORIES

PRESIDENTS

Willis Lord, D.D.	1870-1873
Archibald Alexander Edward Taylor, D.D., LL.D.	1873-1883
Sylvester Fithian Scovel, D.D., LL.D.	1883-1899
Louis Edward Holden, D.D., LL.D.	1899-1915
John Campbell White, LL.D.	1915-1919
Charles Frederick Wishart, D.D., LL.D., Litt.D., L.H.D.	1919-1944
Howard Foster Lowry, Ph.D., Litt.D., LL.D., D.C.L., L.H.D.	1944-1967
J. Garber Drushal, Ph.D., LL.D., L.H.D.	1967-1977
Henry Jefferson Copeland, Ph.D., LL.D.	1977-1995
Raleigh Stanton Hales, Jr., Ph.D., Sc.D.	1995-2007
Grant H. Cornwell, Jr., Ph.D.	2007-

Emeritus

- Henry Jefferson Copeland, Ph.D., LL.D., *President of the College*. 1966. *President Emeritus* since 1995.
- Raleigh Stanton Hales, Jr., Ph.D., Sc.D., *President of the College*. 1990. *President Emeritus* since 2007.

BOARD OF TRUSTEES

The Board of Trustees shall consist of not more than forty-three members, one-third of whom are elected annually for a three-year term. Six members of the Board are nominated to membership by the alumni of the College. The President of the College is a trustee *ex-officio*.

Emeritus/a Life Trustees are those who have been elected after serving three or more terms on the Board or whose service terminated after seventy years of age. *Honorary Life Trustees* are those named whose great service to the College clearly merits exceptional recognition, whether or not they have been members of the Board.

Officers

- David H. Gunning *Chairman*
- Douglas F. Brush *Vice Chairman*
- Stanley C. Gault *Chairman Emeritus*
- James R. Wilson *Chairman Emeritus*

Members

The year of first election to the Board is shown after the name. Trustees nominated by alumni are indicated by an asterisk. (*)

- Paul R. Abbey, B.A., M.B.A., *Cleveland*. 2003.
- Richard J. Bell, B.A., M.B.A., *Alexandria, Virginia*. 2008.
- * Sandeep Bhatia, B.A., *Shaker Heights*. 2009.
- Joan Blanchard, B.A., *Boston, Massachusetts*. 2004.
- Richard A. Bowers, B.A., M.D., *Sewickley, Pennsylvania*. 2011.
- Douglas F. Brush, B.A., *Pittsford, New York*. 2000.
- Marjorie M. Carlson, B.A., M.A., *Bratenahl*. 1974.
- Joan P. Carter, B.A., *Haddonfield, New Jersey*. 1986.
- Jayne H. Chambers, M.B.A., *McLean, Virginia*, 1996-02; 2006.
- Doon A. Foster, B.A., *Wilton, Connecticut*. 2007.
- * Donald R. Frederico, B.A., J.D., *Boston, Massachusetts*. 2007.
- Stephen C. Gault, B.A., M.B.A., *Louisville, Kentucky*. 2002.
- David H. Gunning, B.A., J.D., *Cleveland Heights*. 1989-92; 1994.
- Diane L. Hamburger, B.A., *Hinsdale, Illinois*. 1992-98; 2000.
- Jennifer A. Haverkamp, B.A., M.A., J.D., *Silver Spring, Maryland*. 1997.
- J. C. Johnston III, B.A., J.D., *Wooster*. 2003.
- Donald L. Kohn, B.A., Ph.D., *Takoma Park, Maryland*. 2011.
- * Karen M. Lockwood, B.A., J.D., *Arlington, Virginia*. 2011.
- * Lee E. Limbird, B.A., Ph.D., *Nashville, Tennessee*. 2010.
- Gregory A. Long, B.B.A., *Wooster*. 2006.
- William A. Longbrake, B.A., M.A., M.B.A., D.B.A., *Seattle, Washington*. 1988-94; 1995.
- H. Christopher Luce, B.A., *New York, New York*. 2000.
- Stewart R. Massey, B.A., *Morristown, New Jersey*. 1987-89; 1993; 2011.
- Lynne D. McCreight, B.A., M.A.T., *Moscow, Idaho*. 1990-96; 1998.
- E. Blake Moore, Jr., B.A., J.D., *Toronto, Ontario*. 2008.
- Mary A. Neagoy, B.A., *Shaker Heights*. 1997-2003; 2009.
- Solomon Oliver, Jr., B.A., J.D., M.A., *Cleveland*. 1991-97; 2000.
- John P. Papp, B.A., M.D., *East Grand Rapids, Michigan*. 1994.
- Dale C. Perry, B.A., Ph.D., *Welch, Minnesota*. 1971-76; 1984.
- Mikael Salovaara, A.B., B.A., J.D., M.B.A., *Bernardsville, New Jersey*. 1994.
- Robert L. Savitt, B.A., *New York, New York*. 2007.
- Richard N. Seaman, B.S., M.B.A., *Wooster*. 1994.
- * Kenneth E. Shafer, B.A., M.D., *Wooster*. 2009.
- Marianne M. Sprague, B.A., M.A., *Santa Barbara, California*. 2006.
- Sally J. Staley, B.A., M.I.A., *Rocky River*. 2006.
- Peter E. Sundman, B.A., *New York, New York*. 2003.
- * Nancy Wilkin Sutherland, B.A., M.A.T., *Western Springs, Illinois*. 2008.
- Clarence R. Williams, B.A., M.Ed., *San Antonio, Texas*. 1997-03; 2004.
- Ruth W. Williams, B.A., *Gladwyne, Pennsylvania*. 1994.
- James R. Wilson, B.A., M.B.A., *Park City, Utah*. 1980.

Emeritus and Emerita Life Members

The first date indicates the year of first election to the Board; the second, the year of election to Emeritus or Emerita Life membership or to Honorary Life membership.

- Edward J. Andrew, B.A., *Orland Park, Illinois*. 1982; 2008.
Eugene C. Bay, B.A., B.D., D.Min., *Rochester, New York*. 1988; 2009.
Laura Bornholdt, B.A., M.A., Ph.D., *Bloomington, Indiana*. 1967; 1977.
James T. Clarke, B.A., M.B.A., *Park City, Utah*. 1977-83; 1985; 2011.
John J. Compton, B.A., M.A., Ph.D., *Nashville, Tennessee*. 1975; 2001.
T. William Evans, B.A., M.Sc., D.D.S., M.D., *Columbus*. 1989, 2010.
Julia A. Fishelson, A.B., *Wooster*. 1989; 1998.
David D. Fleming, B.A., M.B.A., *Sherborn, Massachusetts*. 1999; 2008.
Jerrold K. Footlick, B.A., J.D., *Durham, North Carolina*. 1978-84; 1988; 2006.
Stanley C. Gault, B.A., LL.D., *Wooster*. 1972; 2000.
George Ingram, Jr., B.S., M.S., *North Branford, Connecticut*. 1971; 1986.
Max A. Lauffer, B.S., M.S., Ph.D., *Middletown, Pennsylvania*. 1967; 1987.
James A. McClung, B.A., M.A., Ph.D., *Winnetka, Illinois*. 1997; 2011.
Steven A. Minter, B.A., M.S., *Shaker Heights*. 1978-80; 1981; 2004.
Ruth F. Parker, B.A., *Sandusky*. 1989; 1995.
Timothy P. Smucker, B.A., M.A., *Orroville*. 1970; 1985.
William F. Thompson, B.A., M.B.A., *Boston, Massachusetts*. 1987; 1996.
Robert L. Tignor, B.A., M.A., Ph. D., *Princeton, New Jersey*. 1998; 2006.
S. Robson Walton, B.S., J.D., *Bentonville, Arkansas*. 1986; 2001.
Earl Wade Wendell, B.A., *Nashville, Tennessee*. 1997; 2002.

Honorary Life Members

- Elizabeth S. Pocock (Mrs. J.W.), B.A., *Lake Forest, Illinois*. 1993.
Frances G. Shoolroy, *Wooster*. 1987.

ADMINISTRATION

PRESIDENT'S CABINET

- Grant H. Cornwell, Jr., Ph.D., *President*, 2007.
Ellen F. Falduto, Ed.D., *Chief Information and Planning Officer*, 2008; 2010.
Heather M. Fitz Gibbon, Ph.D., *Dean for Faculty Development*, 1990; 2009.
W. Scott Friedhoff, Ph.D., *Vice President for Enrollment and College Relations*, 2010.
Kurt C. Holmes, M.A., *Dean of Students*, 2001.
John L. Hopkins, B.A., *Associate Vice President for College Relations and Marketing*, 2002.
Laurie K. Houck, B.A., *Vice President for Development*, 2011.
Angela K. Johnston, B.S., *Secretary of the College and Chief of Staff*, 2010.
Henry B. Kreuzman, Ph.D., *Dean for Curriculum and Academic Engagement*, 1990; 2009.
Carolyn R. Newton, Ph.D., *Provost*, 2010.
Laurie L. Stickelmaier, M.Acc., *Vice President for Finance and Business and Treasurer*, 2009.

ADMINISTRATIVE STAFF

OFFICE OF THE PRESIDENT

- Grant H. Cornwell, Jr., Ph.D., *President*, 2007.
Bettye Jo Mastrine, A.S., *Executive Assistant to the President*, 1979; 1984.
Marguerite K. Cornwell, M.A., *Associate to the President*, 2008.

OFFICE OF THE SECRETARY

Angela K. Johnston, B.S., *Secretary of the College and Chief of Staff*, 2010.

Sally A. Whitman, B.A., *Executive Assistant to the Secretary and Administrative Assistant to the President*, 1985; 1998.

ACADEMIC AFFAIRS

Carolyn R. Newton, Ph.D., *Provost*, 2010.

Dottie S. Sines, A.S., *Executive Assistant to the Provost*, 2005; 2010.

Lisa A. Crawford, *Academic Budget and Data Analyst*, 2002; 2011.

Heather M. Fitz Gibbon, Ph.D., *Dean for Faculty Development*, 1990; 2009.

Darlene G. Berresford, *Administrative Coordinator for the Dean for Faculty Development*, 2004; 2010.

Henry B. Kreuzman, Ph.D., *Dean for Curriculum and Academic Engagement*, 1990; 2009.

Connie L. Pattin, A.S., *Executive Assistant to the Dean for Curriculum and Academic Engagement*, 1982; 1984.

Art Museum

Kathleen McManus Zurko, M.A., *Director and Curator of the Art Museum*, 1989.

Athletics

Keith Beckett, Ph.D., *Director of Physical Education, Athletics, and Recreation*, 1984.

Brenda Meese, M.S., *Assistant Director of Physical Education, Athletics, and Recreation*, 1989.

Phillip P. Basile, M.S., *Physical Education Center Equipment Room Manager/Equipment Purchasing Manager*, 2002.

Meghan E. Horn, *Assistant to the Athletic Director*, 2009.

Thomas Love, B.S., *Head Athletic Trainer*, 1982.

Nathaniel W. Whitfield, M.B.A., *Assistant Director of Physical Education, Athletics, and Recreation Facilities and Operations*, 2008; 2010.

Center for Diversity and Global Engagement

Susan E. Lee, M.A., *Assistant Dean for Multi-ethnic Student Affairs and Co-Director of the Center for Diversity and Global Engagement*, 2002; 2009.

Amyaz Moledina, Ph.D., *Co-Director of the Center for Diversity and Global Engagement*, 2003; 2010.

Nicola Kille, B.A., *Assistant Director for Global Engagement*, 2010.

Linda Morgan-Clement, D.Min., *Henry Jefferson Copeland Campus Chaplain and Director of Interfaith Campus Ministry*, 1996.

Jessica E. DuPlaga, M.A., *Director of Off-Campus Studies*, 2011.

Ruth Lopez, *Director of the Office of International Student Affairs*, 2011.

Jill A. Munro, M.A., *Director of International Student and Scholar Services*, 2008; 2009; 2011.

Center for Entrepreneurship

James A. Levin, B.A., J.D., *Director of Center for Entrepreneurship*, 2009.

Educational Assessment

Theresa Ford, M.A., *Director of Educational Assessment*, 2006.

Educational Planning and Advising Center

Alison H. Schmidt, M.Ed., *Associate Dean for Educational Planning and Advising*, 1989; 2011.

Cathy L. McConnell, M.A., *Director of the Lilly Project and the Educational Planning and Advising Center*, 2009; 2010.

Learning Center

- Pamela Rose, B.A., *Director of the Learning Center*, 1987.
Amber Larson, *Assistant Director of the Learning Center*, 2008.
Linda Marion, M.A., *Learning Disabilities Tutorial Consultant*, 1985.

Libraries

- Mark A. Christel, M.I.L.S., *Director of Libraries*, 2008.
Patricia McVay Gorrell, *Media Library Manager, Andrews Library*, 1984.
Gwen Short, B.S., *Science Library Associate, Timken Science Library*, 2007.
Alyssa Bender, M.L.I.S., *Access Services Evening Manager, Libraries*, 2007.
David M. Wiebe, B.A., *Access Services Daytime Manager, Libraries*, 2007.

Registrar

- Suzanne Bates, M.Ed., *Registrar*, 2007.
Kristine M. Kleptach Jamieson, M.L.I.S., M.A., *Associate Registrar*, 2009.
Julia Rhind Chisnell, *Assistant to the Registrar*, 2009.

Writing Center

- To be announced, *Director of Writing*.
Writing Center Consultants: Leann Bertoncini-Thelin, M.S., 2007; Jennifer Derksen, M.A., 2007; Jessica Marie Jones, B.F.A., 2007.

STUDENT AFFAIRS

- Kurt C. Holmes, M.A., *Dean of Students*, 2001.
Paula J. Akins, *Executive Assistant to the Dean*, 2005.
Carolyn L. Buxton, Ed.M., *Senior Associate Dean of Students*, 1993.
Anne M. Gates, Ed.D., *Associate Dean of Students for Academic Success and Retention*, 2007; 2009.
Christie Bing Kräcker, M.S., *Associate Dean of Students*, 2006.
Robyn Laditka, M.A., *Assistant Dean of Students and Director of Special Programs*, 2007.

Career Services

- Lisa Kastor, M.Ed., *Director of Career Services*, 1996.
Marylou E. LaLonde, B.Ed., *Assistant Director of Career Services*, 2007.

Interfaith Campus Ministries

- Linda Morgan-Clement, D.Min., *Henry Jefferson Copeland Campus Chaplain and Director of Interfaith Campus Ministry*, 1996.

Health Services & Counseling

- Esther B. Horst, B.S.N., *Acting Director, Longbrake Student Wellness Center*, 2010.
Ray R. Tucker, M.A., *Counselor*, 2000.

Residence Life

- Krista A. Kronstein, M.A., *Director of Residence Life*, 2011.
Joe Louis Kirk, B.A., *Associate Director of Residence Life and Director of Greek Life*, 1996; 2009.
Lauren H. Dyer, M.Ed., *Assistant Director of Residence Life*, 2011.

Security and Protective Services

- Steven D. Glick, B.A., *Director of Security and Protective Services*, 2011.

Student Activities & Summer Programs

- Robert Rodda, M.A., *Director of Lowry Student Center, Student Activities, and Summer Programs*, 1990.

Michael Gorrell, *Manager, Post Office*, 1986.

Julia C. Metcalf, *Assistant Director of Student Activities*, 2008.

Santha Schuch, B.S., *Facilities Scheduling and Summer Conferences Coordinator*, 1998.

ENROLLMENT AND COLLEGE RELATIONS

W. Scott Friedhoff, Ph.D., *Vice President for Enrollment and College Relations*, 2010.

Sandi Kiser, *Executive Assistant to the Vice President for Enrollment*, 1993; 1998.

Admissions

Jennifer D. Winge, B.A., *Dean of Admissions*, 2011.

Brian D. Atkins, M.A.T., *Director of International Admissions*, 2009.

Catherine Finks, B.S., *Senior Associate Director of Admissions*, 2002.

James H. Williams, B.A., *Senior Associate Director of Admissions and Coordinator of Multicultural Recruitment*, 2010.

Tamara Bergert, B.A., *Associate Director of Admissions*, 2007; 2010.

Lindsey Duerr, M.Ed., *Associate Director of Admissions*, 2005; 2010.

Scott Jones, B.A., *Associate Director of Admissions and Systems and Communications Analyst*, 2008; 2010.

Rebecca Keiser, B.A., *Assistant Director of Admissions*, 2010; 2011.

Erin Kelly, B.A., *Senior Assistant Director of Admissions*, 2010; 2011.

Charles N. Laube, M.Ed., *Associate Director of Admissions*, 2007; 2011.

Mollie E. Conley, B.S., *Coordinator for Admissions Operations*, 2008; 2010.

College Relations

John L. Hopkins, B.A., *Associate Vice President for College Relations and Marketing*, 2002.

Cally Gottlieb-King, *Director of Publications*, 2011.

Matthew P. Dilyard, *College Photographer*, 1987.

John Finn, M.A., *Director of Public Information*, 1984.

Hugh Howard, M.B.A., *Director of Sports Information*, 1999.

Dwight J. Nagy, B.S., *Assistant Director of Web Communication*, 2010.

Melissa Y. Schultz, B.S., *Director of Web Communication*, 2008.

Nicholas T. Stroud, B.S., *Assistant Director of Sports Information*, 2010.

Alexander C. Winkfield, B.A., *Videographer/Multimedia Specialist*, 2010.

Financial Aid

David B. Miller, Ph.D., *Director of Financial Aid*, 1991.

Nancy Porter, *Associate Director of Financial Aid*, 1990.

Joe Winge, B.A., *Associate Director of Financial Aid*, 2011.

Katie Davis., *Assistant Director of Financial Aid*, 2005; 2011.

DEVELOPMENT AND ALUMNI RELATIONS

Laurie K. Houck, B.A., *Vice President for Development*.

Jessica E. Armstrong, A.A.S., *Executive Assistant to the Vice President*, 1998; 2010.

Alumni Relations and The Wooster Fund

Heidi McCormick, B.A., *Director of Alumni Relations and The Wooster Fund*, 2010.

Carolyn Ciriegio, B.A., *Assistant Director of The Wooster Fund*, 2008; 2010.

Sara Dresser, B.A., *Alumni Relations Assistant*, 2009.

Meena Ghaziasgar, M.A., *Assistant Director of Development for Alumni and Parents*, 2007; 2009.

Landre Kiser McCloud, B.A., *Assistant Director of Alumni Relations for Mentor Programs*, 2008.

Meret E. Nahas, B.A., *Development Assistant*, 2010.

Sharon Rice, M.Ed., *Assistant Director of Alumni Relations*, 1995.

Development

Sara L. Patton, M.A., *Senior Director of Development*, 1973, 2011.
Bradley L. Cors, M.B.A., *Director of Development*, 2004.
Moses P. Jones-Lewis, M.A., *Director of Development*, 2003.
Sandra E. Nichols, B.A., *Director of Development*, 2002; 2010.
R. Eileen Fitzgerald, *Director of Research and Development*, 1986.
Rebecca R. Schmidt, M.A.T., *Director of Stewardship*, 1992.
Pamela Stanley, B.S., *Director of Support Systems*, 1998.
Erin M. Yoder, B.A., *Assistant Director of Development*, 2011.

Wooster Alumni Magazine

Karol J. Crosbie, M.S., *Senior Editor, Wooster*, 2005.

FINANCE AND BUSINESS

Laurie L. Stickelmaier, M.Acc., *Vice President for Finance and Business and Treasurer*, 2009.
Laurel Rooks, B.A., *Executive Assistant to the Vice President for Finance and Business*, 2009.

Business Office

Peggy R. DeBartolo, B.S., *Controller*, 2011.
Sue R. Bennett, M.B.A., *Manager of Budget*, 1996.
Krista Way, *Accounts Receivable Manager*, 2006; 2011.
Marlene Kanipe, *Senior Financial Analyst*, 2009.
Desiree Lutsch, *Accounts Payable Manager*, 2009.
Heather L. Veney, *Staff Accountant*, 2010.
Gloria M. Wilson, B.A., *Assistant Controller*, 2006.

Campus Grounds

Beau B. Mastrine, A.A.S., *Director of Campus Grounds*, 1996.

College Investment

John W. Sell, Ph.D., *Director of College Investment*, 1981; 2009.

Custodial Services

Kenneth M. Fletcher, *Director of Custodial Services*, 2010.

Facilities and Auxiliaries

Jaqueline S. Middleton, *Associate Vice President for Facilities and Auxiliaries*, 1995; 2010.

Bookstore

Kathy Jerisek, *Manager of The Florence O. Wilson Bookstore*, 1973; 2004; 2010.
Rogera Flack, *Assistant Manager of The Florence O. Wilson Bookstore*, 1989; 2004; 2010.

Campus Dining Services

Charles E. Wagers, *Director of Campus Dining Services*, 1982.
Carol Berkey, *Service Manager*, 2001.
Madison Chastain, *Food Production Manager*, 2006.
Gladys Keegan, *Purchasing Manager*, 1998.
Richard Keyes, *Campus Dining Chef*, 2002.
William Stephen Marshall, *Campus Dining Sous Chef*, 2007.
Molly E. Sanchez, *General Manager of Campus Dining Student Services*, 2006.
Marjorie Shamp, B.A., *Food Safety, Sanitation, and Training Specialist*, 2000.
Rebecca Underwood, *Service Manager*, 2004.
Kristie Ward, *Catering and Retail Operations Manager*, 2001.
Donna Yonker, *General Manager of Campus Dining Support Services*, 1980.

Physical Plant

- Douglas Laditka, B.A., *Director of Physical Plant Operations*, 2004; 2009; 2010.
James Davis, *Manager of Structural Trades*, 2000; 2010.
William Doll, *Supervisor, Plumbing Shop*, 2008; 2010.
Fred Horst, *Supervisor, Electric Shop*, 1981.
Thomas Lockard, *Supervisor, Paint Shop*, 1991.
Jeffery J. Mori, *Facilities Procurement and Projects Manager*, 2006; 2010.
Lanny Whitaker, *Supervisor, Power Plant*, 1993.

Human Resources

- Gary Thompson, M.Ed., *Director of Human Resources*, 1972.
Benefits Administrators: Holly Lantis, M.P.A., 2001; Carol Rakoczy, B.A., 2001.
Jacqueline Hamilton, *Manager of Employment*, 2008.
Kimberly Parr, B.A., *Payroll Manager*, 2002.
Natalie Richardson, B.S., *Human Resources Information System Specialist*, 1989; 2007.
Emily Seling, B.A., *Student Employment Payroll Administrator*, 2009.

Purchasing and Contracts

- Sheila T. Wilson, M.S., *Director of Purchasing and Contracts*, 1991; 2006; 2010.
Tracy A. Holtz, *Procurement Specialist*, 2010.

INFORMATION AND PLANNING

- Ellen F. Falduto, Ed.D., *Chief Information and Planning Officer*, 2008; 2010.

Applications Development

- Tabitha Conwell, *Director of Applications Development*, 1996.
Matthew Baker, B.S., *Programmer/Analyst*, 2008.
Deborah Kilbane, *Senior Programmer/Analyst*, 2005.
Connie J. McCarty, A.A.B., *Senior Programmer/Analyst*, 2005.
Michael J. Thompson, B.S., *Programmer/Analyst*, 2002; 2006.

Digital Infrastructure

- Vincent T. DiScipio, B.S., *Director of Digital Infrastructure*, 1996.
Roger Dills, B.S., *Senior Systems Administrator*, 2002.
Daniel J. Krites, A.A., *Presentation Technology and Event Support Specialist*, 2008.
John M. McCreight, B.A., *Systems Administrator*, 2006.
Gerald C. McMillen, Jr., M.Ed., *Web Systems Administrator*, 2009.
Michael V. Naylor, B.A., *Assistant Director of Digital Infrastructure for Systems and Media Services*, 2006.

Instructional Technology

- Matthew K. Gardzina, M.A., *Director of Instructional Technology*, 2008.
Joseph Benfield, *Instructional Technology Support Specialist*, 2008.
Jon W. Breitenbucher, Ph.D., *Instructional Technology Specialist*, 2001; 2005.

User Services

- Mary Schantz, B.A., *Director of User Services*, 2004.
Michael Benchoff, B.S., *Senior User Support Specialist*, 2003.
Joel Bosler-Kilmer, *Senior User Support Specialist*, 2007; 2011.
David Edwards, B.S., *User Support Specialist*, 2007.
John Shatzer, B.A., *Student Technology Assistant Program Coordinator and User Support Specialist*, 2000; 2011.

OHIO LIGHT OPERA

- Laura M. Neill, B.A., *Executive Director*, 1993.

EMERITUS

Henry J. Copeland, Ph.D., L.L.D., *President*, 1966. *Emeritus* since 1995.
Raleigh Stanton Hales, Jr., Ph.D., Sc.D., *President*, 1990. *Emeritus* since 2007.
Kenneth R. Plusquellec, M.Div., *Dean of Students*, 1967. *Emeritus* since 2001.
William H. Snoddy, *Vice President for Finance and Business*, 1959. *Emeritus* since 1999.

FACULTY

As of July 1, 2011

In the groups below, the names following that of the President are arranged alphabetically, with the date of first appointment. A second or third date indicates a reappointment. Graduate training is indicated by the names of the institutions where such training was received and the dates. A double dagger (‡) before the name denotes deceased.

Grant H. Cornwell, Jr., *President*. 2007. B.A. St. Lawrence 1979; M.A., Ph.D. Chicago 1982, 1989.

Emeritus

William M. Baird, *Professor of Economics*. 1968. *Emeritus* since 1997. B.A. Wittenberg 1957; M.A., Ph.D. Ohio State 1959, 1968.

James Edgar Bean, *Associate Professor of French and Physical Education*. 1965. *Emeritus* since 1987. B.A. Wooster 1942; B.D., S.T.M. Union Theological Seminary 1945, 1966; M.A. Kent State 1975.

Donald Gene Beane, *Professor of Mathematical Sciences*. 1962. *Emeritus* since 1994. B.A. Iowa Wesleyan 1951; M.A., Ph.D. Illinois 1958, 1962; M.S. Ohio State 1966.

Barbara L. Bell, *Government Information Librarian*. 1980. *Emerita* since 2004. B.S., M.S. Florida State 1963, 1965.

Richard H. Bell, *Frank Halliday Ferris Professor of Philosophy*. 1969. *Emeritus* since 2004. B.A. Vanderbilt 1960; B.D., M.A., Ph.D. Yale 1964, 1966, 1968.

Robert B. Blair, *Professor of Sociology*. 1971. *Emeritus* since 1999. *Registrar* 2002-2007. *Emeritus* since 2007. B.A. Juniata 1960; B.D. Bethany Theological Seminary 1964; M.A., Ph.D. Northwestern 1967, 1974.

Charles Lamonte Borders, Jr., *Professor of Chemistry*. 1968. *Emeritus* since 2002. B.A. Bellarmine College 1964; Ph.D. California Institute of Technology 1968.

Richard Hayden Bromund, *Professor of Chemistry*. 1967. *Emeritus* since 2006. A.B. Oberlin 1962; Ph.D. Pennsylvania State 1968.

Dale Allen Brown, *Professor of Mathematical and Computer Sciences*. 1987. *Emeritus* since 2008. B.A. Hiram 1967; M.S., Ph.D. Syracuse 1969, 1973.

Daniel Fairchild Calhoun, *Aileen Dunham Professor of History*. 1956. *Emeritus* since 1994. B.A. Williams 1950; M.A., Ph.D. Chicago 1951, 1959.

Clayton Paul Christianson, *Mildred Foss Thompson Professor of English Language and Literature*. 1963. *Emeritus* since 1997. B.A. St. Olaf 1955; M.A. State University of Iowa 1956; Ph.D. Washington University 1964.

Gordon Dixon Collins, *Whitmore-Williams Professor of Psychology*. 1963. *Emeritus* since 2000. B.A. Tarkio 1957; M.A., Ph.D. Ohio State 1960, 1965.

Henry J. Copeland, *Professor of History*. 1966. *Emeritus* since 1999. *President* 1977-1995. *Emeritus* since 1995. A.B. Baylor 1958; Ph.D. Cornell 1966.

- Frederick William Cropp III**, *Professor of Geology*. 1964. *Emeritus* since 1998. B.A. Wooster 1954; M.S., Ph.D. Illinois 1956, 1958.
- W. Lee Culp**, *Registrar*. 1947, 1963. *Emeritus* since 1985. B.A. Wooster 1941.
- Margaret W. Curl**, *Collection Services Librarian*. 1988. *Emerita* since 2011. B.A. Central Washington 1971; M.A. Oregon 1974; M.L.I.S. California, Berkeley 1984.
- Floyd Leslie Downs**, *Professor of Biology*. 1963. *Emeritus* since 1998. A.B. Cornell 1958; M.S., Ph.D. Michigan 1960, 1965.
- Brian James Dykstra**, *Neille O. and Gertrude M. Rowe Professor of Music*. 1969. *Emeritus* since 2007. B.S. Juilliard 1964; M.M. Eastman 1965; D.M.A. Eastman 1969.
- Richard C. Figge**, *Gingrich Professor of German*. 1974. *Emeritus* since 2004. B.A. Carleton College 1964; M.A., Ph.D. Stanford 1966, 1970.
- Susan G. Figge**, *Professor of German*. 1977. *Emerita* since 2004. B.A. California, Santa Barbara 1964; M.A., Ph.D. Stanford 1966, 1974.
- Joanne S. Frye**, *Professor of English*. 1976. *Emerita* since 2009. B.A. Bluffton 1966; Ph.D. Indiana 1974.
- John Morgan Gates**, *Aileen Dunham Professor of History*. 1967. *Emeritus* since 2002. A.B., M.A. Stanford 1959, 1960; Ph.D. Duke 1967.
- Paul L. Gaus**, *Benjamin S. Brown Professor of Chemistry*. 1977. *Emeritus* since 2008. B.S. Miami, Ohio 1971; Ph.D. Duke 1975.
- Raleigh Stanton Hales, Jr.**, *Professor of Mathematical Sciences*. 1990. *President* 1995-2007. *Emeritus* since 2007. B.A. Pomona 1964; M.A., Ph.D. Harvard 1965, 1970.
- Charles R. Hampton**, *Johnson Professor of Mathematical Sciences*. 1972. *Emeritus* since 2008. B.S. Michigan 1967; M.A., Ph.D. Wisconsin 1968, 1972.
- Ishwar C. Harris**, *Synod Professor of Religious Studies*. 1981. *Emeritus* since 2009. B.A. Lucknow (India) 1961; M.Div. Howard 1967; S.T.M. Pacific, Berkeley 1969; Ph.D. Claremont 1974.
- Peter L. Havholm**, *Professor of English*. 1971. *Emeritus* since 2009. B.A. Shimer 1962; M.S., Ph.D. Connecticut 1970, 1972.
- LeRoy Wilbur Haynes**, *Professor of Chemistry*. 1961. *Emeritus* since 1999. B.A. Drew 1956; Ph.D. Illinois 1961.
- Henry Dunham Herring**, *Professor of English*. 1969. *Emeritus* since 2007. B.A., M.A. South Carolina 1961, 1964; Ph.D. Duke 1968.
- Damon D. Hickey**, *Director of Libraries*. 1991. *Emeritus* since 2008. B.A. Rice 1965; M.Div. Princeton Theological Seminary 1968; M.L.S. North Carolina, Chapel Hill 1975; M.A. North Carolina, Greensboro 1982; Ph.D. South Carolina 1989.
- Claude W. Hinton**, *Horace N. Mateer Professor of Biology*. 1968. *Emeritus* since 1990. A.B., M.A. North Carolina 1948, 1950; Ph.D. California Institute of Technology 1954.
- James Andrew Hodges**, *Michael O. Fisher Professor of History*. 1962. *Emeritus* since 1998. B.S. North Alabama 1955; M.A., Ph.D. Vanderbilt 1959, 1963.
- Vivian Loyrea Holliday**, *Aylesworth Professor of Classical Studies*. 1961. *Emerita* since 1999. A.B. Winthrop 1957; M.A. Missouri 1959; Ph.D. North Carolina 1961.
- John Louis Hondros**, *Henry J. and Laura H. Copeland Professor of European History*. 1969. *Emeritus* since 2001. A.B. North Carolina, Chapel Hill 1959; M.A., Ph.D. Vanderbilt 1963, 1969.
- Linda C. Hulst**, *Professor of Art*. 1987. *Emerita* since 2011. B.A. Indiana 1971; Ph.D. North Carolina, Chapel Hill 1978.

- Charles E. Hurst**, *Professor of Sociology*. 1970. Emeritus since 2008. B.S., M.S. Wisconsin, Milwaukee 1963, 1965; Ph.D. Connecticut 1972.
- Donna K. Jacobs**, *Science Librarian*. 1989. Emerita since 2009. B.A. South Florida 1969; M.L.S. Kent State 1989.
- Michael D. Kern**, *Horace N. Mateer Professor of Biology*. 1976. Emeritus since 2003. B.A. Whittier 1962; M.S., Ph.D. Washington State 1965, 1970.
- William Franklin Kieffer**, *Robert E. Wilson Professor of Chemistry*. 1940, 1946. Emeritus since 1980. B.A. Wooster 1936; M.Sc. Ohio State 1938; Ph.D. Brown 1940.
- Rodney J. Korba**, *Associate Professor of Communication*. 1987. Emeritus since 2010. B.F.A. Denison 1972; M.A. Denver 1973; M.A. Arizona State 1974; M.A. Southern California 1982; Ph.D. Denver 1986.
- Dudley Arnold Lewis**, *Professor of Art*. 1964. Emeritus since 1996. B.A. Allegheny 1952; M.A., Ph.D. Wisconsin 1954, 1962.
- Henry Bernard Loess**, *Professor of Psychology*. 1958. Emeritus since 1988. B.S., M.S. Northwestern 1949, 1950; Ph.D. Iowa 1952.
- David Franklyn Moldstad**, *Professor of English*. 1957. Emeritus since 1991. A.B. Hiram 1947; M.A. Brown 1949; Ph.D. Wisconsin 1954.
- Robert E. Nye**, *Professor of Physical Education*. 1964. Emeritus since 1995. B.S., M.S. Springfield 1958, 1959.
- George William Olson**, *Professor of Art*. 1963. Emeritus since 2000. B.A. Augustana 1958; M.A., M.F.A. Iowa 1962, 1963.
- Virginia B. Pett**, *Robert E. Wilson Professor of Chemistry*. 1981. Emerita since 2009. B.A. Wooster 1963; M.A., Ph.D. Wayne State 1972, 1979.
- Kenneth R. Plusquellec**, *Dean of Students*. 1967. Emeritus since 2001. B.A. Wooster 1957; M.Div. McCormick Theological Seminary 1960.
- Gene Edward Pollock**, *Hoge Professor of Economics*. 1961. Emeritus since 1998. B.S., M.S., Ph.D. Ohio State 1960, 1961, 1971.
- David L. Powell**, *Benjamin S. Brown Professor of Chemistry*. 1964. Emeritus since 2001. A.B. Oberlin 1958; Ph.D. Wisconsin 1962.
- Margaret S. Powell**, *Government Information Librarian*. 1980. Emerita since 2001. A.B. Oberlin 1958; M.S. Illinois 1959.
- Richard Dale Reimer**, *Hoge Professor of Economics*. 1962. Emeritus since 1996. B.A. Bethel 1957; M.S. Kansas State 1958; Ph.D. Michigan State 1962.
- John Merrill Russell**, *Professor of Music*. 1974. Emeritus since 2008. B.Mus. Oberlin 1965; M.Mus. Boston 1968.
- William B. Scott**, *Associate Professor of Psychology*. 1984. Emeritus since 2008. B.A. Franklin and Marshall 1970; M.A. Simon Fraser 1972; Ph.D. McGill (Canada) 1979.
- Gordon Lichty Shull**, *Professor of Political Science*. 1955. Emeritus since 1993. A.B. Manchester 1946; B.D. Yale Divinity School 1951; M.A., Ph.D. Illinois 1952, 1955.
- Robert Houston Smith**, *Professor of Religious Studies*. 1960. Emeritus since 1996. B.A. Tulsa 1952; B.D. Yale Divinity School 1955; Ph.D. Yale 1960.
- Elena Sokol**, *Professor of Russian Studies*. 1987. Emerita since 2009. B.A. Colorado 1965; M.A., Ph.D. California, Berkeley 1967, 1974.
- Atlee LaVere Stroup**, *Professor of Sociology and Education*. 1948. Emeritus since 1989. B.S. in Ed. Kent State 1942; M.A., Ph.D., M.S.W. Ohio State 1946, 1950, 1982.
- Leslie Gordon Tait**, *Mercer Professor of Religious Studies*. 1956. Emeritus since 1991. B.A. Harvard 1948; M.Div. Pittsburgh Theological Seminary 1951; Ph.D. Edinburgh 1955; Honorary Fellow, Edinburgh 1991.

- Karen J. Taylor**, *Associate Professor of History*. 1986. Emerita since 2010. B.A. Utah 1980; M.A. Clark 1982; Ph.D. Duke 1988.
- Pablo Valencia**, *Professor of Spanish*. 1961. Emeritus since 1992. B.A., M.A., Ph.D. Michigan 1959, 1960, 1966.
- Alvin James Van Wie**, *Professor of Physical Education*. 1960. Emeritus since 1991. B.A. Wooster 1952; M.A. Northern Michigan 1963.
- John Ward Warner, Jr.**, *Professor of Mathematical Sciences and Education*. 1958. Emeritus since 1983. A.B. Taylor 1940; M.S. Iowa 1958; Ph.D. Ohio State 1964.
- Andrew A. Weaver**, *Professor of Biology*. 1955. Emeritus since 1986. B.A. Wooster 1949; M.S., Ph.D. Wisconsin 1951, 1955.
- Margaret Barnes White**, *Associate Professor of Psychology and Education*. 1961. Emerita since 1984. B.A. Wooster 1960; M.A. Kent State 1961.
- David Jordan Wilkin**, *Professor of French*. 1964, 1971. Emeritus since 2002. B.A. Hope 1961; M.A. Pittsburgh 1964; Ph.D. Brown 1974.
- Yvonne Williams**, *Professor of Black Studies and Political Science*. 1973, 1978. Emerita since 2000. B.A. Pennsylvania State 1953; M.A. Connecticut 1955; Ph.D. Case Western Reserve 1981.
- Donald Louis Wise**, *Danforth Professor of Biology*. 1958. Emeritus since 1994. B.A. Wabash 1951; M.S., Ph.D. New York 1954, 1958.
- Elbridge Carl Zimmerman**, *Associate Professor of Mathematical Sciences and Director of Academic Computing Services*. 1968. Emeritus since 1994. B.A. Wooster 1954; M.S. Drexel Institute of Technology 1962; Michigan 1963, 1964.
- Active**
- Abigail Adams**, *Visiting Assistant Professor of Anthropology*. 2011. B.A. Wooster 1993; M.A., Ph.D. New Mexico 1996, 2009.
- Mary Addis**, *Associate Professor of Spanish*. 1984. B.A. St. Mary's (Notre Dame) 1971; M.A., Ph.D. California, San Diego 1977, 1984.
- Elissa Alzate**, *Visiting Assistant Professor of Political Science*. 2011. B.A. Florida International 2003; M.A., Ph.D. California 2006, 2010.
- Judith C. Amburgey-Peters**, *Associate Professor of Chemistry*. 1996. B.S. Georgetown College 1988; Ph.D. North Carolina, Chapel Hill 1993.
- Heath Anderson**, *Juliana Wilson Thompson Visiting Assistant Professor of Anthropology*. 2010. B.A. Boston 1999; M.A., Ph.D. Pennsylvania State 2003, 2009.
- Ahmet Atay**, *Assistant Professor of Communication*. 2010. B.A. Marmara (Turkey) 1998; M.A. Ohio 2001; M.A. Northern Iowa 2003; Ph.D. Southern Illinois 2009.
- Mary Anna Bader**, *Associate Professor of Religious Studies*. 2002. B.S. Houghton 1983; M.Div. Lutheran Theological Southern Seminary 1987; Th.M., Ph.D. Lutheran School of Theology, Chicago 1993, 2002.
- Suzanne Bates**, *Registrar*. 2007. B.S., M.S. Indiana 1971, 1975.
- Kabria Baumgartner**, *Instructor in History*. 2011. B.A., M.A. California, 2003; Ph.D. Massachusetts (expected).
- Keith D. Beckett**, *Professor of Physical Education and Director of Physical Education, Athletics, and Recreation*. 1984. B.S., M.S. Indiana University of Pennsylvania 1979, 1982; Ph.D. Pittsburgh 1989.
- Katharine Beutner**, *Visiting Instructor in English*. 2011. B.A. Smith 2003; M.A. Texas, Austin 2006; Ph.D. Texas at Austin (expected).
- Paul A. Bonvallet**, *Associate Professor of Chemistry*. 2004. B.A. Kenyon 1996; Ph.D. Wisconsin 2001.

- Angela Bos**, *Assistant Professor of Political Science*. 2007. B.A., M.A., Ph.D. Minnesota 2001, 2005, 2007.
- Denise M. Bostdorff**, *Professor of Communication*. 1994. B.S. Bowling Green 1982; M.A. Illinois 1983; Ph.D. Purdue 1987.
- Daniel Bourne**, *Professor of English*. 1988. B.A., M.F.A. Indiana 1979, 1987.
- Jennifer L. Bowen**, *Assistant Professor of Mathematics and Computer Science*. 2007. B.A. Boston College 1998; M.S., Ph.D. Virginia 2001, 2005.
- Matthew W. Broda**, *Assistant Professor of Education*. 2007. B.S. Kent State 1999; M.Ed. Ashland 2004; Ph.D. Kent State 2007.
- Barbara S. Burnell**, *Professor of Economics*. 1977. B.A. Connecticut 1973; M.A., Ph.D. Illinois 1975, 1977.
- James D. Burnell**, *Professor of Economics*. 1977. B.A. Western Illinois 1973; M.A., Ph.D. Illinois 1975, 1977.
- Denise D. Byrnes**, *Associate Professor of Mathematical Sciences*. 1991. B.S., M.S., Ph.D. Ohio State 1985, 1987, 1992.
- Lisa Campanell Komara**, *Coaching Staff with Adjunct Teaching Duties in Physical Education*. 1997. B.A. West Liberty State 1982; M.S. West Virginia 1988; West Virginia.
- Michael B. Casey**, *Associate Professor of Psychology*. 2000. B.A. Michigan State 1982; M.S., Ph.D. Virginia Tech 1993, 1995.
- Mark A. Christel**, *Director of Libraries*. 2008. B.A. Wisconsin 1990; M.A. Rutgers 1992; M.I.L.S. Michigan 1994.
- Susan D. Clayton**, *Whitmore-Williams Professor of Psychology*. 1992. B.A. Carleton 1982; M.S., Ph.D. Yale 1984, 1987.
- Jessica Clemons**, *Science Librarian*. 2009. B.S. SUNY, Syracuse 2006; M.S.L.S. Clarion 2008.
- Sibrina Collins**, *Assistant Professor of Chemistry*. 2008. B.A. Wayne State 1994; M.S., Ph.D. Ohio State 1996, 2000.
- Brian J. Cope**, *Associate Professor of Spanish*. 2005. B.A. Washington, St. Louis 1995; M.A., Ph.D. California, Irvine 1998, 2004.
- Grant H. Cornwell, Jr.**, *President and Professor of Philosophy*. 2007. B.A. St. Lawrence 1979; M.A., Ph.D. Chicago 1982, 1989.
- Yuri F. Corrigan**, *Assistant Professor of Russian Studies*. 2009. B.A. Saskatchewan (Canada) 2001; M.A., Ph.D. Princeton 2005, 2008.
- Christa C. Craven**, *Assistant Professor of Anthropology and Women's, Gender, and Sexuality Studies*. 2006. B.A. New College, Florida 1997; M.A., Ph.D. American 2000, 2003.
- Patrick Crittenden**, *Visiting Assistant Professor of Biology*, 2011. B.S., M.S., Ph.D. Mississippi 1991, 1994, 2008.
- Lisa W. Crothers**, *Instructor in Religious Studies*. 2010. B.A. Muhlenberg 1990; M.A. Indiana 1998; Ph.D. Emory (expected).
- Carrie deLapp Culver**, *Associate Professor of Music*. 2008. B.Mus., M.M. Missouri 1987, 1989; D.A. Northern Colorado 1998.
- James R. Daehn**, *Visiting Assistant Professor of Mathematics and Computer Science*. 2010. B.S. SUNY, Oswego, 1992; M.S., RIT, 1994.
- Suzanne Daly**, *John Garber Drushal Distinguished Visiting Assistant Professor of English*. 2011. B.A. Pennsylvania 1993; M.A., M.Phil., Ph.D. Columbia 1995, 1999, 2002.

- Nancy E. Ditmer**, *Professor of Music*. 1984. B.M. Capital 1972; M.A. Iowa 1982.
- Theodor Duda**, *Professor of Music*. 1990. B. Mus. Baldwin-Wallace 1973; M.M. Michigan State 1975; A.Mus.D. Illinois, Urbana-Champaign 1995.
- Carolyn A. Durham**, *Inez K. Gaylord Professor of French Language and Literature*. 1976. B.A. Wellesley 1969; M.A., Ph.D. Chicago 1972, 1976.
- Marion Duval**, *Gillespie Visiting Assistant Professor of French*. 2011. B.A., M.A. Picardie (France) 2000, 2004; M.A. Iowa, 2005; Ph.D. Iowa 2011.
- Paul L. Edmiston**, *Professor of Chemistry*. 1997. B.S. Pepperdine 1993; Ph.D. Arizona 1997.
- Karl J. Feierabend**, *Assistant Professor of Chemistry*. 2009. B.S. Furman 2001; Ph.D. Colorado, Boulder 2006.
- Heather Moir Fitz Gibbon**, *Dean for Faculty Development and Professor of Sociology*. 1990. A.B. Kenyon 1981; M.A., Ph.D. Northwestern 1983, 1988.
- Monika J. Flaschka**, *Visiting Assistant Professor of History and Women's, Gender, and Sexuality Studies*. 2011. B.S. Arizona, 1997; M.A., Ph.D. Kent State, 2001, 2004, 2009.
- Monica Florence**, *Assistant Professor of Classical Studies*. 2007. B.A. Reed 1994; Ph.D. Boston University 2004.
- Stephen Flynn**, *Emerging Technologies Librarian*. 2011. B.A. Lawrence 2009; M.S.I. Michigan 2011.
- Travis M. Foster**, *Assistant Professor of English*. 2009. B.A. Amherst 1999; M.A., Ph.D. Wisconsin 2003, 2009.
- Dean Fraga**, *Professor of Biology*. 1994. B.S. Cincinnati 1982; Ph.D. Wisconsin 1990.
- Pamela R. Frese**, *Professor of Anthropology*. 1986. B.A. Maryland 1974; M.A., Ph.D. Virginia 1979, 1982.
- Joan S. Friedman**, *Assistant Professor of History and Religious Studies and Campus Rabbi*. 2004. B.A. Pennsylvania 1974; M.A.H.L. Hebrew Union-Jewish Institute of Religion 1977; M.Phil., Ph.D. Columbia 1986, 2003.
- Joan E. Furey**, *Assistant Professor of Communication*. 2007. B.A. Chicago 1990; M.A. Pittsburgh 1994; Ph.D. Illinois 2003.
- John P. Gabriele**, *Raymond and Carolyn Dix Professor of Spanish*. 1986. B.A., M.A. Connecticut 1975, 1977; Ph.D. North Carolina, Chapel Hill 1981.
- Jack B. Gallagher**, *Olive Williams Kettering Professor of Music*. 1977. B.A. Hofstra 1969; M.F.A., D.M.A. Cornell 1975, 1981.
- Harry Y. Gamble**, *Associate Professor of French*. 2002. B.A. Wake Forest 1989; M.A., Ph.D. New York 1996, 2002.
- Amber L. Garcia**, *Assistant Professor of Psychology*. 2006. B.A. St. Mary's, California 1996; M.A. Claremont 2000; Ph.D. Purdue 2005.
- Shila Garg**, *William F. Harn Professor of Physics*. 1987. B.S. Madras (India) 1970; M.S. Sussex (U.K.) 1972; Ph.D. Kent (U.K.) 1975.
- David Gedalecia**, *Michael O. Fisher Professor of History*. 1971. B.A. CUNY, Queens 1965; M.A., Ph.D. Harvard 1967, 1971.
- Gary Gillund**, *Associate Professor of Psychology*. 1989. B.S. North Dakota State 1977; Ph.D. Indiana 1982.
- Donald M. Goldberg**, *Professor of Communication*. 1996. 2010. B.S. Lafayette College 1977; M.A., Ph.D. University of Florida 1979, 1985.
- Mark D. Gooch**, *Technology and Government Information Librarian*. 2001. B.A. Wooster 1990; M.L.S. Kent State 1994.

- Jennifer L. Graber**, *Assistant Professor of Religious Studies*. 2006. B.A. Goshen 1995; M.T.S. Emory 1999; Ph.D. Duke 2006.
- Nancy M. Grace**, *Professor of English*. 1987. B.A. Otterbein 1973; M.A., Ph.D. Ohio State 1981, 1987.
- Mark W. Graham**, *Associate Professor of Religious Studies*. 2002. B.A., M.A. Ohio 1979, 1988; Ph.D. Indiana 2003.
- Simon J. M. Gray**, *Associate Professor of Computer Science*. 1987, 2003. B.A., M.A. Virginia 1982, 1984; M.S. North Texas 1987; Ph.D. Kent State 1998.
- Raymond Gunn**, *Assistant Professor of Sociology*. 2006. B.A. Hunter 1984; M.A. Long Island 1997; Ph.D. Pennsylvania 2009.
- Julia Chance Gustafson**, *Access Services Librarian*. 1982. B.A., M.S. Western Michigan 1979, 1981.
- James L. Hartman**, *Professor of Mathematical Sciences*. 1981. B.S. Manchester 1975; M.S., Ph.D. Michigan State 1977, 1981.
- Jennifer Poole Hayward**, *Professor of English*. 1992. B.A. Wesleyan 1983; M.A. San Francisco State 1987; Ph.D. Princeton 1992.
- Julie Heck**, *Visiting Assistant Professor of Biology*. 2011. B.A. Wooster 1997; Ph.D. Cornell 2006.
- Mareike Herrmann**, *Associate Professor of German*. 2001. Magisterstudium Christian-Albrechts (Germany) 1988; M.A. Bowling Green 1989; Ph.D. Massachusetts 1995.
- Madonna J. Hettinger**, *Lawrence Stanley Professor of Medieval History*. 1989. A.B. St. Francis 1977; M.A., Ph.D. Indiana 1979, 1986.
- Kurt C. Holmes**, *Dean of Students*. 2001. B.S. Allegheny 1988; M.A. West Virginia 1997.
- Katherine Holt**, *Associate Professor of History*. 2005. B.A. George Washington 1995; M.A. New York 1999; M.A., Ph.D. Princeton 2001, 2005.
- Matt Hooley**, *Visiting Instructor in English*. 2011. B.A. Carleton, 2004; M.A. Wisconsin-Madison 2006; Ph.D. Wisconsin-Madison (expected).
- Shirley A. Huston-Findley**, *Associate Professor of Theatre*. 1999. B.A. Indiana 1986; M.A. Miami, Ohio 1989; Ph.D. Missouri, Columbia 1998.
- Ronald Earl Hustwit**, *Frank Halliday Ferris Professor of Philosophy*. 1967. B.A. Westminster 1964; M.A. Nebraska 1965; Ph.D. Texas 1970.
- Donald Thomas Jacobs**, *Victor J. Andrew Professor of Physics*. 1976. B.A., M.A. South Florida 1971, 1972; Ph.D. Colorado 1976.
- John G. Jewell**, *Visiting Assistant Professor of Psychology*. 2009. B.S. Lebanon Valley 1992; M.S. Bucknell 1994; Ph.D. Kent State 1998.
- Michelle L. Johnson**, *Associate Professor of Communication*. 1997. B.A. Northeast Missouri State 1990; M.A., Ph.D. Arizona 1992, 1996.
- Shelley A. Judge**, *Assistant Professor of Geology*. 2008. B.S. Mount Union 1991; M.A.T. Kent State 1993; M.S., Ph.D. Ohio State 1998, 2007.
- Charles L. Kammer III**, *James F. Lincoln Professor of Religious Studies*. 1990. B.A. Colgate 1968; M.Div., Ph.D. Duke 1971, 1977.
- Bryan T. Karazsia**, *Assistant Professor of Psychology*. 2009. B.S. Denison 2003; M.A., Ph.D. Kent State 2005, 2009.
- Paul Nick Kardulias**, *Professor of Anthropology and Archaeology*. 1996. B.A., M.A. Youngstown State 1974, 1977; M.A. SUNY, Binghamton 1980; Ph.D. Ohio State 1988.
- Kent J. Kille**, *Associate Professor of Political Science*. 1998, 2000. B.A. North Carolina, Chapel Hill 1991; M.A., Ph.D. Ohio State 1995, 2000.

- Shannon King**, *Assistant Professor of History*. 2007. B.A., M.A. North Carolina Central 1996, 1998; Ph.D. Binghamton 2006.
- Ronda Kirsch**, *Visiting Instructor of Mathematics*. 2011. B.S., M.A. Kent State 2008, 2010.
- Stacia Kock**, *Visiting Instructor in Women's, Gender, and Sexuality Studies*. 2011. B.A. Wooster 2004; M.A. Louisville 2006.
- Jacob E. Koehler**, *Visiting Acquisitions Librarian*. 2005. B.A. Ohio State 2002; M.L.I.S. Kent State 2008.
- Matthew Krain**, *Associate Professor of Political Science*. 1998. B.A. SUNY, Binghamton 1992; Ph.D. Indiana 1998.
- Henry B. Kreuzman III**, *Dean for Curriculum and Academic Engagement and Associate Professor of Philosophy*. 1990. B.S. Xavier 1981; M.A., Ph.D. Notre Dame 1984, 1990.
- Mary Joan Kreuzman**, *Visiting Assistant Professor of Mathematics*. 1990. B.S. Xavier 1980; M.S., Ph.D. Notre Dame 1982, 1985.
- Jeffrey S. Lantis**, *Professor of Political Science*. 1994. B.A. Bethany 1988; M.A., Ph.D. Ohio State 1991, 1994.
- Elys L. Law**, *Reference and Instruction Librarian*. 2003. B.A., M.L.I.S. Wisconsin, Milwaukee 1988, 1991.
- Cody Leary**, *Assistant Professor of Physics*. 2011. B.S. Puget Sound 2003; M.S., Ph.D. Oregon 2004, 2010.
- Susan Y. Lehman**, *Clare Boothe Luce Associate Professor of Physics*. 2003. B.A. Goshen 1993; M.S., Ph.D. North Carolina, Chapel Hill 1996, 1999.
- Michele Leiby**, *Instructor in Political Science*. 2011. B.A. Moravian 2002; M.A. New Mexico 2004; Ph.D. New Mexico (expected).
- Richard M. Lehtinen**, *Associate Professor of Biology*. 2003. B.S. Winona 1995; M.S. Minnesota 1997; Ph.D. Michigan 2003.
- James A. Levin**, *James N. Wise Visiting Associate Professor of Theatre and Dance and Director of Arts Management and Entrepreneurship*. 2009. B.A. Michigan 1975; J.D. Case Western Reserve 1979.
- Karen T. Lewis**, *Assistant Professor of Physics*. 2010. B.S. Wisconsin-Madison 1999; Ph.D. Pennsylvania State 2005.
- Jeffrey Lindberg**, *Professor of Music*. 1986. B.S., M.S. Illinois, Urbana-Champaign 1976, 1978; Vienna Academy of Music.
- John Lindner**, *Moore Professor of Astronomy*. 1988. B.S. Vermont 1982; Ph.D. California Institute of Technology 1989.
- Dan Liu**, *Visiting Instructor in Chinese*. 2011. B.A. Yunnan 2005.
- Marilyn D. Loveless**, *Horace N. Mateer Professor of Biology*. 1987. B.A. Albion 1971; Ph.D. Kansas 1984.
- Sharon E. Lynn**, *Associate Professor of Biology*. 2004. B.S. South Carolina 1996; Ph.D. Washington 2002.
- John R. Lytle**, *Visiting Assistant Professor of French*. 2010. B.A. Wooster 1999; M.A., M.Phil. Yale 2002, 2004; Ph.D. Yale 2007.
- Marina Mangubi**, *Associate Professor of Art*. 2000. A.B. California, Berkeley 1988; M.F.A. Michigan 1993.
- Matthew Mariola**, *Visiting Assistant Professor of Environmental Studies*. 2009. B.A. Wooster 1998; M.S. Wisconsin 2004; Ph.D. Ohio State 2009.
- Terri Mason**, *Visiting Instructor in Education*. 2011. B.A. Oklahoma 1974; M.A. Central Oklahoma 1982.
- Setsuko Matsuzawa**, *Assistant Professor of Sociology*. 2008. B.A. Sophia 1987; M.A. Duke 1991; M.A. Georgetown Law Center 1994; Ph.D. California 2007.

- Lee A. McBride III**, *Assistant Professor of Philosophy*. 2006. B.A. St. Mary's, California 1997; M.A. Claremont 1999; Ph.D. Purdue 2006.
- David L. McConnell**, *Professor of Anthropology*. 1992. B.A. Earlham 1982; M.A., Ph.D. Stanford 1991.
- Brenda L. Meese**, *Associate Professor of Physical Education and Assistant Director of Physical Education, Athletics, and Recreation*. 1989. B.A. Wooster 1975; M.S. North Carolina, Greensboro 1981.
- Philip Mellizo**, *Assistant Professor of Economics*. 2010. B.A. Wyoming 2002; M.A. Massachusetts (Amherst) 1979; Massachusetts (Amherst).
- Bridget J. Milligan**, *Associate Professor of Art*. 2001. B.F.A. Miami, Ohio 1997; M.F.A. Indiana 2001.
- Sarah Zubair Mirza**, *Visiting Fellow*. 2011. B.A. William Paterson 2000; M.A., Ph.D. Michigan 2004, 2010.
- Amyaz A. Moledina**, *Associate Professor of Economics*. 2003. B.A. Macalester 1993; Ph.D. Minnesota 2002.
- Denise D. Monbarren**, *Special Collections Librarian*. 1985. B.A., M.L.S. Kent State 1982, 1983.
- Nicole J. Moore**, *Visiting Assistant Professor of Physics*. 2011. B.S. Harvey Mudd 2003; Ph.D. Rochester 2009.
- Steve L. Moore**, *Coaching Staff with Adjunct Teaching Duties in Physical Education*. 1987. A.B. Wittenberg 1974; M.S. Ohio 1976.
- Kara Morrow**, *Assistant Professor of Art and Art History*. 2010. B.F.A., Auburn 1993; M.A. Alabama 1998; Ph.D. Florida State 2007.
- William R. Morgan**, *Professor of Biology*. 1991. B.S. Cornell 1982; Ph.D. Yale 1988.
- Eric Moskowitz**, *Associate Professor of Political Science*. 1984. B.A. Earlham 1965; M.A., Ph.D. Indiana 1974, 1979.
- Peter C. Mowrey**, *Associate Professor of Music*. 1997. B.Mus., M.Mus. Georgia 1989, 1991; D.Mus. Indiana 1995.
- Beth Ann Muellner**, *Associate Professor of German*. 2004. B.A. Minnesota 1985; M.A. Maryland 1995; Ph.D. Minnesota 2003.
- Mazen Naous**, *Assistant Professor of English*. 2009. B.F.A. Boston Conservatory 1996; M.A. Massachusetts, Boston 2001; Ph.D. Massachusetts, Amherst 2007.
- Boubacar N'Diaye**, *Associate Professor of Black Studies and Political Science*. 1999. B.A., M. Public Admin. Sangamon State 1991, 1993; Ph.D. Northern Illinois 1998.
- John G. Neuhoff**, *Associate Professor of Psychology*. 2000. B.A. Baldwin Wallace 1991; M.A., Ph.D. Kent State 1994, 1996.
- Carolyn R. Newton**, *Provost and Professor of Biology*. 2010. B.S. Colorado State 1973; Ph.D. SUNY Buffalo 1979.
- Jimmy A. Noriega**, *Instructor in Theatre and Dance*. 2011. B.A. Missouri Southern 2005; M.A. Cornell 2009; Ph.D. Cornell (expected).
- Anne M. Nurse**, *Associate Professor of Sociology*. 1999. B.A. California, Berkeley 1990; M.A., Ph.D. California, Davis 1993, 1999.
- Cynthia L. Palmer**, *Associate Professor of Spanish*. 2000. B.S. Northern Arizona 1987; M.A., Ph.D. Arizona 1993, 2000.
- R. Drew Pasteur**, *Assistant Professor of Mathematics*. 2008. B.S., M.Ed. Florida 1996, 1997; M.S., Ph.D. North Carolina State 2004, 2008.
- Sheryl M. Petersen**, *Visiting Instructor in Biology*. 2011. B.A. Hiram 2000; M.S. Case Western Reserve 2006; Ph.D. Case Western Reserve (expected).
- Charles F. Peterson**, *Associate Professor of Black Studies*. 2000. B.A. Morehouse 1992; M.A., Ph.D. SUNY, Binghamton 1995, 2000.

- Timothy C. Pettorini**, *Coaching Staff with Adjunct Teaching Duties in Physical Education*. 1981. B.A., M.A. Bowling Green 1973, 1980.
- Pamela B. Pierce**, *Professor of Mathematical Sciences*. 1994. B.A. Amherst 1985; M.Ed. Massachusetts 1986; M.S., M.Phil., Ph.D. Syracuse 1988, 1992, 1994.
- Meagen A. Pollock**, *Assistant Professor of Geology*. 2008. B.S. Marshall 2001; Ph.D. Duke 2007.
- Peter C. Pozefsky**, *Professor of History*. 1994. A.B. Harvard 1984; M.A., Ph.D. UCLA 1986, 1993.
- Maria Teresa Micaela Prendergast**, *Associate Professor of English*. 1999. 2007. B.A. Yale 1977; M.A., Ph.D. Virginia 1983, 1990.
- Thomas A. Prendergast**, *Associate Professor of English*. 1997. B.A. Marquette 1981; M.A., Ph.D. Virginia 1984, 1992.
- Diana B. Presciutti**, *Assistant Professor of Art and Art History*. 2011. B.A. Dartmouth 1998; M.A. Syracuse 2003, Ph.D. Michigan 2008.
- John R. Ramsay**, *Professor of Mathematical Sciences*. 1987. B.A. Berea 1980; M.S., Ph.D. Wisconsin 1984, 1987.
- Jeremy Rapport**, *Visiting Assistant Professor of Religious Studies*. 2009. B.A., M.A. Kansas 1992, 2002; Indiana 2009.
- Evan P. Riley**, *Visiting Assistant Professor of Philosophy*. 2009. B.A. Louisville 1995; B.A. Oxford (U.K.) 1997; Ph.D. Pittsburgh 2008.
- J. Morgan Robison**, *Visiting Instructor in Spanish*. 2011. B.A., M.A. Ohio State 1986, 1990.
- Jeff Roche**, *Associate Professor of History*. 2001. B.A., M.A. Georgia State 1992, 1995; Ph.D. New Mexico 2000.
- John Rudisill**, *Associate Professor of Philosophy*. 2005. B.A. Coe 1991; Ph.D. Iowa 2001.
- Jake Rundall**, *Visiting Assistant Professor of Music*. 2011. B.A. Carleton 2002; M.M., Ph.D. Illinois 2004, 2010.
- William Albert Hayden Schilling**, *Robert Critchfield Professor of English History*. 1964. B.A. Southern Methodist 1958; M.A., Ph.D. Vanderbilt 1961, 1970.
- Elizabeth A. Schiltz**, *Associate Professor of Philosophy*. 2003. B.A. Ohio Wesleyan 1993; Ph.D. Duke 2000.
- Alison H. Schmidt**, *Associate Professor of Education and Associate Dean of Advising*. 1989. B.A. Wooster 1975; M.Ed. Ashland 1992; Kent State.
- Sarah J. Schmidtke**, *Assistant Professor of Chemistry*. 2006. B.S. Marquette 2000; Ph.D. Minnesota 2005.
- Michael L. Schmitz**, *Coaching Staff with Adjunct Teaching Duties in Physical Education*. 1995. B.S. Bowling Green 1974.
- Melissa M. Schultz**, *Assistant Professor of Chemistry*. 2006. B.S. Creighton, 1999; Ph.D. Oregon 2004.
- Dale E. Seeds**, *Professor of Theatre*. 1984. B.S. Bowling Green 1971; M.A., Ph.D. Kent State 1975, 1990.
- John W. Sell**, *James R. Wilson Professor of Business Economics*. 1981. B.S. Pennsylvania State 1973; M.A., Ph.D. UCLA 1975, 1981.
- Ibra Sene**, *Assistant Professor of History*. 2008. B.A., M.A., M.I.L.S. Université Cheikh Anta Diop (Dakar, Senegal), 1996, 1998, 1999; Ph.D. Michigan State 2008.
- Nicholas Shaw**, *Visiting Assistant Professor of Chemistry*. 2011. B.A. St Olaf 2002; Ph.D. Clemson 2010.
- Gregory K. Shaya**, *Associate Professor of History*. 2001. B.A., M.A., Ph.D. Michigan 1988, 1993, 2000.

- Josephine Shaya**, *Assistant Professor of Classical Studies*. 2001. B.A., M.A., Ph.D. Michigan 1988, 1994, 2001.
- Debra Shostak**, *Professor of English*. 1987. B.A. Carleton 1975; M.A., Ph.D. Wisconsin 1977, 1985.
- John Siewert**, *Associate Professor of Art*. 2000. B.A. Minnesota 1985; M.A., Ph.D. Michigan 1987, 1995.
- Laura K. Sirot**, *Assistant Professor of Biology*. 2010. B.S., M.A. Michigan 1992, 1993; M.S., Ph.D. Florida 1999, 2004.
- Mark J. Snider**, *Associate Professor of Chemistry*. 2001. B.A. Capital 1997; Ph.D. North Carolina, Chapel Hill 2001.
- Amy Jo Stavnezer**, *Associate Professor of Psychology*. 2002. B.S. Allegheny 1994; M.S., Ph.D. Connecticut 1998, 2000.
- Larry L. Stewart**, *Mildred Foss Thompson Professor of English Language and Literature and Professor of Education*. 1967. B.A. Simpson 1963; M.A., Ph.D. Case Western Reserve 1964, 1971.
- Stephanie S. Strand**, *Assistant Professor of Biology*. 2008. B.S. Nevada 1995; Ph.D. Washington, St. Louis 2004.
- Wendy Teo**, *Merton M. Sealts, Jr. Visiting Instructor in Classical Studies*. 2010. B.A. Reed 2000; Ph.D. Brown (expected).
- Claudia Thompson**, *Associate Professor of Psychology*. 1982. B.A. Delaware 1975; Ph.D. Brown 1981.
- Garrett Thomson**, *Elias Compton Professor of Philosophy*. 1994. B.A. Newcastle on Tyne 1978; Ph.D. Oxford 1984.
- Thomas F. Tierney**, *Associate Professor of Sociology*. 1999. B.A. Moravian 1979; Ph.D. Massachusetts 1990.
- Kimberly Tritt**, *Professor of Theatre*. 1983. B.F.A., M.A. Ohio 1975, 1983.
- Diane Ringer Uber**, *Professor of Spanish*. 1989. B.A. Wooster 1974; M.A. Pennsylvania State 1977; Ph.D. Wisconsin 1981.
- Bas van Doorn**, *Assistant Professor of Political Science*. 2007. B.S. Michigan 1992; M.A. Amsterdam (The Netherlands) 2000; Ph.D. Minnesota 2008.
- Lisa L. Verdon**, *Assistant Professor of Economics*. 2009. B.S. Lake Superior State 1998; M.A. North Carolina, Greensboro 2004; Ph.D. Florida State 2009.
- Sophia Visa**, *Assistant Professor of Computer Science*. 2008. B.S. Sibiu (Romania) 1998; M.S., Ph.D. Cincinnati 2002, 2007.
- Rujie Wang**, *Professor of Chinese*. 1995. B.A. Wabash 1983; M.A., Ph.D. Rutgers 1986, 1993.
- James M. Warner**, *Associate Professor of Economics*. 1999. B.A. Bates 1983; M.A. California, Riverside 1985; M.A. New Hampshire 1992; Ph.D. Utah 1996.
- Mark R. Weaver**, *Professor of Political Science*. 1978. B.A. Ohio 1970; M.A., Ph.D. Massachusetts 1973, 1979.
- Megan Wereley**, *Associate Professor of Education*. 2002. B.A. Wooster 1994; M.A., Ed.D. Teachers College, Columbia 1996, 2005.
- James D. West**, *Assistant Professor of Biochemistry and Microbiology*. 2008. B.S. Campbell 1999; Ph.D. Vanderbilt 2005.
- Margaret L. Wick**, *Visiting Assistant Professor of Communication*. 2001. 2007. 2010. B.S., M.A., Ph.D. Southern Illinois 1971, 1974, 1978.

- Gregory C. Wiles**, *Associate Professor of Geology*. 1998. B.S. Beloit 1984; M.S. SUNY, Binghamton 1987; Ph.D. SUNY, Buffalo 1992.
- Craig Willse**, *Visiting Assistant Professor of Sociology*. 2011. B.A. New College of Florida 1997; M.A. Queens 2005; Ph.D. City University of New York 2010.
- Mark A. Wilson**, *Lewis M. and Marian Senter Nixon Professor of Natural Sciences and Geology*. 1981. B.A. Wooster 1978; Ph.D. California, Berkeley 1982.
- Leslie E. Wingard**, *Assistant Professor of English*. 2008. B.A. Spelman 1999; M.A., Ph.D. UCLA 2002, 2006.
- Thomas G. Wood**, *Professor of Music*. 1991. B.M., M.M. Cincinnati 1980, 1985; D.M.A. Wisconsin 1992.
- Robert L. Woodward, Jr.**, *Walter D. Foss Visiting Assistant Professor of Chemistry*. 2010. B.A., B.S., Ph.D. Ohio State 2006, 2010.
- Josephine R. B. Wright**, *Professor of Music and Josephine Lincoln Morris Professor of Black Studies*. 1981. B.M. Missouri 1963; M.M. Pius XII Academy (Italy) 1964; M.A. Missouri 1967; Ph.D. New York 1975.
- Lisa Wong Yozviak**, *Assistant Professor of Music*. 2009. B.S. West Chester 1991; M.Mus. D.M. Indiana 1997, 2010.
- Jingjing Yang**, *Visiting Assistant Professor of Economics*. 2011. B.A. Xiamen University (China) 2001; M.A. Fudan University (China) 2004; Ph.D. Michigan State 2010.
- Walter Zurko**, *Professor of Art*. 1981. B.A. Wisconsin 1977; M.F.A. Southern Illinois, Edwardsville 1980.

Adjunct Teaching Staff

- Jerri Lynn Baxstrom**, *French*. 2010. B.A., M.Ed. Ashland 1974, 1992.
- Katie E. Boes**, *Biology*. 2010. B.S. Bucknell 2002; Ph.D. Michigan State 2008.
- Carol M. Bucher**, *Education*. 1998. B.A. Ashland 1967; M.A. Connecticut 1985.
- April Contway**, *FYS*. 2010. B.A. Wooster 1999; M.A. Kent State 2010.
- Jay Gates**, *Pocock Family Distinguished Visiting Scholar*. 2011. B.A. Wooster 1968; M.A. Rochester 1970; Ph.D. Illinois 2008.
- Charlene A. Gross**, *Theatre and Dance*. 2007. B.A. Ashland 1997; M.F.A. New York 2000.
- Manon Grugel-Watson**, *Physics*. 2009. B.A. Wooster 1999; M.S. Case Western Reserve University 2001.
- Mary Kilpatrick**, *Chemistry*. 1995. B.A. Wooster 1964.
- Denise Rotavera-Krain**, *FYS, Music*. 2004. B.A. Binghamton University 1994; M.A. Temple University 1997.
- Tommy D. Love**, *Physical Education*. 1982. M.Ed. Cincinnati 1979.
- Carol A. Mapes**, *Economics*. 2005. B.S. Ashland 1986.
- Steven McCallum**, *Art and Art History*. 2011. B.F.A., M.F.A. Kent State 1973, 1976.
- Mary Mullen**, *English*. 2011. B.A. Notre Dame 2004; M.A., Ph.D. Wisconsin-Madison 2005, 2010.
- Emily A. Sullivan**, *Art and Art History*. 2010. M.F.A. Kent State 2010.

Faculty Members on Leave 2011-2012

Biology

Marilyn Loveless
Stephanie Strand (fall semester)

Biochemistry and Molecular Biology

James West (fall semester)

Chemistry

Judy Amburgey-Peters

Classical Studies

Josephine Shaya

Computer Science

Sofia Visa (fall semester)

English

Jennifer Hayward
Thomas Prendergast
Debra Shostak

French

Harry Gamble

Geology

Meagen Pollock (fall semester)

History

Gregory Shaya (spring semester)

Music

Peter Mowrey

Physics

Susan Lehman

Psychology

Susan Clayton (spring semester)

Political Science

Kent Kille (fall semester)
Mark Weaver (spring semester)

Sociology/Anthropology

Christa Craven
David McConnell
Anne Nurse (spring semester)

Spanish

John Gabriele (fall semester)
Cynthia Palmer (spring semester)

COMMITTEES OF THE FACULTY 2011-2012

The President is a member of all faculty committees except the Committee on Conference with Trustees and the Committee on Teaching Staff and Tenure.

ELECTED COMMITTEES

Teaching Staff and Tenure: Provost, Daniel Bourne (3), Beth Ann Muellner (3), Shirley Huston-Findley (2), Alison Schmidt (2), Elizabeth Schiltz (1), Mark Snider (1)

Faculty Grievance: Mareike Herrmann (3), Madonna Hettinger (3), Charles Kammer (3), Denise Bostdorff (1), Mark Graham (1)

Educational Policy: Dean for Curriculum and Academic Engagement, Provost, Travis Foster (3), Walter Zurko (3), Jennifer Bowen (2), Matthew Broda (2), Katherine Holt (1), Gregory Wiles (1)

Conference with Trustees: Paul Bonvallet (3), Angela Bos (3), Shannon King (3), Mark Wilson (2), Dean Fraga (1), Amy Jo Stavnezer (1)

Financial Advisory: Provost, Vice President for Development, Vice President for Finance and Business, Dean of Students, Mark Christel (3), Erik Moskowitz (3), Melissa Schultz (3), Jennifer Graber (2), Susan Lehman (2), James Warner (1)

Committee on Committees: Dean for Faculty Development, Yuri Corrigan (2), Shelley Judge (2), Matthew Krain (1), Sarah Schmidtko (1)

APPOINTED COMMITTEES

Academic Standards: Dean for Curriculum and Academic Engagement, Dean of Students, Associate Dean of Students, Registrar, Vice President for Enrollment and College Relations, Denise Byrnes, Lisa Crothers, Drew Pasteur, Leslie Wingard

Alumni Board: Peter Pozefsky, John Siewert

Assessment: Carrie deLapp-Culver, Michelle Johnson, Laura Sirot

Campus Council: Provost, Vice President for Finance and Business, Dean of Students, Julia Gustafson, Lisa Verdon, Megan Wereley

Campus Sustainability: Richard Lehtinen, Karen Lewis, Matthew Mariola

Henry J. Copeland Fund for Independent Study: Sibrina Collins, Sharon Lynn, Setsuko Matsuzawa, Boubacar N'Diaye, Dale Seeds

Cultural Events: Monica Florence, Rujie Wang, Lisa Yozviak

GLCA: Madonna Hettinger, Bas van Doorn

Honorary Degrees: Amber Garcia, Jeffrey Lantis, Bridget Milligan, Denise Monbarren

Judicial Board: Brian Cope, Joan Friedman, Raymond Gunn, Charles Kammer, Brenda Meese, Robert Woodward

Library, Information Resources, and Technology: Provost, Dean for Faculty Development, Chief Information Technology Officer, Director of Instructional Technology, Director of User Services, Director of the Libraries, Joan Furey, Mark Gooch, Ibra Sene

Publications: Jacob Koehler, Claudia Thompson

Research and Study Leaves: Provost, Dean for Faculty Development, Marina Mangubi, John Neuhoff, Charles Peterson

APPOINTMENTS TO GREAT LAKES COLLEGES ASSOCIATION COMMITTEES AND COUNCILS

Academic Council: Madonna Hettinger, Bas van Doorn

Committee for Institutional Commitment to Educational Equity (ICEE): Susan Lee, Amyaz Moledina

Women's Studies Committee: Nancy Grace

ACM/GLCA Chinese Studies: Rujie Wang

ACM/GLCA Newberry Library Program: Maria Teresa Prendergast

GLCA New York Arts Program: Marina Mangubi

ACM/GLCA Oak Ridge Science Semester (Natural): Melissa Schultz

GLCA Philadelphia Center: James Burnell

GLCA Borders Program: Pamela Frese

COMMITTEES APPOINTED BY THE DEANS

Appointed by the Dean for Faculty Development

Faculty Research and Development Committee: Dean for Faculty Development, John Lindner, Maria Teresa Prendergast, John Sell

Appointed by the Dean for Curriculum and Academic Engagement

Educational Planning and Advising Steering Committee: Alison Schmidt, Anne Gates, Lisa Kastor, Cathy McConnell, Pamela Rose

Graduate Scholarships and Fellowships Committee:

Davies-Jackson Scholarship: Denise Bostdorff

Fulbright-Hays Scholarship: John Siewert

Barry M. Goldwater Scholarship: Sarah Schmidtke

Kendall-Rives Latin America Research Scholarship: Pamela Frese

Luce Scholars Program: Thomas Wood

James Madison Fellowship: Shannon King

British Marshall Scholarship: Madonna Hettinger

Earl F. Morris Memorial Scholarship: John Rudisill

National Science Foundation Graduate Research Fellowship: Sarah Schmidtke

Rhodes Scholarship: Madonna Hettinger

Truman Scholarship: Bas van Doorn

Morris K. Udall Scholarship: Matthew Mariola

Off-Campus Study Advisory Committee: Director of Off-Campus Studies,
Dean for Curriculum and Academic Engagement, Mareike Herrmann,
Madonna Hettinger, Jeffrey Lantis, Melissa Schultz

**COMMITTEES APPOINTED BY THE COMMITTEE ON
TEACHING STAFF AND TENURE**

Interdepartmental Curriculum Committees:

Archaeology: *P. Nick Kardulias*, J. Heath Anderson, Josephine Shaya, Gregory Wiles

Biochemistry and Molecular Biology: *William Morgan*, Paul Edmiston, Dean Fraga,
Mark Snider, Stephanie Strand, James West

Chemical Physics: Paul Edmiston, John Lindner

Comparative Literature: *Mary Addis*, Yuri Corrigan, Carolyn Durham, Monica
Florence, Beth Ann Muellner, Mazen Naous, Rujie Wang

East Asian Studies: *Mark Graham*, David Gedalecia, Setsuko Matsuzawa, Rujie
Wang

Environmental Studies: *Richard Lehtinen*, Charles Kammer, Matthew Mariola,
Melissa Schultz

Film Studies: *Mareike Herrmann*, Brian Cope, Carolyn Durham, Dale Seeds, John
Siewert

International Relations: *James Warner*, Katherine Holt, Kent Kille, Matthew Krain,
Jeffrey Lantis, Amyaz Moledina, Peter Pozefsky, Ibra Sene, Gregory Shaya

Latin American Studies: *Katherine Holt*, Cynthia Palmer

Neuroscience: *Amy Jo Stavnezer*, Dean Fraga, Gary Gillund, Sharon Lynn

South Asian Studies: *Mark Graham*, Lisa Crothers, Shirley Huston-Findley,
Elizabeth Schiltz

Urban Studies: *James Burnell*, Heather Fitz Gibbon, Eric Moskowitz

Women's, Gender, and Sexuality Studies: *Nancy Grace*, Travis Foster, Amber
Garcia, Raymond Gunn, Katherine Holt

WOMEN'S ADVISORY BOARD

The Women's Advisory Board of The College of Wooster was established in 1892. The Board serves to provide financial support for eligible women and to encourage interaction with international students. The primary goals of the Board are to continually fund and administer scholarships as well as to promote interest in The College of Wooster among alumni and the local community.

Officers

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Karin Wiest, *Recording Secretary*
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Marie Cross	Laura Neill
Cheryl Gooch	Cheryl Shapiro
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Associate Members

Mary Jane Beem, <i>Wooster</i>	Elizabeth Van Cleef Lauber, <i>Dover</i>
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Mim Blair, <i>Medina</i>	Joanne McAnlis, <i>Fishers, IN</i>
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Nancy Winder Carpenter, <i>Cleveland</i>	Carol Stromberg Pancoast, <i>Bay Village</i>
Peg Reed Clay, <i>Canal Fulton</i>	Ruth Mast Steimel, <i>Millersburg</i>
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Virginia Estrop, <i>Springfield</i>	Bonnie Trubee, <i>Millersburg</i>
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Ellen Bergantz Hunter, <i>Medina</i>	Helen Agricola Wright, <i>Coshocton</i>
Nova Brown Kordalski, <i>Brecksville</i>	

Honorary Members

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Gerri Rice Burden, <i>Wooster</i>	Gayle Tinlin Noble, <i>Wooster</i>
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Marge Neiswander Hoge, <i>Wooster</i>	Janet Welty, <i>Wooster</i>
Elizabeth Hooker, <i>Wooster</i>	Buzz Williams, <i>San Antonio, TX</i>
Gennie Johnston, <i>Wooster</i>	Kathy Zink, <i>Wooster</i>

THE CALENDAR

2011-2012

SEMESTER I

August	25 - 28	Thurs.-Sun.	— New Student Orientation
	27 - 28	Sat.-Sun.	— Upperclass students arrive
	29	Mon.	— Classes begin at 8:00 a.m.
	30	Tues.	— 142nd Convocation at 11:05 a.m.
September	23 - 25	Fri.- Sun.	— Family Weekend
September	30 - Oct. 2	Fri.- Sun.	— Homecoming Weekend
October	14	Fri.	— Fall break begins at 4:00 p.m.*
	19	Wed.	— Classes resume at 8:00 a.m.
November	22	Tues.	— Thanksgiving recess begins at 4:00 p.m.*
	28	Mon.	— Classes resume at 8:00 a.m.
December	9	Fri.	— Classes end at 4:00 p.m.
	10 - 11	Sat.-Mon.	— Reading Days
	12 - 15	Mon.- Thurs.	— Examinations*

SEMESTER II

January	16	Mon.	— Classes begin at 8:00 a.m.
March	9	Fri.	— Spring break begins at 4:00 p.m.*
	26	Mon.	— Classes resume at 8:00 a.m.
	26	Mon.	— Senior Independent Study Thesis due at 5:00 p.m.
April	27	Fri.	— Senior Research Symposium
May	4	Fri.	— Classes end at 4:00 p.m.
	5 - 6	Sat.-Sun.	— Reading Days
	7 - 10	Mon.-Thurs.	— Examinations*
	13	Sun.	— Baccalaureate
	14	Mon.	— Commencement

SUMMER SESSION

May	21	Mon.	— Classes begin at 8:00 a.m.
June	29	Fri.	— Classes end at 4:00 p.m.

*Classes/examinations must be held at scheduled times. Plan travel arrangements accordingly.

THREE-YEAR CALENDAR

	2012-2013	2013-2014	2014-2015
SEMESTER I			
Fall Classes Begin 8:00 a.m.	— 8/27 (Mon)	8/26 (Mon)	8/20 (Wed)
Fall Break Begins 4:00 p.m.*	— 10/12 (Fri)	10/4 (Fri)	10/3 (Fri)
Classes Resume 8:00 a.m.	— 10/17 (Wed)	10/9 (Wed)	10/13 (Mon)
Thanksgiving Recess Begins 4:00 p.m.*	— 11/20 (Tues)	11/26 (Tues)	11/25 (Tues)
Classes Resume 8:00 a.m.	— 11/26 (Mon)	12/2 (Mon)	12/1 (Mon)
Fall Classes End 4:00 p.m.	— 12/7 (Fri)	12/6 (Fri)	12/5 (Fri)
Fall Reading Days Begin	— 12/8 (Sat)	12/7 (Sat)	12/6 (Sat)
Fall Reading Days End	— 12/9 (Sun)	12/8 (Sun)	12/7 (Sun)
Examination Days Begin*	— 12/10 (Mon)	12/9 (Mon)	12/8 (Mon)
Examination Days End	— 12/13 (Thurs)	12/12 (Thurs)	12/11 (Thurs)
Winter Break	4 weeks	4 weeks	4 weeks
SEMESTER II			
Spring Classes Begin 8:00 a.m.	— 1/14 (Mon)	1/13 (Mon)	1/12 (Mon)
Spring Break Begins 4:00 p.m.*	— 3/8 (Fri)	3/7 (Fri)	3/6 (Fri)
Classes Resume 8:00 a.m.	— 3/25 (Mon)	3/24 (Mon)	3/23 (Mon)
Senior I.S. Due 5:00 p.m.	— 3/25 (Mon)	3/24 (Mon)	3/23 (Mon)
Spring Classes End 4:00 p.m.	— 5/3 (Fri)	5/2 (Fri)	5/1 (Fri)
Spring Reading Days Begin	— 5/4 (Sat)	5/3 (Sat)	5/2 (Sat)
Spring Reading Days End	— 5/5 (Sun)	5/4 (Sun)	5/3 (Sun)
Examination Days Begin*	— 5/6 (Mon)	5/5 (Mon)	5/4 (Mon)
Examination Days End	— 5/9 (Thurs)	5/8 (Thurs)	5/7 (Thurs)
Baccalaureate	— 5/12 (Sun)	5/11 (Sun)	5/10 (Sun)
Commencement	— 5/13 (Mon)	5/12 (Mon)	5/11 (Mon)
Summer Session Begins	— 5/20 (Mon)	5/19 (Mon)	5/18 (Mon)
Summer Session Ends	— 6/28 (Fri)	6/27 (Fri)	6/26 (Fri)

*Classes/examinations must be held at scheduled times. Plan travel arrangements accordingly.

TRAVEL DIRECTIONS

BY CAR:

From Canton:

- Rte 30 W for 30 miles into Wooster
- Exit onto Madison Ave.
- Turn right off exit and proceed into Wooster on Bever St. (Campus is on the right)

From Akron:

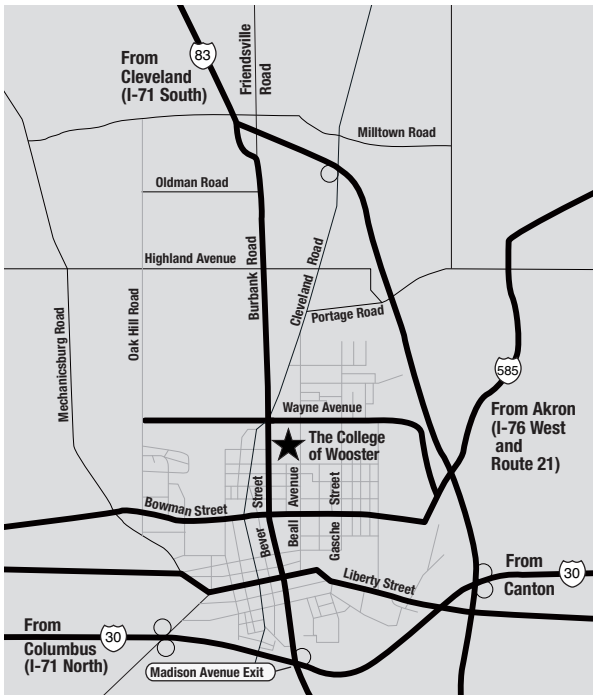
- I-76 W to Rte 21 S
- Rte 21 S to Rte 585
- Rte 585 W for 21 miles into Wooster to Wayne Ave.
- Right on Wayne Ave. to stop sign at Bever St.
- Left on Bever St. (Campus is on the left)

From Cleveland:

- I-71 S to Rte 83 (Wooster Exit)
- South on Rte 83 for 14 miles to Wooster
- Once you enter Wooster, turn right at Friendsville Road
- Go through 4 stoplights until Burbank becomes Bever St. (Campus is on the left)

From Columbus:

- I-71 N to Rte 30 E
- Rte 30 E for 28 miles into Wooster
- Exit onto Madison Ave.
- Turn right off exit and proceed into Wooster on Bever St. (Campus is on the right)



BY AIR:

Wooster is served by Cleveland Hopkins International Airport and Akron-Canton Airport. A shuttle service is available from the College for service to and from the airport.



The Wooster Campus

- 1 Andrews Library
- 2 Ebert Art Center
- 3 Gault Library for Independent Study
- 4 Galpin Hall
- 5 Gault Admissions Center
- 6 Gault Alumni Center
- 7 Gault Library for Independent Study
- 8 Grounds Crew Garages
- 9 Human Resources
- 10 Kauke Hall
- 11 Lilly House
- 12 Longbrake Student Wellness Center
- 13 Lowry Student Center
- 14 Mater Hall
- 15 McGaw Chapel
- 16 Burton D. Morgan Hall
- 17 Olderman House
- 18 Overholt House
- 19 Pearl House
- 20 President's Home
- 21 Rubbermaid Student Development Center
- 22 Culbertson/Slater Complex
- 23 Scheide Music Center
- 24 Soot Center
- 25 Scovel Hall
- 26 Service Center
- 27 Severance Hall
- 28 Taylor Hall
- 29 Timken Library
- 30 Westinghouse Power Plant
- 31 Westminster Church House
- 32 Wishart Hall
- 33 The Wooster Inn
- 34 Arrington Physical Education Center
- 35 L.C. Boles Golf Course
- 36 Cindy Barr Field
- 37 Carl W. Dale Soccer Field
- 38 D.J. Hard Tennis Courts
- 39 Murray Baseball Field
- 40 Papp Stadium
- 41 Softball Diamond
- 42 Timken Gymnasium
- 43 Andrews Hall
- 44 Arrington Hall
- 45 Babcock Hall
- 46 Bissman Hall
- 47 Bornhuetter Hall
- 48 Compton Hall
- 49 Douglass Hall
- 50 Gault Manor
- 51 Holden Hall
- 52 Kenarden Lodge
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- 54 Luce Residence Hall
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- 56 Wagner Hall

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