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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.”
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 first decade of this century; 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 black student, Clarence Allen, entered the College in the 1880s, and the promise of the early vision still inspires the College. Today approximately 6 percent of Wooster’s student body is black, and the College is proud of its black graduates, many of whom have entered the fields of medicine, law, business, the ministry, education, government, and the social services. 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 black 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 8 percent of the student body is international in origin, representing more than 35 different countries. Majors in Cultural Area Studies and International Relations, instruction in 7 foreign languages, 50 overseas programs, and the popularity of Babcock International House, all attest to a global awareness which is a vital part of the educational fabric of the College.

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 Volunteer Network, an umbrella organization composed of 25-30 student groups engaged in projects ranging from recycling to raising money for local and national hunger programs, from serving the elderly and disabled to working on race relations and women’s issues. 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 third 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 sex 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 a member of the North Central Association. 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.

In a material way, the College has grown through the generosity of its friends. As of June 30, 2004, the assets of the College were valued at $359 million. Investment in buildings and grounds at the time amounted to approximately $99 million. The Endowment Funds at current market value, including trustee-designated funds and life income funds, amounted to $205 million.
ABOUT THE COLLEGE

The College of Wooster draws together approximately 1,700 students and 150 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 explo-
ration 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. A copy of the official document may be obtained by writing to the Secretary of the College.

INDEPENDENT STUDY

The College of Wooster is nationally recognized for its program of Independent Study, and for more than fifty years the College has required that every graduate complete a significant Independent Study project. 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 the culmination 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. Students work closely with their advisers through regularly scheduled conferences or seminars designed to assist, encourage, and challenge the participants and to afford both students and advisers an opportunity to share the excitement of discovery and expression in fields of mutual interest. Learning is approached as an exploration shared by student and adviser alike, neither having all the answers, but each enjoying immensely the opportunity to 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 *I.S. Guide* for each major gives more specific details. Students should request a current copy of the *I.S. Guide* 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 investigatory 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 Archaeology/Chemistry, “Residue Analysis of Ceramics From Late Byzantine and Mediaeval Contexts at Pella, Jordan”
- in Art, “Bounce, Ball Bounce!”
- in Biology, “The Effect of Neurotrophin-3 on Noise-Induced Sensorineural Hearing Loss and the Colourless Mutant in Zebrafish”
- in Classical Studies, “Diet and Cultural Identity on the Northern Frontier of Roman Britain”
- in Computer Science, “Artificial Life: Microanalytic Simulation of Evolution in a Virtual Environment”
- in Economics, “The Economics of Conflict: Is Trade a Direct Route to Peace?”
- in English, “Monsoon Memory: Tales From a Distant Home”
- in French, “Le Role D’Une Langue Etrangere Au College En Plein Centre-Ville Aux Etats-Unis”
- in Geology, “Geophysical Study of Northern Cyclone Canyon Graben in Canyonlands National Park, Utah: Sediment Depth and Implications for a Cross-Sectional Model”
- in German, “Die Theorie und Praxis der wirtschaftlichen und politischen Entwicklung und Integration im Rahmen der Europaischen...”
Wirtschaftsgemeinschaft: Die Rolle von Deutschland und die anderen hochen-
twickelten Mitgliedstaaten in der Vorbereitung auf den Weg zur Entwicklung
und Integration der weniger entwickelten Mitgliedstaaten der Gemeinschaft

— in History, “History Hides the Lies of Our Civil War: The Forgotten Battle of
Pickett’s Mill”

— in International Relations, “After the Battle: World Trade Organization Labor
Policies in the Post-Seattle Era”

Good to Know Group Theory”

— in Music, “Analogous Mechanisms of Organic Unity in Structure in Brahms and
Stravinsky”

— in Philosophy, “Acting Locally, Thinking Globally: A Critical Investigation of
Cosmopolitanism Versus Nationalism in Culture Related Instances”

— in Physics, “Self-erasing Perturbations of the Abelian Sandpile Automata”

— in Political Science, “Revolution, Reform, or Resistance? Secular States Face
Religious Nationalism”

— in Psychology, “Echolocation Training: Does It Work When We Leave the Lab?”

— in Religious Studies, “Dreamtime: A Look into Australia’s Aboriginal Religion”

— in Sociology, “The Bible or Beer? A Look at Amish Rumspringa and Baptism”

— in Spanish/Computer Science, “The Development of SpanTran”

Theatre”

A full list of Independent Study titles for the current year is available on the Web
at http://academics.wooster.edu/is/. 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 owner-
ship 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:

1. First-Year Seminar in Critical Inquiry (IDPT 101), a writing-intensive course required of all entering students;
2. The College Writing Tutorial (IDPT 110), small group instruction to address problems in basic writing and required of some first-year students based on College assessment procedures;
3. 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;
4. Independent Study, a junior and senior year capstone experience requiring significant writing from students within their majors.

For further information, contact William Macauley, Director of the Writing Program.
THE PROGRAM IN INTERDISCIPLINARY STUDIES
One of the most effective ways in which students can learn to “make connections” among the different elements of their academic program is through interdisciplinary work. Such work gives students a window on the extent to which different disciplines cross-fertilize each other, incorporating materials, methods, and perspectives from each other.

Wooster has a long and proud tradition of courses and programs that are interdepartmental, interdisciplinary, and collaborative in nature. Each year the Program in Interdisciplinary Studies will aim to offer six to eight 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 Office of the Dean of the Faculty.

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 150 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.

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 course selection and construction of their 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.

Starting in Fall 2005, the College will have a Center for Advising to supplement faculty advising of first-years.

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 more than 500 library users, with more than 300 carrels for seniors engaged in Independent Study. Most carrels are wired into the campus computing network. Six 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, and the Gregg D. Wolfe Memorial Library of the Theatre. 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.

The resources are arranged primarily by the Library of Congress Classification System. With the exception of special collections, reference materials, and periodicals, everything circulates. Recorded materials are located in the Instructional Media Center.

Principal library functions are automated. 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 academic libraries throughout the state. Wooster faculty and students may order any of some 24 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 5,000 scholarly journals in electronic form, 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 worldwide access to electronic library resources.

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.

The libraries also include classrooms, computer labs, and the Instructional Media Center, operated jointly with the Department of Instructional Technology, which houses the libraries’ collection of recorded materials, listening and viewing stations, and media production facilities.

COMPUTING AND INFORMATION TECHNOLOGIES

The Office of Information Technology is located on the fourth floor of Burton D. Morgan Hall. This department provides technology services to students, faculty, and staff for research, study, work, and recreation. Six public computing facilities and 21 computer-enhanced classrooms assist users in gaining access to technology resources. File servers provide access to personal file space and personal web pages.

The ScotZone, Wooster’s wireless network began installation in 2005. All academic buildings offer authenticated wireless to students, faculty and staff. Implementation information and directions on use of the wireless network are available through the technology web site under “Wireless Initiative”.

The digital network gives access to file, print, and mail service in all of the buildings and residence halls on campus. Every student room in residence halls includes a connection to the network and cable TV access.

Public labs are available with the WiredScot open twenty-four hours a day, seven days a week and the Taylor Hall labs available for most hours each day during the academic year. The Library Computer Consultants are available during most of the hours the Libraries are open as well. The Office of Information Technology offers a variety of support services for novice and experienced users. A help desk in Taylor Hall, consultants in the Libraries and at the Instructional Media Technical Desk are all available to assist users with technology issues and resources.

All students are granted email addresses used for communication with groups on campus. While public computing facilities are available, if a student wishes to bring a computer to campus, the College has made arrangements with two computer manufacturers to sell personal computers at discounted prices. These manufacturers are Dell and Apple for the 2005-2006 academic year. Policies concerning computer and network use are available in *The Scot’s Key* and on the Technology page of the web site.

DEPARTMENTS, PROGRAMS, AND COURSES OF INSTRUCTION

COURSE NUMBERING

The following policy has been used in assigning numbers to courses:

1. 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.

2. 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.
3. 300-level courses are seminars and courses primarily for majors but open to other students with the consent of the instructor.

4. The following numbers are for Independent Study: I.S. 401 (Junior Independent Study), I.S. Thesis 451 and I.S. Thesis 452 (Senior Independent Study). The number 401 is reserved for the first Independent Study course. Any additional one-semester projects will be numbered sequentially beyond 401 (with a maximum of three in addition to I.S. Thesis 451 and 452).

Successfully completed, each course earns one course credit toward graduation except where otherwise indicated. A course equates to 4 semester hours of credit or 6 quarter hours of credit.

In addition to the regular course offerings, many departments offer individual tutorials under the number 400 and, on occasion, will offer a course on a special topic as approved by the Educational Policy Committee, designated 199, 299, or 399.

**SCHEDULING OF CLASSES**

The normal times at which courses are offered are:

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<th>Monday/Wednesday/Friday</th>
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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 of the Faculty.
SUMMER SESSION

Each year the College offers a Summer Session taught by Wooster faculty members for interested students. In 2006, the academic calendar for Summer Session is from May 22 to June 30. Offerings typically include six to eight courses from departments and programs across the College, many of which count toward general education requirements. In some cases, students may arrange for additional courses such as tutorials, internships, off-campus programs, or Independent Study.

Course offerings each year are listed in the Summer Session brochure. For further information regarding courses, fees, and registration, contact the Office of the Dean of the Faculty.

COURSE DESCRIPTIONS AND GENERAL EDUCATION REQUIREMENTS

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†: not all sections are W — see Course Schedule)
C Studies in Cultural Difference
R Religious Perspectives
Q Quantitative Reasoning
* Learning Across the Disciplines: Arts and Humanities
# Learning Across the Disciplines: History and Social Sciences
+ Learning Across the Disciplines: Mathematical and Natural Sciences

Except where otherwise noted, all courses carry one (1.000) credit.

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.

101. 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.
Each year approximately 35 sections of First-Year Seminar are offered by faculty from departments and programs across the College. For information on the First-Year Seminar Program, contact the Office of the Dean of the Faculty. Titles and descriptions of sections for 2005-2006 can be viewed online at http://academics.wooster.edu/fys.

THE COLLEGE WRITING TUTORIAL
In conjunction with the Program in Writing (see The Academic Program), the College Writing Tutorial 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.

110. COLLEGE WRITING TUTORIAL  The tutorial 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 meet twice weekly in small groups of five to six students and will have a weekly one-to-one tutorial with the course instructor. 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 Tutorial should enroll in their first year, and completion of the Tutorial is a prerequisite for enrollment in the sophomore-level “W” course. Other students may register for the Tutorial if space permits or upon the recommendation of their academic adviser. The College Writing Tutorial may not be taken S/NC. Annually. Spring.

Tutorials have a maximum of six students and are staffed by the Department of English with the support of Writing Tutors from the Writing Center. While the goals of the Tutorial are shared by all sections, the content and materials of each Tutorial are determined by the instructor. Students are placed in the Tutorial based on a series of testing instruments including standardized test scores, timed essay tests, and portfolio review; a student can also be placed in the course on the recommendation of his/her faculty adviser and the Director of Writing.

For information on the College Writing Tutorial, contact William Macauley, Director of the Writing Program.

THE PROGRAM IN INTERDISCIPLINARY STUDIES
The following courses to be offered through the Program in Interdisciplinary Studies (see The Academic Program) have no prerequisites.

200-01. 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. Spring 2005-2006. [*]

200-02. PERSPECTIVES ON GENDER: GENDER, DEVELOPMENT, AND CULTURAL CHANGE  This course explores the relationship between gender, the development process, and cultural change from anthropological and economic perspectives. The approaches used by anthropologists and economists to understand the process of development and change will be explored and critiqued from a feminist perspective, with the goal of providing a more complete understanding of the link between gender and culture in the developing world. (See also Women’s Studies 200) Not offered 2005-2006. [#]

200-03. MARXISM AND ANTI-COLONIAL STRUGGLE  This course offers a critical analysis of economic development from the perspectives of race, class, and gender. Students will examine the foundational works of Karl Marx and contrast the “philosophical humanism” of his early works with his later “economic” writings. The course will also explore the ways in which Marx’s work has been used by political figures and
social movements in the post-colonial world. Required readings will include works by Fidel Castro, Angela Davis, W.E.B. Du Bois, Che Guevara, Hosea Hudson, Frantz Fanon, V.I. Lenin, and Mao Tse Tung. Not offered 2005-2006. [#]

**200-04. THE MAKING OF FRANCOPHONE AFRICA**  
Through film, novels, and poetry, this course will trace the evolution of the French colonial presence from Senegal to the Cameroon, especially during the years 1885-1960, and examine the repercussions of colonial rule in the post-independence years. Not offered 2005-2006. [C, *, #]

**200-05. MODERNISM AND IDENTITY IN GERMAN LITERATURE AND ART**  
Constructed around a series of focused case studies, this course examines selected moments in modern visual art and literature in the German-speaking world from 19th century romanticism to late 20th century neo-expressionism. A consistent theme is literature and art as expressive and shaping forces in the development of national and individual identity as modern Germany and Austria develop geographically, politically, and culturally. A prior course in modern European history, literature, or art is recommended but not required. Not offered 2005-2006. [C, *]

**200-06. SCIENCE, GENDER, AND THE ENVIRONMENT**  
This course explores the relationship between science, environmental degradation, resource depletion, and gender. Specific case studies will be examined with grounding in laboratory exercises (diamond trade, water pollution, climate change). Through the examination of the scientific knowledge, an understanding of the scientific method will be developed and critiqued with a feminist perspective. We will also explore ‘ecofeminism,’ a model that links the historical understanding and treatment of women with that of nature. An interdisciplinary perspective will allow us to see more clearly the effects and possibilities of science and technology, their impact on the lives of persons, especially women, and their potential for helping to create just and sustainable societies. (See also Women’s Studies 200) Fall 2005-2006. [*+, +]

**200-08. PROTECTING NATURE: THE WHY AND HOW OF CONSERVATION**  
The objective of this course is to incorporate both biological and psychological perspectives in examining the importance of preserving the natural environment, as well as to consider some practical issues in effecting change in how humans perceive their natural surroundings. We will review theoretical perspectives, methodological techniques, and empirical evidence concerning the significance and utility of nature. We will also discuss what steps for effecting change might be most useful and most practical, as well as what barriers to change exist. Assignments will emphasize writing, critical thinking, and the collection and analysis of data. There will be an overnight field trip on the first or second Saturday/Sunday of the term; this field trip is mandatory and those who cannot attend should not register for the course. No prerequisites. Not offered 2005-2006. [#+, +]

**200-09. COLONIALISM AND SEXUALITY**  
This course will focus on the intersection of race, gender, and sexual belief and practice in the process of Euro-American colonialism in Asia, Africa, and the Americas. The course will examine how colonialism used constructions of sexuality to create political, cultural, and social dynamics that have pervaded the lives of the colonized and the colonizer, and influenced the sensitivities, beliefs, and perspectives of western cultures and practices in general. Not offered 2005-2006. [#]

**200-10. 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 2005-2006. [W, #]

**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 participate in a field experience or “acquaintanceship” where leadership skills are observed, assessed, and evaluated in an on-site experience with leaders in industry, government, education, the arts, the military, the sciences, and other contexts.
390. LEADERSHIP: THEORY AND PRACTICE  A study of significant theories of leadership and the applicability of theories to accounts of leadership, past and present. Special emphasis on diverse cultural contexts, global interdependence, and consequences of leadership. Apprenticeship is required as a component of the course. Annually. Spring.

For information on the program for 2005-2006, contact Eric Moskowitz, Director of the Leadership and Liberal Learning Program.

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.

398. 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 of the Faculty. Annually. Fall and Spring.

For information on the program for 2005-2006, contact the Office of the Dean of the Faculty.

INTERNSHIPS
407, 408  A multidisciplinary or interdisciplinary structured off-campus experience 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. Approval by the faculty adviser and the Dean of the Faculty is required. Variable credit (0.25-4.00). No more than two internships, and a maximum of four Wooster course credits, will count toward graduation. All internship courses are graded S/NC.

OTHER INTERDEPARTMENTAL COURSES
240. GREEK ARCHAEOLOGY AND ART (See Archaeology, Art, 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. Art 120 is recommended as a prior course. Alternate years. Spring 2005-2006. [*]

241. ROMAN ARCHAEOLOGY AND ART (See Archaeology, Art, 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. Art 120 is recommended as a prior course. Alternate years. Not offered 2005-2006. [*]

250. 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. Fall 2005-2006. [W, *, #,]
The emergence of Black Studies/Africana Studies in the United States during the 1960's was spawned by the disillusionment and critique of a lack of institutional knowledge within the academy about non-European peoples and societies. Black Studies/ Africana Studies is an interdisciplinary discipline that explores and examines the history and culture of people and societies of the African diaspora from an African-centered perspective (i.e., a critical part of Black Studies/Africana Studies interdisciplinary inquiry focuses first and foremost upon Africana people from their perspective, not the perspective of the greater society). The discipline aims to help students gain insight and understanding of the experiences of Black people, as well as develop the critical reading, thinking, and writing skills needed to examine, analyze, and interpret these experiences within the context of a liberal arts education.

The Department of Africana Studies at The College of Wooster is a member of the National Council of Black Studies, and its curriculum conforms to the model endorsed by the NCBS for the undergraduate B.A./B.S. degree. Black Studies at Wooster commenced in 1968 as an interdepartmental program and moved to departmental status in 2000. The chair of Africana Studies administers the department’s daily operations, advises students, plans the curriculum, and consults on issues of race and diversity within the College-wide community. The department organizes and sponsors the Black Studies Seminar lecture series, which addresses issues of global importance to Africana peoples. It also cooperates with other programs and departments in celebrating the Black experience and providing multicultural activities on campus throughout the academic year.

The major in Africana Studies consists of twelve courses:
• Africana Studies 100: Introduction to Africana Studies;
• Four 200-level courses chosen from Africana Studies 200, 212, 213 (“W”), 231, 240, 242, 244, 245, 246, or 247;
• One 300-level course chosen from Africana Studies 300, 301, or 302;
• Three semesters of Independent Study: Africana Studies 401, 451, and 452;
• Three electives taken from Africana Studies/or cross-listed interdepartmental courses.

A minor in Africana Studies consists of six courses:
• Africana Studies 100: Introduction to Africana Studies;
• Three 200-level courses chosen from Africana Studies 200, 212, 213 (“W”), 231, 240, 242, 244, 245, 246, or 247;
• One 300-level course chosen from Africana Studies 300, 301, or 302
• One elective taken from Africana Studies/or cross-listed interdepartmental course.

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

AFRICANA STUDIES CURRICULUM
[*indicates a new/or reconfigured course; **indicates a renumbered course that is currently in Black Studies curriculum in the 2004-05 Catalogue]

*100. INTRODUCTION TO AFRICANA STUDIES (replaces Black Studies 102, 130, and 131)  Introduction to Africana Studies is an interdisciplinary foundation course that presents an overview of the historical, sociological, psychological, political, economic, and cultural experiences of all the branches of people of African descent. The course focuses on the contributions and achievements of people of African ancestry, with some emphasis on African Americans. The course focuses on the contributions and achievements of Africana
Africana Studies

people as well as their concerns and the challenges they face. This is achieved by exposing students to an African-centered perspective of continental and diasporic scholars, artists, and activists. Most of these authors and advocates challenge the tenets and assumptions of the dominant cultural and intellectual paradigms. Annually. Fall and Spring [C, *, #]

200. SPECIAL TOPICS IN AFRICANA STUDIES (formerly Black Studies 200) 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. The topics vary and will be designated to meet the Learning Across the Disciplines requirement as appropriate. Fall. [Depending on the topic, W†, C, *, or #]

All Africana Studies courses numbered 200 or higher require the successful completion of Africana Studies 100 or permission of the instructor.

**212. SURVEY OF AFRICAN-AMERICAN FOLKLORE: THE CREATIVE AND PERFORMING ARTS (formerly Black Studies 112, see 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. Annually. Spring. [C, *]

**213. RACISM 101 (formerly 200-12 (W)) Americans have historically found it difficult to discuss issues of racism openly. This course examines the historical 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. Annually. Fall and Spring. [W†, C, #]

*231. SURVEY OF CONTEMPORARY AFRICA (revision and upgrade of Black Studies 131) This course surveys the major areas and issues in contemporary Africa using an interdisciplinary approach. It probes 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. It critically examines these realities, the potential, and the challenges facing African societies in this new century. Connections will be made between these features and the globalizing world community, with special focus on U.S.-African multiform relations. Annually. Fall. [C, #]

240. BLACK WOMEN IN CONTEMPORARY SOCIETY (formerly Black Studies 240, see Women’s Studies) A study of the ways in which our society has shaped the lives of Black women and how these women have influenced our society. The course examines such issues as family life, education, career opportunities, political activities, Black male/female relationships, societal constraints on their lives, and Black women’s roles in the civil rights and feminist movements. Alternate years. Fall 2005-2006.[C, #]

242. MARTIN, MALCOLM, AND MANDELA (formerly Black Studies 242) This 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. Alternate years. Spring 2005-2006. [C, #]

244. CINEMA OF AFRICA AND THE AFRICAN DIASPORA (formerly Black Studies 244, see Film Studies) This course will explore 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. Alternate years. Not offered 2005-2006. [C, *]

245. PAN-AFRICANISM (formerly Black Studies 245, revised description) This 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. Alternate years. Fall 2005-2006. [C, #]
246. SURVEY OF AFRICANA POPULAR CULTURE (formerly Black Studies 246) This 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. Alternate years. Fall 2005-2006. [C. *]

247. BLACK NATIONALISM (formerly Black Studies 247, revised description) This 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. Alternative years. Not offered 2005-2006. [C, #]

300. CRITICAL READINGS IN AFRICANA STUDIES (formerly Black Studies 300, only a title change for this course) Advanced special topics and seminars that focus 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 Hamer, Vincent Harding, Benjamin Mays, August Meier, Joanne Robinson, Carter G. Woodson, C. Van Woodward, etc. Prerequisite: Africana Studies 100, one 200-level course in Africana Studies, or permission of the instructor. Alternate years. Spring 2005-2006.

*301. AFRICANA RESISTANCES This seminar is a survey of Africana social, cultural, and political movements, individual and group thoughts, and actions in the historical and ongoing struggle against oppression. Grounded in the humanities and social sciences, it explores the under-taught multiform resistance engaged in by people of African descent, wherever they lived, against enslavement, colonization, and various other forms of oppression and discrimination. The goal of the seminar is to engage students and expose them to a rich tradition of multifaceted resistance that has been a vital part of the responses of people of African ancestry to centuries of oppression. The course casts this resistance as a unique expression and illustration of the human spirit that inexorably strives for freedom, justice, and dignity. Resistance to enslavement in Africa, the slave conditions in the U.S., the Caribbean islands, and Europe, as well as the fights for emancipation and civil rights in these regions throughout the 20th century, are critically and comparatively analyzed. Prerequisite: Africana Studies 100, one 200-level course in Africana Studies, or permission of the instructor. Alternate years. Not offered 2005-2006. [C, #]

*302. MARXISM AND AFRICANA RADICAL THOUGHT (revision and upgrade of IDPT 200-03) This 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: Africana Studies 100, one 200-level course in Africana Studies, or permission of the instructor. Alternate years. Not offered 2005-2006. [#]

400. TUTORIAL (formerly Black Studies 400) 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.

401. INDEPENDENT STUDY (formerly Black Studies 401) 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: Africana Studies 100 and three 200-level Africana Studies courses.

451, 452. INDEPENDENT STUDY THESIS (formerly Black Studies 451, 452) Prerequisite: Africana Studies 401.
CROSS-LISTED COURSES
ACCEPTED FOR AFRICANA STUDIES CREDIT

ARTS AND HUMANITIES

ART
  220. African Art [C]
  230. African-American Art [C, *]

ENGLISH
  210. Black Literature and Culture (this course only) [*]
  220. Toni Morrison [*]
  230. Survey of African American Literature (this course only) [*]

FRENCH
  235. Francophone Literature of Africa and the Caribbean [C]

MUSIC
  165. Gospel Choir (.125 credit)
  214. History of African American Music [C, *]
  217. Survey of Jazz [C, *]

PHILOSOPHY
  212. Philosophical Issues in Race and Racism [C, *]
  234. African Philosophy [C, *]

RELIGIOUS STUDIES
  261. The Black Religious Experience in America [C, R]

SPANISH
  212. Literature and Culture of the Hispanic Caribbean [C, *]

THEATRE
  121-6. Theatre Workshop: African American Theatre (.250 credit)

HISTORY AND THE SOCIAL SCIENCES

HISTORY
  115. History of Black America [C, #]
  231. Africa before 1900 [C, #]
  232. Twentieth Century Africa [C, #]
  246. United States Urban History [#]

POLITICAL SCIENCE
  208. The Politics of Race in America [C, #]
  213. Constitutional Law of Civil Rights [C, #]
  249. The Government and Politics of Africa [C, #]

SOCIOLOGY
  209. Inequality in America [#]
  214. Racial and Ethnic Groups in American Society [C, #]
  217. Sociology of the Black Experience [C, #]
ANTHROPOLOGY

Frese, Ch., B. Clayton, Fitz Gibbon, Hauser, Hurst, N. Kardulias, McConnell, Nurse, Shelton

Students interested in studying anthropology should consult the listing under the Department of Sociology and Anthropology page 151.

ARCHAEOLOGY

N. Kardulias, Ch., Archaeology Curriculum Committee: Lucey, Wiles

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. Their stated purpose was to support the study in American universities and colleges of the human past in its social, cultural, and natural environments. They thought the new discipline would shed light on issues raised in their respective fields, and this it did. Since that time, however, archaeology has drawn on many additional disciplines, especially in the physical and social sciences, and has developed approaches and methodologies distinctively its own. Archaeology is like the hub of an academic wheel; the spokes of that wheel are disciplines in the humanities (languages and linguistics, art, literature, religion), history and the social sciences (anthropology, economics), and the physical sciences (geology, chemistry, biology). Specialists in all these fields who become involved in archaeological research strive to identify the unique achievements and common elements of past societies around the world.

The liberal arts mission of creating informed, aware, and conscientious citizens is well-served by archaeology, which helps the student place humanity in its chronological and ecological contexts. It explores how biological evolution is linked to the environment through the complex prism of culture, and how humans have tried to solve the problems of daily living and long-term survival. The insights it offers are relevant today because modern societies are still grappling with questions faced by our predecessors: city living, for example, offers people many of the same benefits and drawbacks nowadays as it did during the Roman Empire. Examination of the archaeological record reveals many ways in which people have developed and organized their lives to confront variable conditions. And since archaeology endeavors to show not only what changed but also why, it explores the evolving patterns of human diversity.

We have designed the archaeology curriculum at Wooster to reflect the interrelatedness of the participating fields and to promote appreciation of human diversity, especially as articulated in the section About the College in this Catalogue. The program is designed both for majors and for students with a more casual 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.

The major in archaeology consists of 14 courses, including three units of Independent Study. Students may elect a minor of at least six courses (see below).

The 14 courses in the major, including three units of Independent Study, are to be distributed as follows:
I. Archaeological Perspectives and Methods  (8 courses)
5 courses and 3 units of I.S. required:
Arch. 103. Introduction to Archaeology [#]
Arch. 219. Topics in Archaeology [C; depending on the topic, * or #]
Anth. 110. Introduction to Anthropology [C, #]
Geol. 105. Geology of Natural Hazards [+]
Arch. 350. Archaeological Methods and Theory [#]
Arch. 401. Independent Study
Arch. 451-452. Independent Study Thesis

II. Area Emphases  (6 courses)
Courses included under Area Emphases meet one or more of the following criteria:
1) They work with archaeological data or the physical context from which the
   data are extrapolated. 2) They involve the acquisition of skills and techniques
   that contribute to the interpretation and understanding of material culture. 3)
   They contain material that relies heavily on archaeology to construct accurate
   historical and cultural narratives of the periods studied. (A minimum of four
   courses in one category and two in a second category.)

A. Anthropology
   Anth. 205. Political Anthropology [W†, C, #]
   Anth. 220. Linguistic Anthropology [C, #]
   Anth. 231. Peoples and Cultures [C, #]
   Soc./Anth. 240. Research Methods [#]
   Soc./Anth. 350. Classical Social Theory [#]

B. Art
   Art 120. Introduction to Art History [*]
   Art 124. Architecture I: Stonehenge to Beaux-Arts [R, *]
   Art 151. Introduction to Drawing [*]
   Art 159. Introduction to Photography [*]
   Art 205. Egyptian Art [*]
   Art 206. Early Medieval Art [R, *]
   Idpt. 240. Greek Archaeology and Art [*]
   Idpt. 241. Roman Archaeology and Art [*]

C. Classical Studies
   Greek and/or Latin language: one course at the 200-level or above (both lan-
   guages recommended). No more than one language course can be included in the
   four-course minimum.
   Hist. 202. Greek Civilization [#]
   Hist. 203. Roman Civilization [#]
   Idpt. 240. Greek Archaeology and Art [*]
   Idpt. 241. Roman Archaeology and Art [*]

D. History
   Hist. 200. Traditional China [C, #]
   Hist. 202. Greek Civilization [#]
   Hist. 203. Roman Civilization [#]
   Hist. 205. Medieval Europe, 500-1350 [#]

Majors may substitute, if more appropriate and with the approval of the chairperson
of Archaeology, another option in history.

E. Geology
   Geol. 100. History of Life [+]
   Geol. 200. Processes and Concepts of Geology [+]
   Geol. 208. Mineralogy [+]

Geol. 220. Geoarchaeology [+]
Geol. 260. Sedimentology and Stratigraphy [W, +]
Geol. 300. Geomorphology
Geol. 308. Igneous and Metamorphic Petrology

Majors who intend to engage in excavation as a significant component of their careers are encouraged to participate in an archaeological field school as early as possible and certainly prior to the senior year. The College offers on occasion an archaeological field school as part of the Wooster Summer Session and encourages interested students to participate. With approval of the chairperson, one or two course credits earned in the field school of another institution may be transferred and counted toward the major.

A minor in Archaeology consists of Arch. 103. Introduction to Archaeology, Arch. 350. Archaeological Method and Theory, and four of the following courses or acceptable equivalents:

- Anth. 110. Introduction to Anthropology [C, #]
- Anth. 205. Political Anthropology [W†, C, #]
- Soc./Anth. 240 Research Methods [Q]
- Geol. 105. Geology of Natural Hazards [+]
- Geol. 200. Concepts and Processes of Geology [+]
- Geol. 220. Geoarchaeology [+]
- Geol. 300. Geomorphology
- Hist. 203. Roman Civilization [#]
- Idpt. 240. Greek Archaeology and Art [*]
- Idpt. 241. Roman Archaeology and Art [*]
- Arch. 219. Topics in Archaeology [C; depending on the topic, * or #] The chairperson of Archaeology will approve a substitute for Archaeology 219 for majors and minors unable to schedule the course.

Students should plan their majors or minors in consultation with the chairperson. Consult the appropriate section of this Catalogue under the departments noted above for descriptions of courses not given below.

103. INTRODUCTION TO ARCHAEOLOGY Provides an overview of the discipline. This survey 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. 350 and recommended prior to other courses listed under Archaeological Perspectives and Methods, which best serve as specialized case studies. Annually. Fall. [#]

219. TOPICS IN ARCHAEOLOGY The topics treated in this course will vary, and it may occasionally be team-taught; the usual format will be that of a seminar. The course will likely be scheduled every other year, alternating with Arch. 350. It will provide faculty and students opportunities to study recent archaeological discoveries and topics on the cutting edge of the discipline. Examples of topics include models of explanation and the nature and biases of evidence in interpreting the past; patterns of symbolic expression, power, and material culture; North American archaeology; recent excavations of specific sites; spatial analysis; Old World prehistory; or issues of gender and archaeology. Prerequisites for the course include a minimum of two courses in the major or permission of the instructor(s). May be repeated for credit with permission of the chairperson. Fall and Spring 2005-2006. [C; depending on the topic, * or #]

350. 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. Prerequisite: Arch. 103. Students are strongly encouraged to complete Arch. 350 prior to enrolling in I.S. 401. Spring. Not offered 2005-2006. [#]

401. JUNIOR INDEPENDENT STUDY

451, 452. SENIOR INDEPENDENT STUDY

ART

Hults (Sem. I), Zurko (Sem. II), Ch., Lucey, Mangubi, Milligan, Siewert, Weissman

A student majoring in art may choose either a studio art or art history track. Courses in both areas are designed to allow the student to develop an understanding of and sensitivity to the visual arts past and present. The program will provide opportunities to develop skills for thinking and communicating about art. In studio courses students will learn to conceive and express ideas in two- and three-dimensional media, and to evaluate the aesthetic character of works of art and become more sensitive to their socio-political implications. Art history courses will be concerned with aesthetic questions, the creative act, and the investigation of works of art within their social, religious, cultural, and political contexts. To encourage students majoring in other disciplines to participate in studio and art history courses, prerequisites have been kept to a minimum.

For students interested in off-campus experiences, the Department of Art strongly urges its students to take advantage of the New York Arts Program administered by the Great Lakes Colleges Association. 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 International Programs Office.

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 prepares students for graduate study in architecture upon the completion of the B.A. in any discipline at Wooster. 2) the 3+4 Cooperative Program between The College of Wooster and Washington University in St. Louis provides an opportunity to earn both a bachelor’s degree from Wooster and a Master’s of Architecture degree at Washington University. For either option, interested students should meet with the Pre-Architecture adviser (Professor John Siewert) early in their undergraduate education (see Pre-Professional Programs for additional information).

The Department of Art accepts no more than one Advanced Placement [AP] credit. To receive AP credit in art history, students must earn a grade of 4 or 5 on the Advanced Placement Examination in Art History. The AP credit in art history will count as the equivalent of Art 120—Introduction to the History of Art. The AP credit in art history may count toward the major or minor in Art History or Studio Art, or toward the general education requirement.

To receive AP credit in studio art, students must earn a grade of 4 or 5 on the Studio Art General Portfolio or the Studio Art Drawing Portfolio. In addition, studio art faculty will conduct a portfolio review of the artwork submitted to the Advanced Placement Board. This review helps to determine if the AP credit will be applied as an elective toward graduation, as a general education requirement, or toward a major or minor in Studio Art or Art History.
ART HISTORY

The major in Art History will expose students to a wide variety of perspectives and academic fields and provide 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. The major consists of a minimum of six courses in art history, two courses in studio art, and three semesters of Independent Study. Following the 120 introductory course, the Art History major must take at least one course in three of the following historical periods: ancient (Art 205, Idpt. 240, 241); medieval (Art 206, 207); Renaissance/Baroque (Art 208, 212); nineteenth and twentieth centuries (Art 204, 214, 222, 224, or 360). In addition, two of the four following courses are required: Art 216, 220, 230, 318, or 322. The first set of requirements insures historical breadth, while the second set of requirements insures exposure to different methodological perspectives. Special topics (Art 310) may count in different areas depending on the topics.

Art history courses are usually lecture-discussion courses primarily concerned with cultural and historical factors affecting art; art as a revelation of human intelligence, imagination, and skill; and the tools — vocabulary, methods, approaches — used to study cultures through their artistic achievements. Students are encouraged to participate in discussions and are given opportunities to research questions and to refine their positions through papers and projects.

The Independent Study 401 is a one-semester fall course that focuses on particular problems and emphasizes writing skills, bibliographic techniques and sources, and research methodology. Students must plan off-campus study so that it does not conflict with this course. The Independent Study Thesis 451-452 is a two-semester undertaking in which students examine closely an art historical issue. Regardless of the kind of problem, all Independent Study projects must stress the historical context and address the scholarly literature. Normally, the student will undertake this study in an area in which two courses have been completed.

Ideally, a student concentrating in art history should have a reading knowledge of two languages, preferably French and German. Study at approved foreign universities or language institutes is encouraged. A minor in a related field is also recommended.

A minor in Art History consists of six courses: Art 120, four additional courses, and one course in studio art. The four additional art history courses for the minor must be distributed among ancient/medieval, Renaissance/Baroque, and modern/contemporary courses, and one course must be from 216, 220, 230, 318, or 322.

Courses taken S/NC will not fulfill requirements for a major or minor in art.

120. INTRODUCTION TO ART HISTORY (See 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. [*]

124. ARCHITECTURE I: STONEHENGE TO BEAUX-ARTS (See Archaeology) A 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; medieval architecture and medievalism in nineteenth-century architecture; the planning and evolution of urban spaces; architecture as it shapes and expresses political ideas. Alternate years. Not offered 2005-2006. [R, *]
204. AMERICAN ART AND NATIONAL IDENTITY, 1700-1940  
This course explores the painting, sculpture, and architecture of the United States from the colonial period to World War II. Particular attention will be given to how American art has helped shape a sense of national identity, how that artistic expression of identity has defined itself against European art, and how it has excluded or assimilated various segments of the American population, such as African Americans and Native Americans. No prerequisite, but Art 120 is recommended as a prior course. Alternate years. Spring 2005-2006. [*]

205. EGYPTIAN ART  
(See Archaeology)  
A chronological/thematic overview of the artistic and architectural achievements of the ancient Egyptians from their prehistoric beginnings through the Greek conquest. This course focuses on continuity and change in Egyptian society and culture; the intersection of art, religious belief and ritual; and the archaeological history of Egypt in the nineteenth and twentieth centuries. Art 120 or Arch 103 is recommended as a prior course. Alternate years. Not offered 2005-2006. [*]

206. EARLY MEDIEVAL ART  
(See 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, and often syncretic, 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. Art 120 is recommended as a prior course. Alternate years. Not offered 2005-2006. [R, *]

207. LATE MEDIEVAL ART  
This course will introduce students to the art and architecture of the period c.1000-1400 CE in western Europe, the Byzantine Empire, Islamic Iberia/North Africa, and the Levant. 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, mosques, cathedrals, castles and palaces) and a variety of artistic media (manuscripts, textiles, mosaics, frescoes, ivory, and metalwork). Art 120 is recommended as a prior course. Alternate years. Fall 2005-2006. [W, R, *]

208. 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. Art 120 is recommended as a prior course. Alternate years. Not offered 2005-2006. [W, R, *]

212. 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. Art 120 is recommended as a prior course. Alternate years. Spring 2005-2006. [W, *]

214. 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. Art 120 is recommended as a prior course. Alternate years. Spring 2005-2006. [W, *]

216. GENDER IN TWENTIETH-CENTURY ART  
(See Women’s 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. Art 120 or Women’s Studies 120 is recommended as a prior course. Alternate years. Fall 2005-2006. [*]
220. AFRICAN ART (See 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 use and belief systems. Art 120, Africana Studies 100, or History 231 is recommended as a prior course. Alternate years. Spring 2005-2006. [C]

222. 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 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. Art 120 is recommended as a prior course. Annually. Fall. [*]

224. ARCHITECTURE II: CHICAGO SCHOOL TO POSTMODERNISM A survey of developments in architecture from the Chicago School to Postmodernism. 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 in Europe and the United States to the challenges facing designers in the twentieth century. Prerequisite: Art 124 or Art 120 or permission of instructor (Art 124 is the preferred prerequisite for students interested in graduate training in architecture). Alternate years. Not offered 2005-2006.

230. AFRICAN-AMERICAN ART (See Africana Studies) Explores artistic production by and about peoples of African descent living in the United States, from the colonial period 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 the “black aesthetic” and its impact on American art. Art 120 or Africana Studies 100 is recommended as a prior course. Alternate years. Not offered 2005-2006. [C, *]

INTERDEPARTMENTAL 240. GREEK ARCHAEOLOGY AND ART (See Archaeology, Classical Studies, Interdepartmental) 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. Art 120 is recommended as a prior course. Not offered 2005-2006. [*]

INTERDEPARTMENTAL 241. ROMAN ARCHAEOLOGY AND ART (See Archaeology, Classical Studies, Interdepartmental) 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. Art 120 is recommended as a prior course. Not offered 2005-2006. [*]

310. SEMINAR: SPECIAL TOPICS IN THE HISTORY OF ART 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 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 2005-2006.

318. 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 in Europe and the United States from ca. 1400 to the present, and explores the various implications of the multiplied image on paper. Prerequisite: Any of the following art courses — 155, 208, 212, 214, 222 — or permission of instructor. Every third year. Not offered 2005-2006.

322. THE AGE OF THE WITCH-HUNTS (See Women’s Studies) This seminar course will explore the development and waning of the idea of witchcraft and the phenomenon of witch-hunting in Europe, from the late fifteenth through the eighteenth centuries. Focus will be on the misogyny of Renaissance and Baroque culture, particularly evident in artistic imagery of the period that made these persecutions possible. Prerequisite: any of the following courses — Women’s Studies 120, Art 208, Art 212, History 207, or permission of instructor. Every third year. Fall 2005-2006.

360. CONTEMPORARY ART (See 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 — Art 216, Art 222, junior/senior studio major status, or permission of instructor. Alternate years. Spring 2005-2006.

400. TUTORIAL Independent research and writing under the direction of a faculty member of the department. For advanced students.

401. 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. Each member of the seminar will research and write an extended paper or series of papers on a selected issue or theme. Annually. Fall only.

407, 408. INTERNSHIP IN ART HISTORY/ARCHITECTURE Supervised participation for art majors at an art museum or gallery, or with organizations providing pragmatic experience 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. Prerequisites: Art History majors must have completed Art 120 and at least two 200-level art history courses. Studio Art majors must have Art 120 and one upper-level art history course. Prior consultation with the supervising faculty member or the Pre-architecture adviser is required.

451, 452. INDEPENDENT STUDY THESIS

STUDIO ART

The program in Studio Art is designed to permit direct involvement in the creative process and to provide training necessary for graduate study and/or a professional career in visual art. The program also includes instruction required for licensure for early childhood, middle childhood, and adolescent to young adult teaching positions in art.

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 for 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. The major in Studio Art consists of a minimum of eleven courses, including Independent Study 401 and Independent Study Thesis 451 and 452. No more than fifteen courses in a major will count toward the minimum requirement for graduation. The major must involve the following course work:

1. Three 100-level studio art courses that must include Art 151: Introduction to Drawing and one of the following introductory three-dimensional area courses: Art 161, 163, or 165.
2. Three upper-level courses (intermediate 200-level, and advanced 300-level and a tutorial-400 approved by the faculty adviser) in studio art that must include Art 251: Intermediate Drawing.
3. Two art history courses that must include Art 120 and one course from Art 216, 222, and 360.
4. Art 401.
5. Art 451 and 452.

Students normally choose upper-level courses that lead to an emphasis in one of the following areas: drawing, printmaking, painting, sculpture, ceramics, and photography. Courses taken S/NC will not fulfill requirements for a major or a minor in art.
In order 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. A portfolio of work is then presented and discussed with a faculty committee for the purpose of organizing a program for upper-class study. Upon successful completion of two introductory courses and at least one upper level studio course in a selected area, the student will submit a portfolio to the studio faculty for approval and for advice concerning proposals for Junior Independent Study and Independent Study Thesis.

The above requirements are minimal for a major, and students may find it necessary to do additional course work to achieve a level of competence appropriate for Independent Study. It is recommended that Introduction to Art History (Art 120) and Modern Art (Art 222), Gender in Modern and Contemporary Art (Art 216), or Contemporary Art: Theory, Criticism, Practices (Art 360) be taken as early as possible in the program and prior to enrolling in Independent Study.

Junior Independent Study Seminar (Art 401) is a one-semester course that offers the studio major an opportunity to integrate techniques with creative concepts and serves as a preparatory experience for the two-semester Senior Independent Study Thesis (Art 451 and 452). Art 401 is offered only in the spring semester. Students who wish to participate in off-campus study should organize their schedule so that it does not conflict with Art 401. The first semester of the senior project (Art 451) must be evaluated as satisfactory before the second semester (Art 452) of the project can be undertaken. At the culmination of the Senior Independent Study Thesis (Art 451 and 452), each student is required to present an exhibition of the artwork completed during the year.

A minor in Studio Art consists of six courses — Art 151; two additional 100-level courses, one of which should be a three-dimensional area course selected from 161, 163, and 165; two upper-level courses in studio; and one in art history selected from Art 120, 216, 222, and 360.

Art majors who seek Multi-Age Visual Art Education licensure (grades pre-12) should fulfill the minimum requirements of eleven courses for the major in studio art, including Independent Study (Art 401) and Independent Study Thesis (Art 451 and 452). The student working toward Visual Art Education licensure must also take Media and Methods in Art Education (Art 385). For further information on licensure in Art Education, refer to the publication entitled Teacher Education at The College of Wooster: A Supplement to the Catalogue, which is available at the Department of Education. It is recommended that individuals majoring in studio art and working towards Visual Art Education licensure have an adviser in both the Department of Art and the Department of Education.

151. INTRODUCTION TO DRAWING (See 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. One course credit. Spaces reserved for art majors and first-year students. No prerequisite. Annually. Fall and Spring. [*]

153. INTRODUCTION TO PAINTING Students are introduced to the fundamental techniques of oil painting. 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. One course credit. Spaces reserved for art majors. No prerequisite. Annually. Spring. [*]

155. 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 relief printing and with non-toxic printmaking media: paper lithography and photo-etching. Prints in the permanent collection of The College of Wooster Art Museum are used frequently to illustrate various applications of the techniques studied in the course. Six hours of weekly class time. One course credit. Spaces reserved for art majors. No prerequisite. Annually. Fall [*]
157. 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. One course credit. Spaces reserved for art majors and first-year students. No prerequisite. Alternate years. Not offered 2005-2006. [*]

159. INTRODUCTION TO PHOTOGRAPHY (See Archaeology, Film Studies) This course introduces the student to the fundamental technical and aesthetic issues of black and white photography. The class assignments are designed to emphasize the versatility of the medium and to promote individual expression. Basic camera operation and 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, slide presentations, group critiques, and in-class work time. One course credit. Spaces reserved for art majors. Prerequisite: Any 100-level studio course, but Art 151 is recommended. Annually. Spring. [*]

161. 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. One course credit. Spaces reserved for art majors and first-year students. No prerequisite. Alternate years. Fall 2005-2006. [*]

163. 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. One course credit. Spaces reserved for art majors. No prerequisite. Annually. Spring. [*]

165. 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 lecture, demonstrations, slide presentations, group critiques, and in-class work time. One course credit. Spaces reserved for art majors. No prerequisite. Annually. Fall. [*]

251. 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: 151. Annually. Spring.


255. 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: Art 155. Annually. Fall.

259. INTERMEDIATE PHOTOGRAPHY A continued exploration of black and white photography. This course will involve an introduction to digital photography with an emphasis on color images, fine-art digital prints, and outputting negatives for photographic alternative and hand-manipulated processes. The course may also include introduction to non-silver processes, 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: Art 159. Annually. Fall and Spring.

263. 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: Art 163. Alternate years. Not offered 2005-2006.
265. 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: Art 165. Alternate years. Spring 2005-2006.

270. SPECIAL TOPICS IN STUDIO ART  A course for students who have taken at least one 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: A 200-level studio course. Not offered 2005-2006.

351. 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: Art 251. Annually. Spring.

353. 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: Art 253. Alternate years. Fall 2005-2006.

355. 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: Art 255. Annually. Fall.

359. ADVANCED PHOTOGRAPHY  This course is designed to develop an advanced understanding of the theory and practice of photography. A focus on advanced techniques will involve both structured projects and the development of an individual portfolio and personal expression. Prerequisite: Art 259. Annually. Fall and Spring.

363. 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: Art 263. Alternate years. Not offered 2005-2006.

365. 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 slipcasting. Continued instruction in glaze formulation. Individual experimentation is encouraged. Prerequisite: Art 265. Alternate years. Spring 2005-2006.

385. 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: Psychology 110 and Education 100. Alternate years. Not offered 2005-2006.

400. 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.

401. 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. Prerequisites: Two 100-level courses, two advanced-level courses, and one art history course. Annually. Spring.

451, 452. INDEPENDENT STUDY THESIS
Both biochemists and molecular biologists ask how the multitude of molecules found in biological systems interact to confer the amazing properties of living organisms. In fact, the disciplines of biochemistry and molecular biology are the two sides of the boundary between the classical disciplines of biology and chemistry. Both chemistry and biology continue to grow and draw inspiration from each other as investigators at this boundary learn more about how molecules interact to convert energy, build complex structures, maintain order, catalyze reactions, and convey information spatially and over time.

Requirements for a major in Biochemistry and Molecular Biology:

- Biochemistry and Molecular Biology: 303, 331, 332
- Chemistry: 111, 112, 211, 212
- Mathematics: 111 (or 107, 108)
- Physics: 203 (or 101)
- Independent Study: 401, 451, 452

The required courses listed above represent a strong and diversified major that will serve the needs of a liberally educated science major. Required courses in the major, including the required physics and mathematics, must be passed with a grade of C- or higher. All courses must be taken concurrently with the corresponding laboratory. Students interested in going to graduate school in chemistry, biochemistry, pharmacology, molecular biology, and related fields or intending to pursue careers in biotechnology or the pharmaceutical industry should also take as many as possible of the following courses:

Suggested courses:

- Chemistry: 215, 318
- Biology: One other upper-level biology course
- Physics: 204 (or 102)
- Mathematics: 112

Students who are more interested in meeting requirements for graduate work in a department with a strong biological emphasis (such as molecular, cellular, developmental or physiological biology) are advised to take additional biology courses that reflect their specific interests, such as Evolution, Development, Neurobiology, Plant Biology, or Microbiology. Majors who wish to meet all of the requirements that are recommended by the American Society of Biochemistry and Molecular Biology in its guidelines for a biochemistry major should take all of the suggested courses listed above.

The major is administered by a committee composed of equal numbers of faculty from the departments of Biology and Chemistry, of whom one is the chair for purposes of administration. Interested students should direct any questions about the major to the chair or his/her designee. A double major in either Biology or Chemistry and Biochemistry and Molecular Biology is not an option; neither is a minor offered in Biochemistry and Molecular Biology.
Courses in the major

CHEMISTRY 111. GENERAL CHEMISTRY I Emphasis is placed on the structure of the atom, chemical bonding, behavior of matter in the various pure states, solutions, stoichiometry, equilibria, energetics, and chemical reactivity. During the latter half of the second course, well-qualified students may apply to undertake special laboratory projects. [Q, +]

Course 111: Three class hours and one three-hour laboratory period per week. One and one-fourth course credits. Annually. Fall. [Q, +]

CHEMISTRY 112. GENERAL CHEMISTRY II Emphasis is placed on the structure of the atom, chemical bonding, behavior of matter in the various pure states, solutions, stoichiometry, equilibria, energetics, and chemical reactivity. During the latter half of the second course, well-qualified students may apply to undertake special laboratory projects. [Q, +]

Course 112: Three class hours and one three-hour laboratory period per week. Prerequisite: C- or better in Chemistry 111. One and one-fourth course credits. Annually. Spring. [Q, +]

CHEMISTRY 211. ORGANIC CHEMISTRY I This course introduces students to the fundamental principles of organic chemistry. The structure, bonding, and reactivity of organic compounds will be studied. Functional groups, reaction mechanisms, spectroscopic techniques, data interpretation, and synthetic methods will be emphasized. The course particularly emphasizes critical thinking, application of general concepts to new examples, and problem-solving skills. This course includes three class hours and one three-hour laboratory period per week. Laboratory experiments are designed to teach students about key synthetic organic laboratory skills, reactions, techniques, and instrumentation. The experiments promote student independence and competency in the laboratory. Informational literacy, safety awareness, and scientific writing skills will also be developed. Prerequisite: C- or better in Chemistry 112. One and one-fourth course credits. Annually. Fall. [Q, +]

CHEMISTRY 212. ORGANIC CHEMISTRY II This course builds on the fundamental principles of organic chemistry introduced in Chemistry 211. 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 of complex molecules will challenge students to be creative, critical thinkers. This course includes three class hours and one three-hour laboratory period per week. The laboratory allows students to use skills learned in Chemistry 211, become more independent, and learn new synthetic techniques through multi-week projects involving synthesis and spectroscopic identification. Information literacy, safety, and scientific writing (notebooks, technical reports, summaries, and experimental plans) continue to be emphasized. This is a Writing Intensive (W) Course. It fulfills part of the College’s writing requirement for graduation. Scientific writing is a distinct form of written communication that has its own conventions and idiosyncrasies. This course will build on scientific writing developed in Chemistry 211 to communicate research ideas, data, and scientific arguments. The subtleties of several forms of scientific writing (including notebooks, reports, data summaries, and experimental plans) will be addressed. Students will complete at least six writing assignments. Two of these assignments will be extensive formal laboratory reports. Time will be allotted during the laboratory for peer review of notebooks and reports, discussion of the writing process, and revision. The ACS Style Guide and Writing in the Sciences will serve as resources for understanding the prevailing conventions in scientific writing. Prerequisite: C- or better in Chemistry 211. One and one-fourth credits. Annually. Spring. [W, +]

BIOLOGY 210. INTRODUCTION TO THE BIOLOGY OF ORGANISMS This introductory course considers the organismic level of biological organization. Representatives from all five kingdoms are studied, with emphasis on plants and animals. The course examines how organisms meet the demands of living, including the basic requirements of nutrition, gas exchange, internal transport, osmoregulation, excretion, integration, and reproduction. Biology 210, 220, and 230 may be taken in any order. Three class hours and one laboratory period weekly. One and one-quarter credits. Annually. Fall and Spring. [Q, +]

BIOLOGY 220. INTRODUCTION TO THE BIOLOGY OF CELLS This introductory course considers the cellular level of biological organization. Topics include cellular structure, bioenergetics, metabolism, biosynthesis, photosynthesis, cell division and growth, and molecular genetics. Biology 210, 220, and 230 may be taken in any order. Three class hours and one laboratory period weekly. One and one-quarter credits. Prerequisite: Previous or concurrent registration in Chemistry 112. Annually. Fall and Spring. [Q, +]

303. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY This laboratory-based course will give students hands-on experience with experimental methods used in biochemistry and molecular biology. It is organized around a semester-long project in which students will design and work towards specific research goals. This course counts for major credit in Biology and Chemistry. Prerequisites: C- or better in Chemistry 112 and Biology 220. BMB majors are encouraged to have prior or concurrent enrollment in BMB 331. Annually. Fall.
BIOLOGY 305. CELL PHYSIOLOGY  This course will focus on the cellular and molecular basis for complex physiological processes such as aging, disease pathologies, tissue formation and maintenance, and intercellular communication. Specific cell biology concepts to be covered include signal transduction, maintenance of cellular organization, cell motility, the coordination of the cell cycle and cell division, and membrane processes. Student-led investigations that emphasize modern approaches including bioinformatic and genomic technologies will be performed in the laboratory. Three lectures and one laboratory/discussion section a week. One and one-fourth course credits. Prerequisites: C- or better in Biology 220 and Chemistry 112 or permission of the instructor. Annually. Spring. [W†]

BIOLOGY 306. GENETICS  Introduction to the mechanisms of heredity as elucidated in prokaryotes and eukaryotes, using classical and molecular techniques. Advanced topics include the use of genetic analysis as a powerful tool for studying complex biological systems and the regulation of gene expression. The laboratory provides experience in basic and advanced methods of genetic analysis. Three classroom meetings and one laboratory/recitation period weekly. Prerequisites: C- or better in Chemistry 112 and Biology 220. One and one-fourth course credits. Annually. Fall and Spring.

331. BIOCHEMISTRY I (See Biology and Chemistry)  The main goal of this course is to analyze the structural properties of the four main groups of biological molecules — amino acids, nucleic acids, carbohydrates and lipids — with a goal of understanding the function of complex biological macromolecules and cellular processes. Structure, equilibria, thermodynamics and reactivity of biological macromolecules, with emphasis on proteins, are the course cornerstones. Principles of bioenergetics and intermediary metabolism (glycolysis, citric acid cycle, and oxidative phosphorylation) also discussed. It is highly recommended that students concurrently take BMB 303: Techniques in Biochemistry and Molecular Biology. This course counts for major credit in Biology and Chemistry. Prerequisite: C- or better in Chemistry 212 and Biology 220 or by permission of instructor. Suggested previous courses: Biology 210 and Chemistry 215 and 318. One course credit. Annually. Fall. [+]  

332. BIOCHEMISTRY II (See Biology and Chemistry)  A continuation of Biochemistry I with molecular and mechanistic emphasis on advanced cellular metabolism, signal transduction, as well as DNA, RNA and protein metabolism. Special topics in areas of biochemical genetics and recombinant DNA methodologies discussed. This course counts for major credit in Biology and Chemistry. Prerequisite: C- or better in BMB 331 or permission of instructor. One course credit. Annually. Spring. [+]  

401. 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 will explore the literature related to their proposed I.S. thesis through a series of structured writing assignments. In addition, students will give a short presentation on their proposed project in class. The final major paper is a detailed proposal for a senior research project. Annually. Spring.  

451, 452. INDEPENDENT STUDY THESIS  An original investigation is conducted, culminating in a thesis and oral defense of the thesis. During the year each student will give at least one research poster and/or presentation on his or her Independent Study research topic. Normally a student will have one research advisor and the thesis will be read by the research advisor and one other professor. The evaluation of the thesis will be determined by these two readers in consultation with the other members of the Biochemistry and Molecular Biology Curriculum Committee. Prerequisite C- or better in BMB 401.

BIOLOGY

Fraga, Ch., C. Fenster, S. Fenster, T. Johnson, Lehtinen, Loveless, Lynn, Morgan, Solensky

The curriculum in biology is designed to give students a strong background in fundamental concepts of biology at the cellular, organismic, and population levels of biological organization. The knowledge that must be mastered by all biology majors is presented in the three required introductory courses. Attention is also given to the methodology used to acquire biological information. Student-generated investigations are built into the structure of courses throughout the biology curriculum from the introductory courses through Independent Study. These opportunities allow students to develop their capacity for self-education and problem-solving, abilities that are essential for avoiding obsolescence in the rapidly developing life sciences.
Biology is a discipline that leads naturally into a variety of occupations, including the health professions, biological research, teaching, agriculture, biotechnology, applied biology, and the environmental sciences. Cooperative degree programs that combine basic and professional education are available in forestry, environmental management, nursing, and bioengineering (see Pre-Professional Programs). Students may elect to transfer academic credits in subjects such as alpine, marine, or tropical biology from other institutions to Wooster as part of the biology major. Such courses, coupled with Independent Study research in the same area, give students a wide choice of specialization within the biological sciences.

A **major** consists of thirteen courses that must include Biology 210, 220, 230, five electives from the 300 level, 401, the two-course Independent Study Thesis (451, 452), and a year of introductory chemistry (Chemistry 111 and 112). BMB 303, 331, and 332 count toward the Biology major and are considered Biology courses for purposes of determining departmental honors. Biology 395, 400, 402, 403 and the 100-level courses do not count toward the major. A maximum of fifteen courses (including BMB 303, 331, and 332) from the Biology Department may count toward the College’s 32-course graduation requirement. Majors, particularly those contemplating a career in biology, are strongly encouraged to take Organic Chemistry I and II (211, 212), a year of general physics, and at least one course in calculus.

The introductory courses (210, 220, 230) may be taken in any order but should be completed by the end of the sophomore year. Each introductory course is a prerequisite to certain upper-level courses, although when justifiable, a student may be admitted to an upper-level course by permission of the instructor without having completed the prerequisite. Chemistry 112 must be taken before or with Biology 220 and is a prerequisite to many 300-level biology courses; it should therefore be completed in the first year if possible.

Students should plan to complete as many Biology courses as possible before beginning thesis research. Biology 401 must be completed before the student enrolls in Biology 451, 452 and is normally taken in the second semester of the junior year. Students planning a semester abroad (or otherwise off campus) in their junior year are therefore encouraged to plan to be away during the fall semester or, if that is not feasible, to consult with a biology adviser early in the planning stage.

A **minor** consists of Biology 210, 220, 230, and three courses at the 300 level.

Majors and minors are not permitted to take any courses for S/NC credit. A student must earn a grade of C- or higher for a course to count toward the major or minor.

**Laboratory Grade Policy** The laboratory and classroom components are closely integrated in biology laboratory courses and must therefore be taken concurrently. The course grade is based on your performance in both 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 your transcript will be identical.

**Advanced Placement** A student may receive credit for two courses toward graduation for a grade of 5 on the Advanced Placement Examination in Biology. Students earning a grade of 4 will be given one course credit. Consult with the department chairperson to determine which introductory courses (210, 220, and 230) may be waived. Advanced placement credit cannot be substituted for biology courses beyond the 200 level. The advanced placement policy of the College is explained in the section on Admission.

**Transfer Credit** Off-campus studies can be a valuable and enriching part of the college curriculum, and we encourage our students to consider studying off-campus or studying abroad. Students who would like to include this in their curriculum are encouraged to talk with a departmental faculty member in their first year, to think about scheduling choices that would make this possible. Biology courses taken at
other institutions may count for up to two 300-level courses in Biology toward the major. Students should discuss their proposed course electives with the department chair prior to their study-abroad experience, to determine if the courses are equivalent to Wooster courses, and if they will count toward the major.

**Non-Science Majors** Biological information has become increasingly important as citizens face crucial decisions on such issues as pollution of the environment, growth of populations, racial discrimination, and genetic engineering. To meet the needs and interests of non-science majors, the Department of Biology offers 100-level courses that permit in-depth exploration of topics that in the more general curriculum of biology are considered only superficially. For those wishing a more extensive laboratory experience, Biology 116 or the introductory sequence would be appropriate.

**BIOLOGY FOR THE NON-SCIENCE MAJOR**

For additional course information, visit our web site at www.wooster.edu/biology.

111. **HUMAN ECOLOGY** A study of basic ecological principles as they relate to overpopulation, food production, resource depletion, land-use planning, and ecosystem stress phenomena. The course will help students make more intelligent decisions as to public policy in these areas. Three classroom meetings weekly. Not offered 2005-2006.

113. **ANIMAL BEHAVIOR** This course will explore the mechanisms, evolution, and consequences of behavior in animals. It deals with innate and learned behavioral responses as they relate to such topics as orientation, communication, reproductive behavior, ecology, and social behavior. Two 90-minute classroom meetings weekly. Not offered 2005-2006. [+]

114. **INSECTS IN OUR WORLD** An investigation of the diversity, morphological and physiological adaptations, behavior, and economic importance of insects. Two 90-minute classroom meetings weekly. Not offered 2005-2006. [+]

115. **HUMAN INHERITANCE** Genetic principles are applied to the human species with special attention given to methods of genetic analysis and to the social implications of genetics. Three classroom meetings weekly. Not offered 2005-2006. [+]

116. **HUMAN ANATOMY AND PHYSIOLOGY** An integrated study of the structure and function of human organ systems. Dissection, demonstrations, and experiments are used in the laboratory to illustrate principles of anatomy and physiology. This course satisfies certain Ohio certification requirements in physical education and music therapy. Three classroom meetings and one laboratory period weekly. One and one-fourth course credits. Fall 2005-2006. [+]

118. **THE BIOLOGY OF THE TROPICS** This course will use tropical organisms and tropical ecosystems to explore basic ecological and evolutionary principles. We will examine tropical environments and their biotas and will consider the ways in which humans have modified and are currently altering tropical systems. Three classroom meetings weekly. Alternate years. Spring 2005-2006. [+]

119. **DISEASE** This course will focus on the various definitions and manifestations of disease, including relevant topics in cell biology, physiology, and clinical aspects of disease. Students will study some unexpected impacts of disease on society and will learn how several scientific disciplines have contributed to our understanding of disease processes and control. Alternate years. Fall 2005-2006. [+]

**BIOLOGY FOR THE SCIENCE MAJOR**

For additional course information, visit our web site at www.wooster.edu/biology.

210. **INTRODUCTION TO THE BIOLOGY OF ORGANISMS** (See Biochemistry and Molecular Biology) This introductory course considers the organismic level of biological organization. Representatives from all five kingdoms are studied, with emphasis on plants and animals. The course examines how organisms meet the demands of living, including the basic requirements of nutrition, gas exchange, internal transport, osmoregulation, excretion, integration, and reproduction. Biology 210, 220, and 230 may be taken in any order. Three class hours and one laboratory period weekly. One and one-quarter credits. Annually. Fall and Spring. [Q, +]
220. INTRODUCTION TO THE BIOLOGY OF CELLS (See Biochemistry and Molecular Biology)  This introductory course considers the cellular level of biological organization. Topics include cellular structure, bioenergetics, metabolism, biosynthesis, photosynthesis, cell division and growth, and molecular genetics. Biology 210, 220, and 230 may be taken in any order. Three class hours and one laboratory period weekly. One and one-quarter credits. Prerequisite: Previous or concurrent registration in Chemistry 112. Annually. Spring. [Q, +]

230. INTRODUCTION TO THE BIOLOGY OF POPULATIONS  This introductory course considers the population level of biological organization. Topics include Mendelian and population genetics, evolution, and ecology of populations and communities. Biology 210, 220, and 230 may be taken in any order. Three class hours and one laboratory period weekly. One and one-quarter credits. Annually. Spring. [Q, +]

303. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY (See Biochemistry and Molecular Biology)  This laboratory-based course will give students hands-on experience with experimental methods used in biochemistry and molecular biology. It is organized around a semester-long project in which students will design and work toward specific research goals. This course counts for major credit in Biology and Chemistry. Prerequisites: C- or better in Chemistry 112 and Biology 220. Biochemistry and Molecular Biology majors are encouraged to have prior or concurrent enrollment in BMB 331. Annually. Fall.

305. CELL PHYSIOLOGY (See Biochemistry and Molecular Biology)  This course will focus on the cellular and molecular basis for complex physiological processes such as aging, disease pathologies, tissue formation and maintenance, and intercellular communication. Specific cell biology concepts to be covered include signal transduction, maintenance of cellular organization, cell motility, the coordination of the cell cycle and cell division, and membrane processes. Student-led investigations that emphasize modern approaches including bioinformatic and genomic technologies will be performed in the laboratory. Three lectures and one laboratory/discussion section a week. One and one-fourth course credits. Prerequisites: C- or better in Biology 220 and Chemistry 112 or permission of the instructor. Annually. Spring. [W†]

306. GENETICS (See Biochemistry and Molecular Biology)  Introduction to the mechanisms of heredity as elucidated in prokaryotes and eukaryotes, using classical and molecular techniques. Advanced topics include the use of genetic analysis as a powerful tool for studying complex biological systems and the regulation of gene expression. The laboratory provides experience in basic and advanced methods of genetic analysis. Three classroom meetings and one laboratory/recitation period weekly. Prerequisites: C- or better in Chemistry 112 and Biology 220 or permission of instructor. One and one-fourth course credits. Annually. Fall and Spring.

307. DEVELOPMENT  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. Prerequisites: C- or better in Biology 220 and 306 or permission of instructor. One and one-fourth course credits. Alternate years. Not offered 2005-2006.

311. 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 two laboratory periods weekly. One and one-fourth course credits. Prerequisites: C- or better in Biology 210 and either 220 or 230 or permission of instructor. Annually. Summer.

312. NATURAL HISTORY OF THE INVERTEBRATES  Study of the basic patterns of form and function that characterize the major taxa of invertebrate animals. Includes field trips and collecting from both aquatic and terrestrial habitats. Three classroom meetings and one laboratory-field period weekly. One and one-fourth course credits. Prerequisites: C- or better in Biology 210 and either 220 or 230 or permission of instructor. Alternate years. Fall 2005-2006.

BIOCHEMISTRY AND MOLECULAR BIOLOGY 331. BIOCHEMISTRY I  The main goal of this course is to analyze the structural properties of the four main groups of biological molecules — amino acids, nucleic acids, carbohydrates and lipids — with a goal of understanding the function of complex biological macromolecules and cellular processes. Structure, equilibria, thermodynamics and reactivity of biological macromolecules, with emphasis on proteins, are the course cornerstones. Principles of bioenergetics and intermediary metabolism (glycolysis, citric acid cycle, and oxidative phosphorylation) also discussed. It is highly recommended that students concurrently take BMB 303: Techniques in Biochemistry and Molecular
Biology. This course counts for major credit in Biology and Chemistry. Prerequisites: C- or better in Chemistry 212 and Biology 220 or permission of instructor. Suggested previous courses: Biology 210 and Chemistry 215 and 318. One course credit. Annually. Fall. [+]

BIOCHEMISTRY AND MOLECULAR BIOLOGY 332. BIOCHEMISTRY II A continuation of Biochemistry I with molecular and mechanistic emphasis on advanced cellular metabolism, signal transduction, as well as DNA, RNA and protein metabolism. Special topics in areas of biochemical genetics and recombinant DNA methodologies discussed. This course counts for major credit in Biology and Chemistry. Prerequisite: C- or better in BMB 331 or permission of instructor. One course credit. Annually. Spring. [+]

333. PLANT PHYSIOLOGY An overview of how plants function. Topics will include plant structure, metabolism, genetics, hormones and growth regulators, development, signal transduction, response to environmental stimuli, and plant-microbe interactions. Three classroom meetings and one laboratory period weekly. Prerequisites: C- or better in Biology 210, Biology 220, and Chemistry 112 or permission of instructor. One and one-fourth course credits. Alternate years. Not offered 2005-2006.

335. MICROBIOLOGY 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. Prerequisites: C- or better in Chemistry 112 and Biology 220 or permission of instructor. Recommended: Organic Chemistry. One and one-fourth course credits. Annually. Spring.

340. FIELD BOTANY AND SYSTEMATICS This course will introduce students to the principles of field botany and plant systematics. We will examine the floral and vegetative morphology of vascular plant groups, considering in particular the traits used to characterize different plant families in the vascular flora. Students will learn to use dichotomous keys to identify plants to the species level, and will be introduced to basic collecting and museum techniques for archiving plant specimens. We will also examine the current literature in plant systematics, and compare the classical and modern notions of plant classification and phylogeny as they are currently being revised. We will discuss principles of systematic classification, current methods of biological systematics, traits useful for making phylogenetic inferences, and the evolutionary history of vascular plant groups, especially angiosperms. Topics to be covered will included variation in plant taxa, flora biology and pollination, cytology, hybridization and speciation processes, molecular phylogenetics, morphological and biochemical analysis, palynology, and biogeography. Three classroom meetings and one laboratory weekly. Prerequisites: C- or better in Biology 210, 220 and 230. One and one-fourth course credits. Alternate years. Fall 2005-2006.

344. COMPARATIVE ANIMAL PHYSIOLOGY A detailed study of selected aspects of the physiological ecology of vertebrates and invertebrates, with emphasis on nervous systems, energetics, thermoregulation, respiration, salt and water balance, and excretion. Three classroom meetings weekly. Prerequisite: C- or better in Biology 210, Chemistry 112 or permission of instructor. One course credit. Alternate years. Not offered 2005-2006.

350. POPULATION AND COMMUNITY ECOLOGY 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 to investigate ecological questions. Prerequisites: C- or better in Biology 210 and 230 or permission of the instructor. Three classroom meetings and one laboratory weekly. One and one-fourth course credits. Annually. Fall.

352. ETHOLOGY The study of animal behavior from an evolutionary perspective. This course will consider how particular behavioral patterns enhance survival and reproductive success, and the ways in which ecological pressures shape behaviors involved in communication, reproduction, foraging, predator avoidance, and sociality. A wide taxonomic spectrum of animals will be considered, ranging from the simplest invertebrates to humans. Two classroom/laboratory meetings weekly. Prerequisites: C- or better in Biology 210 and 230 or permission of the instructor. Annually. Spring. [W†]

356. CONSERVATION BIOLOGY This course will examine the theory, methods, and tools by which biologists attempt to understand and to protect biological habitats and their attendant natural populations of organisms. Topics to be covered included demographic and genetic conservation, invasive species, fragmentation and habitat loss, design of nature reserves, management for conservation, restoration of degraded habitats, and sustainable development within a conservation context. We will also examine economic, social, and political pressures that influence conservation decision-making, using case studies at both the local and
the international level. Laboratory exercises will include computer simulations, field research, field trips, and group projects. Three classroom meetings and one three hour laboratory weekly. Prerequisites: C- or better in Biology 210 and 230. One and one-fourth course credits. Alternate years. Not offered 2005-2006.

360. EVOLUTION (See 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. Prerequisites: C- or better in Biology 210, 220 and 230 or Geology 250 and Biology 230 or permission of instructor. Annually. Fall.

380. NEUROBIOLOGY 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. Prerequisites: C- or better in Biology 210 and 220, Chemistry 112 or permission of instructor. Recommended to have one upper-level biology course or Psychology 323. Alternate years. Fall 2005-2006.

395. 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, 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. One-half course credit. Offered occasionally as needed. Not offered 2005-2006.

400. 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. One-half to one course credit.

401. INDEPENDENT STUDY An introduction to the techniques and practices of biological research focusing specifically on the design of experiments, data analysis and reduction, and information retrieval systems. Exploration of the literature related to the proposed I.S. thesis and the design of the research upon which the thesis will be based will be incorporated into a term paper. Two 90-minute classroom meetings weekly. Prerequisites: A grade of C- or better in Biology 210, 220, 230, and one Biology 300-level course. Annually. Spring.

402, 403. 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.

451, 452. INDEPENDENT STUDY THESIS 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 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, who, 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: Biology 401.

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.
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.

The major in Business Economics is described below in three sections: the pre-major, the major core, and the major electives and I.S. The department recommends that students complete the pre-major courses by the end of their fourth semester. Students who do not place into Mathematics 104 (or 108 or 111) on the mathematics placement test should take Mathematics 101 or Mathematics 103 as soon as possible in their college career in preparation for taking Mathematics 104 (or 108 or 111).

Pre-major: Economics 101 — Principles of Economics and
Business Economics 119 — Financial Accounting and
Mathematics 104 or Mathematics 108 or Mathematics 111 and
Economics 110 — Quantitative Methods for Economics and Business
or
Mathematics 241 — Probability and Statistics I

The major core courses should be completed no later than the end of the student’s fifth semester. Note that Mathematics 104 or 108 or 111 must be taken prior to or concurrent with Economics 202.

Major core: Economics 201 — Intermediate Macroeconomics and
Economics 202 — Intermediate Microeconomics and
Economics 210 — Applied Regression
or
Mathematics 242 — Probability and Statistics II

The elective courses in the major give students the opportunity to customize their course selections according to their interests. Note that Economics 210 or Mathematics 322 must be taken prior to or concurrent with Business Economics 401.

Elective At least three, but not more than five, additional business economics and I.S.: courses.
Two additional economics courses.
Business Economics 401 — Junior Independent Study
Business Economics 451, 452 — Senior Independent Study

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 Economics 101 should retake that course before proceeding to the other economics or business economics courses.
The Interdisciplinary Minor in International Business Economics

This minor must be taken in conjunction with a language major (currently French, German, or Spanish) selected by the student. It consists of the following requirements:

Core Courses:
- Economics 101 — Principles of Economics
- Business Economics 119 — Financial Accounting
- Economics 110 — Quantitative Methods

Electives: Two courses selected from Business Economics courses numbered 200 or higher, excluding Buec. 391, 392. One course from Economics 251, 252, or 254.

A grade of C- or higher is required in all of the courses in the minor. The language major must include the course most relevant to the language of business as determined by the chair of the relevant language department. A committee consisting of the chair of the appropriate language department and the chair of Economics will certify the selection of a Senior I.S. topic consistent with the study of international business. The international business economics minor is contingent on the successful completion of the selected language major. Students are encouraged to include at least one semester of foreign study and an internship.

There is no general Business Economics minor. The non-major who desires a background in business economics is urged to take Business Economics 119, Economics 101 and 110, Mathematics 104, and other elective business economics courses according to his or her interests.

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


230. 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: Economics 101. Spring 2005-2006 [#]

250. 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: Economics 101 and Business Economics 119. Annually. Spring. [#]

255. 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: Economics 101, 202. Fall 2005-2006.

260. 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 opportunity to apply previous course work while forcing them to consider tradeoffs and balance alternatives. Prerequisites: Business Economics 119, Economics 110 and 202, and one other business economics course. Annually. Spring.


401. INDEPENDENT STUDY Prerequisite: Economics 110. Co- or prerequisite: Economics 210.
407, 408. 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. Two credits. Prerequisites: junior standing, 2.75 cumulative grade average, Economics 101 and 202, Business Economics 119, and permission of intern coordinator. Annually. Summer and Fall.

451, 452. INDEPENDENT STUDY THESIS Prerequisite: Successful completion of all components of Business Economics 401. Spring semester enrollment in 451 by permission only.

CHEMICAL PHYSICS

The major in Chemical Physics is administered by Virginia Pett, Chairperson of the Department of Chemistry, and John Lindner, Chairperson of the Department of Physics.

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.

The Chemical Physics major requires:
Chemistry: 111, 112, 318, 319
Mathematics: 111, 112, 221
Physics: 203, 204, 205, 350
Chemistry or Physics: 401, 451, 452

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 (Chemistry: 211, 212, 215, 340; Physics: 208, 301, 302, 304). Interested students should discuss their plans with the chairperson of the Department of Chemistry or the chairperson of the Department of Physics. The S/NC grading option may not be used for courses required for this major.

No minor is offered in Chemical Physics.

CHEMISTRY

Pett, Ch., Amburgey-Peters, Bonvallet, Bromund, Edmiston, Gaus, Glassey, Snider

A major in Chemistry provides a student with sound training for a professional career in chemistry and related areas of science. Approximately 40 to 50 percent of Wooster’s chemistry graduates continue their education in graduate school. In almost every instance, they receive full financial support in the form of a tuition grant plus a teaching or research assistantship, or fellowship stipend. These individuals go not only into disciplines such as chemistry, chemical physics, geochemistry, oceanography, environmental science, and biochemistry, but also into biomedical sciences such as neurochemistry, pharmacology, and medicinal chemistry. Most graduates who earn advanced science degrees enter careers in which they carry out basic research in academic, industrial, or institutional laboratories. Recent graduates not entering graduate school have taken positions at a variety of well-known chemical and pharma-
ceutical companies. Others find careers in non-laboratory activities of science-based industry, such as information retrieval, personnel, sales, market research, and technical writing. Still others go into education.

Many premedical and predental students find that a major in chemistry prepares them well for professional school. In addition to the 40 percent of the Wooster chemistry graduates who go to graduate school, another 20 percent enter medical or dental school. Most of these enter private practice after completing their training, but a significant number also maintain active research programs in association with a medical or dental school.

The minimum major consists of the following: a) nine courses in the department; the required courses are 111, 112, 211, 212, 215, 318, 340, and two other course credits from among 216 and the remaining 300-level courses listed below; b) courses covering the fundamental concepts of physics and mathematical sciences; this requirement can be met by completion of Physics 204 (or Physics 102), and by receiving credit in Mathematical Sciences 111 (or 107 and 108) and either Mathematical Sciences 112 or Computer Science 151; c) a three-course Independent Study project (401, 451, 452) culminating in a thesis and an oral defense of the thesis. None of the courses in sections a), b), or c) above may be taken S/NC. Required courses in the major, including the required physics and mathematics (or computer science) courses, must be passed with both classroom and laboratory grades of C– or higher.

For those entering students who are considering a major in Chemistry, one of the following two sequences for the first two years is strongly recommended:

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<th>Fall</th>
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<tr>
<td>First Year</td>
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<tr>
<td>Chemistry 111</td>
<td>Chemistry 112</td>
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<tr>
<td>Mathematical Sciences 107 or 111</td>
<td>Mathematical Sciences 108 or 112</td>
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<td>Sophomore</td>
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<tr>
<td>Chemistry 211</td>
<td>Chemistry 212</td>
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<tr>
<td>Physics 203 (or 101)</td>
<td>Physics 204 (or 102)</td>
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<td>or if the interest, ability, and preparation of the student warrant:</td>
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<td>Fall</td>
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<td>First Year</td>
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<td>Mathematical Sciences 111 or 112</td>
<td>Mathematical Sciences 112, 212, or 221</td>
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<td>Chemistry 211</td>
<td>Chemistry 212</td>
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<td>Chemistry 318</td>
<td>Chemistry 215 or 216</td>
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<td>Mathematical Sciences 211</td>
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A student may elect a program that will result in Certification by the American Chemical Society in a) Chemistry, b) Chemistry/Biochemistry, or c) Chemistry/Chemical Physics. a) To meet the requirements for certification in Chemistry, the student must take Chemistry 111, 112, 211, 212, 215, 318, 319, 340, 401, 451, and 452, plus Biochemistry and Molecular Biology 331, Mathematical Sciences 112 and Physics 204 (or 102). A reading knowledge of German or Russian is recommended. b) To meet the requirements for certification in Chemistry/Biochemistry, the student must take Chemistry 111, 112, 211, 212, 215, 318, Chemistry or Biochemistry and Molecular Biology 401, 451, and 452, Biochemistry and Molecular Biology 303, 331, 332, plus Mathematical Sciences 112, Physics 204 (or 102), Biology 220, and one of the following: Biology 305, 306, or 335. c) To meet the requirements for certification in Chemistry/Chemical Physics, a student must take the courses listed in a) above, plus
two physics courses beyond the first year sequence and two advanced courses in theoretical chemistry, physics, or mathematics. The department chairperson is allowed some flexibility in authorizing certification, so students should consult with the chairperson if a selection of courses different from that given above for ACS certification is desired.

A minor in Chemistry consists of six courses in the department. Although the recommended pattern is 111, 112, 211, and 215, plus two others (not including 101, 102, or 103), other groupings are possible to meet the student’s academic goals. The student should consult with the department chairperson about other arrangements.

The laboratory and classroom portions are closely related for courses having a laboratory component. Students must register concurrently for both classroom and laboratory sections in order to receive credit for the course. The grade in the classroom portion (1.0 credit) includes both classroom and laboratory components, whereas the laboratory grade (0.25 credit) reflects the quality of laboratory work. The student may not take 101, 102, and 103 concurrent with or after 111.

Advanced Placement Any student who presents a score of 4 or 5 on the Advanced Placement Examination in Chemistry automatically receives credit for one general chemistry course. Such students will be placed in 112 or 211, depending upon the results of the departmental placement exam. The faculty of the department administer a placement exam during orientation week. Students who have had more than one year of high school chemistry and students who receive a grade of 3 or higher on the Advanced Placement examination may take the departmental placement exam. If the student’s performance demonstrates mastery of the material in 111 or 112, he/she may be advanced to either 112 or 211. The advanced placement policy of the College is further explained in the section on Admission.

International students with a certificate from a foreign Baccalaureate program may receive either one or two chemistry course credits. A student who intends to take chemistry courses at the College should take the departmental placement exam. If the student places into 112, he/she will receive 1.25 credit for 111. If the student places into 211, he/she will receive credit for 111 and 112 (2.5 credits). Students who do not intend to take chemistry courses at Wooster and do not need 111/112 to satisfy a requirement for another major need not take the placement exam; they will receive 2 elective credits, which will count toward the Mathematics and Natural Sciences general education requirements. For an explanation of “International Advanced Placement Credit,” see the section on Admission — International Student Admission.

101. CHEMISTRY AND THE WORLD IN WHICH WE LIVE: TEN WONDERFUL THINGS A study of chemistry is undertaken using ten important or fascinating items (ten wonderful things) as starting points in developing a detailed appreciation for the facts, theories, and methodology of the chemical sciences. “The List” has in the past included such diverse items as smoke detectors, concrete, solar cells, air bags, teflon, bullet-proof vests, ozone, proteins, DNA, vitamins, gasoline, sports packs (hot and cold), diamonds, cholesterol, fool’s gold, rocket fuel, stainless steel, and fiber optics. Not open to students who have received credit for or are concurrently enrolled in Chemistry 111. Three class hours per week. No prerequisite. One course credit. Spring 2005-2006. [+]

102. CHEMISTRY AND THE WORLD IN WHICH WE LIVE: FORENSIC SCIENCE Law enforcement techniques such as DNA typing, fingerprint identification, drug/explosives detection, and fiber analysis are covered in class and in short laboratory experiments. The underlying scientific principles of forensic techniques are discussed, drawing on examples from true crime investigations. The broader impact of science on the judicial system is covered in this course. Not open to students who have received credit for or are concurrently enrolled in Chemistry 111. Three class hours per week. No prerequisite. One course credit. Fall 2005-2006. [Q, +]

103. CONTROVERSIES IN SCIENCE AND PUBLIC POLICY: RISK, DISEASE, WEAPONS & WAR This course will examine the relationship between science and public policy through case studies of controversial issues including weapons & war, and HIV/AIDS. We will develop an understanding of the fundamental chemical, biological and physical concepts and technologies that underpin each case. In-class labora-
Emphasis is placed on the structure of the atom, chemical bonding, behavior of matter in the various pure states, solutions, stoichiometry, equilibria, energetics, and chemical reactivity. During the latter half of the second course, well-qualified students may apply to undertake special laboratory projects. [Q, +]

Course 111: Three class hours and one three-hour laboratory period per week. One and one-fourth course credits. Annually. Fall. [Q, +]

Course 112: Three class hours and one three-hour laboratory period per week. Prerequisite: Chemistry 111, C- or better, or acceptable performance on the departmental placement exam (see above). One and one-fourth course credits. Annually. Spring. [Q, +]

211. ORGANIC CHEMISTRY I This course introduces students to the fundamental principles of organic chemistry. The structure, bonding, and reactivity of organic compounds will be studied. Functional groups, reaction mechanisms, spectroscopic techniques, data interpretation, and synthetic methods will be emphasized. The course particularly emphasizes critical thinking, application of general concepts to new examples, and problem-solving skills. This course includes three class hours and one three-hour laboratory period per week. Laboratory experiments are designed to teach students about key synthetic organic laboratory skills, reactions, techniques, and instrumentation. The experiments promote student independence and competency in the laboratory. Informational literacy, safety awareness, and scientific writing skills will also be developed. Prerequisite: Chemistry 112, C- or better. One and one-fourth credits. Annually. Fall. [+]

212. ORGANIC CHEMISTRY II This course builds on the fundamental principles of organic chemistry introduced in Chemistry 211. 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 of complex molecules will challenge students to be creative, critical thinkers. This course includes three class hours and one three-hour laboratory per week. The laboratory allows students to use skills learned in Chemistry 211, become more independent, and learn new synthetic techniques through multi-week projects involving synthesis and spectroscopic identification. Information literacy, safety, and scientific writing (notebooks, technical reports, summaries, and experimental plans) continue to be emphasized. This is a Writing Intensive (W) Course. It fulfills part of the College’s writing requirement for graduation. Scientific writing is a distinct form of written communication that has its own conventions and idiosyncrasies. This course will build on scientific writing developed in Chemistry 211 to communicate research ideas, data, and scientific arguments. The subtleties of several forms of scientific writing (including notebooks, reports, data summaries, and experimental plans) will be addressed. Students will complete at least six writing assignments. Two of these assignments will be extensive formal laboratory reports. Time will be allotted during the laboratory for peer review of notebooks and reports, discussion of the writing process, and revision. The ACS Style Guide and Writing in the Sciences will serve as resources for understanding the prevailing conventions in scientific writing. Prerequisite: Chemistry 211, C- or better. One and one-fourth credits. Annually. Spring. [W, +]

215. ANALYTICAL CHEMISTRY The fundamental principles and methodology of chemical analysis are examined, with examples taken from biochemistry as well as organic and inorganic chemistry. Lecture material includes discussion of errors and statistical treatment of data, a review of equilibria, and an introduction to spectroscopy, electrochemistry, and analytical separations. Included in the laboratory portion of the course are concepts of experimental design, using library resources and methods and proper techniques for obtaining and evaluating quantitative data. Methods employed include spectroscopy, potentiometry, chromatography, and titrimetry. Three class hours and one three-hour laboratory period per week. Prerequisite: Chemistry 112, C- or better. Recommended previous course: Chemistry 212. One and one-fourth course credits. Annually. Spring. [Q, +]

216. ENVIRONMENTAL CHEMISTRY Various aspects of the chemistry of the environment, both unpolluted and polluted, are discussed. Consideration is given to chemical reactions in the aquatic, atmospheric, and geologic realms. Three class hours and one three-hour laboratory period per week. Prerequisite: Chemistry 112, C- or better. Suggested previous course: Geology 110. One and one-fourth course credits. Alternate years. Spring 2005-2006.
313. ADVANCED ORGANIC CHEMISTRY  The course material focuses on the interrelation of spectroscopy, synthesis and mechanism in modern organic chemistry. Advanced nuclear magnetic resonance techniques are used to examine the structure of organic molecules. Other methods, including infrared and ultraviolet spectroscopy and mass spectrometry, are discussed as diagnostic tools in synthetic and mechanistic studies. Illustrative case studies are taken from the current chemical literature. Three class hours per week. Prerequisite: Chemistry 212, C- or better. One course credit. Alternate years. Spring 2005-2006.

316. INSTRUMENTAL ANALYSIS  The course covers three major areas of instrumental chemical analysis, namely separations, spectroscopy, and electrochemistry. Approximately half of the semester is devoted to fundamental and practical aspects of methods for analytical separations. Gas and liquid chromatography are two of the major areas investigated. Other topics may include electrophoresis, affinity chromatography, and solvent extractions. In the second half of the semester, the fundamental and practical aspects of analytical spectroscopy and electrochemistry receive approximately equal time. Laboratory work involves multi-week independent projects. One laboratory project may involve building an analytical instrument, such as a gas chromatograph. Three class hours and one scheduled three-hour laboratory period per week. Prerequisite: Chemistry 215, C- or better. One course credit. Suggested previous course: Chemistry 318. Annually. Fall.

318. PHYSICAL CHEMISTRY I  Chemical thermodynamics, kinetics, and X-ray diffraction. Topics covered include: kinetic theory of gases, free energy and chemical equilibrium, chemical kinetics, solid state structure and structure determination. Three class hours and one three-hour laboratory per week. Prerequisite: Chemistry 112, C- or better. Prerequisites or corequisites: Mathematical Sciences 111, Physics 203 (or 101). One and one-fourth course credits. Annually. Fall. [+]

319. PHYSICAL CHEMISTRY II  Atomic and molecular structure. Topics covered include: quantum mechanical methods, the electronic structure of atoms and molecules, quantum mechanical models for molecular rotation and vibration, molecular symmetry, application of symmetry to molecular vibrations and MO theory, magnetic resonance spectroscopy. Three class hours and one three-hour laboratory per week. Prerequisite: Chemistry 318, C- or better. One and one-fourth course credits. Annually. Fall. [+]

320. TOPICS IN PHYSICAL CHEMISTRY  The physical chemistry of solid state materials and surfaces. Topics include: structure and bonding in solids; X-ray methods for structure determination; energy levels in solids; low-dimensional materials; semiconductors; the design of materials with useful electrical, magnetic, and optical properties; surface chemistry and spectroscopy. Three class hours per week. Prerequisite: Chemistry 310 or Physics 302, C- or better. One course credit. Alternate years. Spring. [+]

BIOCHEMISTRY AND MOLECULAR BIOLOGY 331. BIOCHEMISTRY I  The main goal of this course is to analyze the structural properties of the four main groups of biological molecules — amino acids, nucleic acids, carbohydrates and lipids — with a goal of understanding the function of complex biological macromolecules and cellular processes. Structure, equilibria, thermodynamics and reactivity of biological macromolecules, with emphasis on proteins, are the course cornerstones. Principles of bioenergetics and intermediary metabolism (glycolysis, citric acid cycle, and oxidative phosphorylation) also discussed. It is highly recommended that students concurrently take BMB 303: Techniques in Biochemistry and Molecular Biology. This course counts for major credit in Biology and Chemistry. Prerequisites: C- or better in Chemistry 212 and Biology 220, or permission of instructor. Suggested previous courses: Biology 210, Chemistry 215 and 318. One course credit. Annually. Fall. [+]

BIOCHEMISTRY AND MOLECULAR BIOLOGY 332. BIOCHEMISTRY II  A continuation of Biochemistry I with molecular and mechanistic emphasis on advanced cellular metabolism, signal transduction, as well as DNA, RNA and protein metabolism. Special topics in areas of biochemical genetics and recombinant DNA methodologies discussed. This course counts for major credit in Biology and Chemistry. Prerequisite: Biochemistry and Molecular Biology 331, C- or better, or permission of instructor. One course credit. Annually. Spring. [+]

340. INORGANIC CHEMISTRY  The details of the chemistries of selected elements and their compounds are studied. For each class of substances that is 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 to two three-hour laboratory periods per week. Prerequisite: Chemistry 212, C- or better, or permission of the instructor. One and one-fourth course credits. Annually. Fall. [+]
341. ADVANCED INORGANIC CHEMISTRY  Advanced aspects of inorganic chemistry are treated, including the organometallic chemistry of transition metal compounds and the chemistry of catalysis. The chemistry of condensed materials is also treated, including transition metal cluster. The course is designed to emphasize structure, bonding and spectroscopy, as well as syntheses and reaction mechanisms. Three class hours per week. Prerequisites: Chemistry 318 and 340, C- or better, or permission of the instructor. One course credit. Alternate years. Not offered 2005-2006. [*]

400. TUTORIAL  Advanced library and laboratory research problems in analytical, inorganic, organic, and physical chemistry and biochemistry. Approval of the chairperson is required. One-half to one course credit.

401. INTRODUCTION TO INDEPENDENT STUDY  An introduction to science writing and techniques for searching the chemical literature is provided. Concepts of structure and bonding are discussed. Each student consults individually with faculty advisers and writes a series of papers culminating in a major paper on an appropriate topic. Each also gives an oral report on a topic from one of those papers. Prerequisite: Chemistry 212, C- or better, or approval of the department. One course credit. Annually. Spring.

407, 408. 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 arranges his/her schedule only after consultation with the department chairperson. Prerequisites: junior standing; Chemistry 212, 215, 318, and 401. One to three course credits.

451, 452. INDEPENDENT STUDY THESIS  An original investigation is conducted, culminating in a thesis and an oral defense of the thesis. During the fall each student gives a research seminar on her/his Independent Study research topic and in the spring presents a poster. Problems are offered in selected areas of analytical, inorganic, organic, physical chemistry, and biochemistry. Prerequisites: Chemistry 212 and 401, C- or better, or approval of the department. Two course credits.

CHINESE

Wang, Ch.

The Program in Chinese introduces students to both the Chinese language and Chinese literature. Its objective is to train students in the basic skills of reading, speaking, understanding, and writing Chinese. Besides providing practical training in Chinese for career purposes, the program introduces students to non-Western ideas, conceptual schemes, and frameworks of intelligibility through both language and literature courses. These courses, together with related courses in the departments of Anthropology, History, Philosophy, and Religious Studies, give students a strong background in China and Asia, and enable them to experience different aesthetics, values, and modes of thought.

A minor in Chinese Studies consists of six courses: three in the language and three in the culture in translation. The three required language courses should be from among the following: Chinese 201, Chinese 202, and one Chinese 400 language tutorial or a language course in advanced Chinese in such off-campus programs in Taiwan or Mainland China as CIEE, IES, or CET. The three cultural courses in translation should be from among the following: Chinese 220, Chinese 222, Chinese 223, History 200 (Traditional China), History 201 (Modern China), History 237 (The United States and China), Philosophy 232 (Chinese Philosophy), and/or the various courses offered by off-campus programs in Chinese culture and society. With the permission of the Chair of the Program, relevant courses from other departments may be included in the list of culture courses in translation. Students who elect a minor in Chinese may not declare a major or minor in Cultural Area Studies with an East Asian emphasis.
101. 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.

102. BEGINNING CHINESE LEVEL II  A continuation of 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.

201. INTERMEDIATE CHINESE LEVEL I  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. Prerequisite: 202 or equivalent. Four hours per week. Annually. Fall. [C]

202. INTERMEDIATE CHINESE LEVEL II  A continuation of 201 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 as their term project. Required of minors. Prerequisite: 201 or equivalent. Four hours per week. Annually. Spring. [C]

220. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA  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 Shao, 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 youthful heroes as the shadows of modern man becoming a fragment of his primitive self under the pressures of a progressive civilization. Alternate years. Spring 2005-2006. [C, *]

222. WOMEN IN CHINESE LITERATURE  (See Women’s Studies) 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 secondary readings that establish connections and comparisons among the different works include: Descent to the Goddess by Sylvia Perera, Aspects of the Feminine by Carl Jung, Feminine Sexuality by Jacques Lacan, and Goddesses in Everywoman by Jean Bolden. The theoretical focus is on the construction of femininity in a patrilineal society. Alternate years. Spring. Not offered 2005-2006. [C, *]

223. CHINESE CINEMA AS TRANSLATION OF CULTURES  (See Film Studies) Watching foreign films allows the viewer to study a different culture from the perspective of an anthropologist. But what if the people we see on the silver screen are already conscious of themselves being seen and familiar with the cinematic discourses and cultural theories that exoticize their own society? What if these film productions, which we think represent the history, custom, and social reality of a foreign culture, are only fabulous spectacles of the “Orient” that never really existed? This course studies several narrative films, with emphasis on the “Fifth Generation Directors,” 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 get reinvented. Alternate years. Fall 2005-2006. [C, *]

400. TUTORIAL  Individually supervised language learning. By prior arrangement with the department only. Prerequisite: Chinese 202 or equivalent.

Related courses in other departments include Anthropology 231 (Peoples and Cultures), History 200 (Traditional China), History 201 (Modern China), Philosophy 232 (Chinese Philosophy), Religious Studies 110 (Religions East and West), and Religious Studies 220 (Buddhism). Students interested in studying in Chinese-speaking countries should consult with the department chairperson and the director of International and Off-Campus Study.
CLAS**SICAL STUDIES**

_McGowan, Ch., Foster_

The Department of Classical Studies provides students an opportunity to appreciate the cultural achievements of ancient Greece and Rome, their importance in the Western tradition, and their continuing influence on modern culture and thought. Because the classics were for so long the core of the Western curriculum, the study of the classical texts, besides being inherently exciting and rewarding, also provides an introduction to the essential assumptions of our culture. The program in Classical Studies will thus be of value both to students with a special interest in the ancient world and to those seeking a general foundation in the humanities.

The classics are best approached through the direct study of the languages, and work in Greek and Latin receives special emphasis in the department. Students in the language classes will read widely from the masterpieces of Greek and Roman literature: epic and philosophy, tragedy and comedy, history and oratory, lyric poetry and satire. For students with a more general interest in classical civilization, the department offers a range of courses that do not require language work, in ancient history, mythology, literature, and art and archaeology. The department also cooperates in a number of interdisciplinary courses, some of which are team-taught with faculty members of other departments.

A major in Classical Studies will have an emphasis in either Classical Languages or Classical Civilization. Required of all majors are Junior Independent Study and a two-course Senior Independent Study. Further requirements are as follows:

1. A Classical Studies major with emphasis in Classical Languages will take a minimum of seven courses in Greek and Latin (with at least two courses in each of the languages) and at least one course in Classical Civilization.

2. A Classical Studies major with emphasis in Classical Civilization will take a minimum of eight courses in the department. Two or three of these will be in either Greek or Latin, including at least one language course at the 200-level. The rest of the courses may be in Classical Civilization, although additional work in the languages is strongly encouraged.

The department also offers a minor in Classical Studies consisting of six courses: for the emphasis in Classical Languages, the six courses will be in Greek and Latin; for the emphasis in Classical Civilization, at least two of the courses will be in Greek or Latin and the rest will be in Classical Civilization.

Majors in Classical Languages are strongly encouraged to take additional courses beyond the requirements. Those who contemplate graduate work in classical studies should emphasize Latin or Greek and will find it very useful to acquire a reading knowledge of German or French. Majors are encouraged to study in Greece and Italy. The department occasionally offers its own off-campus program of study and travel, Wooster in Greece, which provides an introduction to the modern Greek language, a general literature course and an integrated term of reading, class work, and visits to archaeological sites and museums in Greece and Turkey. Students completing the program may receive up to four course credits toward graduation. See Wooster in Greece and Interdepartmental 379, 380, 381, 382, and 383.

A student must attain a grade of S or C- or higher in the minimum number of required courses in the major or minor, and no more than one of these courses may be taken S/NC.

The College language requirement may be satisfied in the Latin or Greek language by completing a 102-level course or receiving a score equivalent to the 102 level on the placement examination. 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.

**Advanced Placement**  Upon consultation with the department chairperson, a student may receive one course credit toward graduation by obtaining a grade of 4 or 5 on either of the two CEEB Advanced Placement Examinations in Latin (Vergil, Latin Literature). Students who obtain grades of 4 or 5 on both examinations may count one of these courses toward a major or a minor in Classical Studies. The advanced placement policy of the College is explained in the section on Admission.

### GREEK

**101. BEGINNING GREEK LEVEL I**  An introduction to the grammar, syntax, and vocabulary of classical Attic Greek. Emphasis on reading continuous passages in Greek and appreciation of their cultural context. No prerequisite. Annually. Fall.

**102. BEGINNING GREEK LEVEL II**  Continued work in Attic Greek grammar and readings, including selections from prose authors, such as Herodotus, Thucydides, and Plato. Prerequisite: Greek 101 or placement. Annually. Spring.

**200. GREEK TEXTUAL STUDIES: INTERMEDIATE LEVEL**  Translation and careful study of continuous passages selected from several representative Greek texts — for instance, Plato, Euripides, Homer, Herodotus, lyric poets, 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; and an introduction to textual analysis, both literary and historical. Readings will change from year to year, and the course may be repeated once for credit. Prerequisite: Greek 102 or placement. Annually. Fall. [*]

**250. SEMINAR IN GREEK 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, and the course may be repeated for credit. Offerings 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. Prerequisite: Greek 200 or placement. Annually. Spring. [*]

**400. TUTORIAL**

### LATIN

**101. BEGINNING LATIN LEVEL I**  An introduction to the basics of Latin grammar, syntax, and vocabulary, with emphasis on reading continuous passages and appreciation of their cultural context. 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 101. Annually. Fall.

**102. BEGINNING LATIN LEVEL II**  Continued work in the basics of the Latin language, with emphasis on reading selections from a variety of Latin authors. Prerequisite: Latin 101 or placement. Annually. Spring.

**200. LATIN TEXTUAL STUDIES: INTERMEDIATE LEVEL**  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, lexicon, reference works, and scholarly literature; and an introduction to textual analysis, both literary and historical. Readings will change from year to year, and the course may be repeated once for credit. Prerequisite: Latin 102 or placement. Annually. Fall. [*]

**250. SEMINAR IN LATIN 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, and the course may be repeated for credit. 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: Latin 200 or placement. Annually. Spring. [*]

**400. TUTORIAL**
CLASSICAL CIVILIZATION

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

INTERDEPARTMENTAL 200-01. 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. Spring 2005-2006. [*]

HISTORY 202. GREEK CIVILIZATION (See Archaeology)  
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. Fall 2005-2006. [#]

HISTORY 203. ROMAN CIVILIZATION (See Archaeology)  
A survey of the civilization of ancient Rome from the Etruscans 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. Spring 2005-2006. [#]

220. MYTH AND ANCIENT EPIC (See Comparative Literature)  
An introduction to the principal myths and legends of ancient Greece and Rome through the traditions of epic poetry. Texts may include Homer’s Iliad and Odyssey, Hesiod’s Theogony, Vergil’s Aeneid, Ovid’s Metamorphoses. Emphasis on the literary transformation of traditional narratives; the relation of oral and literary epic; and the epic conceptualization of divinity and mortality, gender, and time. Not offered 2005-2006. [W†, *]

221. MYTH AND GRECO-ROMAN DRAMA (See Comparative Literature, Theatre)  
An introduction to the principal myths and legends of Greece and Rome through the traditions of ancient drama: the tragedies of Aeschylus, Sophocles, and Euripides; the comedies of Aristophanes, Menander, Plautus, and Terence. Emphasis on the origins of tragedy and comedy in myth, ritual, and festival; the understanding of the plays in their literary, political, and historical context; and the production and performance of the plays as living theater. Spring 2005-2006. [*]

COMPARATIVE LITERATURE 222. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM  
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. Spring 2005-2006. [W, *]

225. WOMEN IN THE GREEK AND ROMAN WORLD (See Women’s Studies)  
Study of the social history of women in classical antiquity by analysis of the primary evidence (literary and material) and modern scholarship. The realities of women’s daily lives; their participation in economic, political, cultural, and religious institutions; and their representation in traditional narratives, literature, and art. Not offered 2005-2006. [W, #]

INTERDEPARTMENTAL 240. GREEK ARCHAEOLOGY AND ART (See Archaeology, Art)  
A study of the major archaeological sites and monuments in Greece from the prehistoric, classical, and Hellenistic periods. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. Art 120 is recommended as a prior course. Spring. Not offered 2005-2006. [*]

INTERDEPARTMENTAL 241. ROMAN ARCHAEOLOGY AND ART (See Archaeology, Art)  
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. Art 120 is recommended as a prior course. Not offered 2005-2006. [*]
259. PLATO'S SEARCH FOR ABSOLUTE KNOWLEDGE (See Philosophy) The aim of the course is to study selected Platonic dialogues as literature and philosophy, with particular attention to literary devices (symbol and myth), philosophical questions (nature of reality and knowledge), and the Socratic critique of religion and poetry. Not offered 2005-2006. [W, *]

260. SPECIAL TOPICS IN CLASSICS Intensive study of a significant subject in ancient Greek or Roman history, culture, or society. Emphasis on the development of research techniques, the interrelationship of different kinds of ancient source materials (textual, epigraphic, artistic, archaeological), and the relevance and application of contemporary theory to classical antiquity. May be repeated when topic changes. Possible topics include Alexander the Great: Legend and Legacy, Dining at the Table of the Gods: Greek and Roman Religion, Love and Sexuality in the Classical World, The Ancient City: Urban Planning in Antiquity. Fall and Spring. Not offered 2005-2006.

400. TUTORIAL

INDEPENDENT STUDY

401. 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.

451, 452. INDEPENDENT STUDY THESIS The main fields of choice for a major with an emphasis on Greek or Latin: the literature, philosophy, religion, or history of Greece or Rome. Suggested fields of specialization for a major with an emphasis on Classical Civilization: archaeology, ancient history, mythology, classical or comparative literary criticism, philosophy.

COMMUNICATION

M. Johnson, Ch., Aarts, Batt, Bostdorff, Korba, Mitchell

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.

The major in the Communication Studies track consists of a minimum of eleven courses:

One course from each of the categories of Human Dynamics (220, 221, 225, or 145: Language Development in Children), Rhetorical Studies (152, 250, 252, 254), and Media Studies (229, 231, 332)
Three credits of electives chosen from 111, 145, 152, 220, 221, 225, 229, 231, 250, 252, 254, 332, 350

311. Theories of Human Communication
One methodology course (either 352. Rhetorical Criticism or 353. Quantitative Methods)

Three semesters of Independent Study (401, 451, 452)

Majors in the Communication Studies track must complete their methods course (352 or 353) no later than the spring of their junior year. Majors should also complete the theory course (311) prior to the first semester of Senior Independent Study (451).

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.

The minor in Communication Studies consists of:
111. Introduction to Communication Studies
One course from the Human Dynamics category
One course from the Rhetorical Studies category
One course from the Media Studies category (except 130)
Two course credits of electives chosen from 145, 152, 220, 221, 225, 229, 231, 250, 252, 254, 332, 350

No courses taken on a S/NC basis — with the exception of 130. A student must earn a grade of C– or higher for a course to count toward the major or the minor.

No more than two Communication Studies and/or Communication Sciences and Disorders courses can be applied toward the general education requirements.

111. 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. Fall and Spring 2005-2006. [#]

311. THEORIES OF HUMAN COMMUNICATION  The goal of this advanced course is to provide students with in-depth knowledge of theories of human communication 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.

350. SPECIAL TOPICS IN COMMUNICATION STUDIES  Selected topics or issues for advanced study in human dynamics, rhetorical studies, or media studies. Prerequisite: Sophomore standing. May be repeated. Fall. Not offered 2005-2006.

352. 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 — 250, 252, 254 — or permission of instructor. Annually. Spring.
353. 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]

390. 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. Application to the program and permission of the instructor are required. One-fourth course credit. Fall and Spring. Not offered 2005-2006.

400. TUTORIAL  A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. The approval of the supervising faculty member is required prior to registration.

401. 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: 352 or 353 completed or taken concurrently and completion of a W course. Fall and Spring by assignment.

407, 408. INTERNSHIP  Internships are negotiated with the Dean of the Faculty 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 credit.

451, 452. SENIOR INDEPENDENT STUDY  Senior Independent Study is a two-semester research project culminating in the I.S. thesis and an oral examination, to be completed in the Senior year.

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.

220. 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 2005-2006.

221. 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 2005-2006. [#]

225. 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 2005-2006.
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.

152. PUBLIC SPEAKING  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. Fall and Spring 2005-2006. [*]

250. 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 2005-2006. [W†, *]

252. 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 — 111, 152, 250 — or permission of instructor. Alternate years. Spring 2005-2006. [W, *]

254. 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 2005-2006. [W]

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.

130.01. RADIO WORKSHOP  This course provides training in radio broadcasting and station management associated with the activities of WCWS-FM, the College radio station. No Prerequisite. One-fourth course credit. Fall and Spring. S/NC.

130.02. 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. Prerequisite: 130.01. This section of 130 may be repeated. One-fourth course credit. Fall and Spring. S/NC.

130.03. RADIO WORKSHOP  This course provides training in radio broadcasting and station management associated with the activities of WCWS-FM, the College radio station. Prerequisites: Must be a member of the WCWS management staff and have the permission of the course instructor. One-half course credit. Fall and Spring. S/NC.

229. 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 2005-2006. [#]
231. RADIO, TELEVISION, AND FILM IN AMERICA (See 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 broadcast-
ing, comparative broadcast systems, the technological limitations and potentials of the mass media, and the

332. VISUAL COMMUNICATION (See Film Studies) This course introduces students to the form, con-
tent, 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 tem-
poral continuity, movement, cutting, camera angles, lighting, pacing, and the basics of production and edit-
ing equipment. Prerequisite: One of the following — 231, 229 — or permission of instructor. Alternate years.

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, diag-
nosing, 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 under-
standing, and courses in the major are taught from these perspectives: 1) the evolu-
tionary biolinguistic capacity of humans for using language for communication; 2) the
principles of human development and maturation from biologic, anthropologic, psy-
cho-social, and communicative perspectives; 3) the causes, effects, assessment, and
treatment of those with communicative disorders; 4) the opportunities for service edu-
cation 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.

The major in the Communication Sciences and Disorders track consists of thirteen
courses:

141. Introduction to Communication Sciences and Disorders
143. Phonetic Transcription and Phonology
145. Language Development in Children
242. Advanced Communicative Disorders (Stuttering/Voice)
244. Audiology
Four semesters of 140. Speech and Hearing Clinic Practicum
(at one-fourth course credit each)
Three semesters of Independent Study (401, 451, 452)
353. Quantitative Methods
Two to five electives from within the department and cognate courses
(see below)

Departmental Electives:
250. Principles of Rhetoric
221. Interpersonal Communication
345. Special Topics in Communication Sciences and Disorders
Cognate Courses:
Biology 116. Human Anatomy and Physiology
Psychology 230. Human Neuropsychology
English 240. A Common Language
Physics 101. General Physics
Psychology 110. Child and Adolescent Development
Psychology 211. Maturity and Old Age
Anthropology 220. Linguistic Anthropology

Majors in the Communication Sciences and Disorders track must complete COM 353 before the end of the junior 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.

The minor in Communication Sciences and Disorders shall consist of:

1. Introduction to Communication Sciences and Disorders
2. Phonetic Transcription and Phonology
3. Language Development in Children
4. Advanced Communicative Disorders (Stuttering/Voice)

Four semesters of 140. Speech and Hearing Clinic Practicum
(at one-fourth course credit each)
One additional credit in the curriculum of the major

Students majoring or minoring in Communication Sciences and Disorders may not take any courses within the department for S/NC credit except the first enrollment of 140.

Note: 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.

140. 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. Prerequisites: CSD 141, CSD 143, and CSD 145 or permission of the instructor. First semester of enrollment is graded S/NC. Following semesters are graded with letter grades. Fall and Spring.

141. 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. [#]

143. 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: CSD 141 or permission of the instructor. Annually. Fall.
145. LANGUAGE DEVELOPMENT IN CHILDREN At the completion of this course, the student will have a comprehensive knowledge of the developmental process of children learning spoken language. Annually. Spring. [#]

242. ADVANCED COMMUNICATIVE DISORDERS The speech disorders of voice and fluency will be investigated. Major topics will include the anatomy and physiology of the voice mechanism as well as the etiologies and proposed theories of causation, assessment procedures, intervention issues and strategies for voice and fluency disorders. Prerequisite: CSD 141 or permission of the instructor. Alternate years. Spring 2005-2006.

244. 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: CSD 141 or permission of the instructor. Alternate years. Spring. Not offered 2005-2006.

345. SPECIAL TOPICS 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: CSD 141 or permission of the instructor. Fall. Not offered 2005-2006.

400. TUTORIAL A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. The approval of the supervising faculty member is required prior to registration.

401. 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. Prerequisites: 353 completed or taken concurrently and completion of a W course. Fall and Spring by assignment.

407, 408. COMMUNICATION SCIENCES AND DISORDERS INTERNSHIP Variable credit. Negotiated with the Dean of the Faculty and the faculty of the department.

451, 452. SENIOR INDEPENDENT STUDY Senior Independent Study is a two-semester research project, culminating in the I.S. thesis and an oral examination to be completed in the Senior year.

COMPARATIVE LITERATURE

Shostak, Ch., Comparative Literature Curriculum Committee: McGowan, Muellner, Palmer, Sokol, Wang

Comparative Literature is a discipline that sees textual activity as involved in a complex web of cultural relations. It seeks, according to the editors of The Comparative Perspective on Literature (1988), “to understand literary texts in relation to a variety of other texts including those belonging to other languages and cultures, other disciplines, other races, or the other sex.” 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.

The major in Comparative Literature consists of fifteen courses, including both 401 and a two-semester Independent Study Thesis (451 and 452); the student’s specific program will be formulated in consultation with her or his adviser and the chairperson of the Comparative Literature Program, who will seek the required approval of the Curriculum Committee for Comparative Literature. Approval should be requested by or before the first semester of the junior year. The major will include work of a specifically comparative character, some emphasis on a single national literature, and
a coherent combination of courses in other national literatures. (See also Film Studies). Normally, the major will include the following components:

1. Course 120 and at least two other courses in Comparative Literature (Group I):

2. Four courses beyond the 102 level in a foreign language department. One of
   the four courses may be in translation. When department offerings allow, at
   least two should be in the literature of the foreign language.

3. At least two courses from national literatures other than those chosen in No. 2.
   These may be selected from Groups II and III.

4. Three electives, selected from Groups I, II, and III and/or from beyond the 102
   level in a foreign language.

5. The Independent Study sequence (401, 451, and 452).

Courses 401, 451, and 452 will all involve projects of a comparative character; the
student may select an adviser from any of the departments that participate in the pro-
gram; 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 401 and 451.

The minor in Comparative Literature is defined as six courses: three should be
chosen from Group I and three from Groups II and III.

Courses applied toward a comparative literature major may not be taken on an
S/NC basis.

Group I

COMPARATIVE COURSES

ENGLISH 120. LANGUAGE, LITERATURE, AND CULTURE (Comparative Emphasis) Inquires into the fundamental issues of reading a variety of texts. Special attention will be given to a number of problems, including the following: 1) how language functions in reading, 2) why texts are or are not considered literary, 3) why readers respond to writings in the way they do, examining especially the assumptions and expectations they bring to certain works, and 4) what knowledge readers might use to understand texts better, such as the cultural contexts in which they were written or the implicit assumptions which they make about gender and race. Strongly recommended as the first course in Comparative Literature. Annually. Not offered Fall 2005-2006. Spring. [*]

220. COMPARATIVE LITERARY THEORY An in-depth exploration of representative works of literary theory designed to introduce students to a variety of critical approaches central to the study of Comparative Literature and of literature in general. Readings from multiple national literatures to range, for example, from Plato and Aristotle to such nineteenth- and twentieth-century critics as Nietzsche, Saussure, Woolf, and Foucault. Alternate years. Spring. Not offered 2005-2006. [*]

222. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM (See 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 Cacooyannis. Alternate Years. Spring 2005-2006. [W, *]

230. COMPARATIVE SEXUAL POETICS (See Women’s 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. Spring. Not offered 2005-2006. [W, *]

232. MODERN COMPARATIVE DRAMA (See Theatre) 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. Spring. Not offered 2005-2006. [C, *]

236. COMPARATIVE FILM STUDIES (See 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. Not offered 2005-2006.

248. TEXT AND CONTEXT IN CENTRAL EUROPE (See Russian Studies) The relationship between art and society in post World War II Central Europe of the second half of the twentieth century assumes a role quite different from that in the West. This course will study the dynamics of that relationship, paying special attention to the place of the artist/intellectual in society, the significance of artistic allusion, and the function of ideology and censorship. How the cultural situation has changed in the post-communist era will also be considered. Primary texts will comprise prose fiction, drama, poetry, and film from several national cultures, including Czech, Polish, and Hungarian; critical considerations will emphasize such indigenous theories as Marxism, structuralism, and cultural semiotics, but will also include feminist perspectives imported from the West. Spring. Not offered 2005-2006. [W, C, *]

290. SEMINAR IN COMPARATIVE 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: 120 or permission of the instructor. Not offered 2005-2006.

**Group II**

**NATIONAL LITERATURE IN TRANSLATION**

**CHINESE**
- 220. Rebels, Romantics, and Reformers: Being Young in China [C, *]
- 222. Women in Chinese Literature [C, *]
- 223. Chinese Cinema as Translation of Cultures [C, *]

**CLASSICAL STUDIES**
- 220. Myth and Ancient Epic [W†, *]
- 221. Myth and Greco-Roman Drama [*]

**FRENCH**
- 235. Francophone Literature of Africa and the Caribbean [C]
- 253. Topics in Francophone Literature and Society (every 2-3 years: Francophone Film)

**GERMAN**
- 227. German Literature in Translation
- 228. Topics in German Culture and Society (every 2-3 years: German Film and Society) [C]

**RUSSIAN STUDIES**
- 220. Russian Culture through Film [C, *]
- 250. Men Writing Women (19th-century Russian literature) [W, C, *]
- 251. Love, Death, and Revolution (20th-century Russian literature) [W, C, *]
- 252. Russia’s Literary Caucasus [W, C *]
SPANISH
   212. Literature and Culture of the Hispanic Caribbean [C, *]
   213. U.S. Latino Literatures and Cultures [C, *]

Group III
NATIONAL LITERATURE IN THE ORIGINAL

CLASSICAL STUDIES — GREEK
   200. Greek Textual Studies: Intermediate Level [*]
   250. Seminar in Greek Literature [*]

CLASSICAL STUDIES — LATIN
   200. Latin Textual Studies: Intermediate Level [*]
   250. Seminar in Latin Literature [*]

ENGLISH
   210. Gender, Race, and Ethnicity [*]
   220. Writers [*]
   230. History [*]
   240. Textual Formation [*]
   250. Readers’ Responses to Texts [*]

FRENCH
   220. Introduction to Francophone Texts [C, *]
   230. Topics in Francophone Literature and Society
   320. Studies in the Middle Ages and the Renaissance
   322. Studies in the Seventeenth Century
   324. Studies in the Eighteenth Century [C, *]
   328. Studies in the Nineteenth Century
   329. Studies in the Twentieth Century [C, *]

GERMAN
   260. Kulturkunde: Introduction to German Studies [C, *]
   267. Introduction to German Literature [W, C]
   300. Major Epochs of German Literature and Culture
   320. Major Authors in German Literature
   330. Genres of German Literature [C]
   340. Major Themes and Issues in German Literature

SPANISH
   207. Modern Spanish Literature [C, *]
   208. Twentieth Century Spanish American Writers [C, *]
   211. Topics in Hispanic Language, Literature, and Culture
       [depending on the topic, C, *]
   301. Cervantes: Don Quixote [C, *]
   302. Golden Age Literature [C, *]
   305. The Contemporary Latin American Novel [C, *]
   309. Trends in Spanish American Literature [C, *]

400. TUTORIAL

401. JUNIOR INDEPENDENT STUDY

451, 452. INDEPENDENT STUDY THESIS
COMPUTER SCIENCE

Hartman, Ch., D. Brown, Byrnes, Gray, Hales, C. Hampton, Newland, Pierce, Ramsay

A major in Computer Science prepares the student for continued study in graduate school and for a professional career in computer science and related areas of computer application. 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.

Students interested in studying computer science should consult the listing under the Department of Mathematics and Computer Science page 111.

CULTURAL AREA STUDIES

Sokol, Ch., Cultural Area Studies Curriculum Committee: Frese, Graham, N’Diaye, Wang

The Cultural Area Studies major provides a program of study for students who are fascinated by a particular area of the world – its language, literature, history, religion, and culture. The goal for the major is to help students acquire a deep understanding of the area they choose and to structure a part of that understanding from within an academic discipline. Students achieve this depth of understanding through their academic coursework, their language training, and the time they spend living and studying in the cultural area.

The major in Cultural Area Studies consists of fifteen courses, including six courses in a cultural area, six courses in a core department, a one-course Junior Independent Study, and a two-course Senior Independent Study. In choosing a cultural area, students may elect to focus on one of the following six areas of the world:

Africa

Russia and East Central Europe

East Asia

South Asia

Latin America

Modern Western Europe

In sum, the major consists of the following components:

1. Cultural Area — Six courses. In consultation with the chairperson of Cultural Area Studies, students choose six courses from those offered both on campus and by off-campus programs. Normally, students select the on-campus courses from the list that follows this introductory section.

2. Core Department — Six courses. In consultation with the chairperson of the chosen department, students will choose those courses in the department that will ground them in the department’s discipline and, as much as possible, enhance their knowledge of the cultural area.

3. Junior Independent Study — One course credit. It is strongly recommended that students complete Junior I.S. before going off campus. The Junior I.S. should deal with some aspect of the student’s cultural area, and will be advised by a faculty member in the student’s core department.

4. Senior Thesis — Two course credits. The thesis is typically done under the direction of a professor in the student’s core department, although it will be registered as a Cultural Area Studies thesis.
Additional Criteria

5. **Language Study** — Students will achieve proficiency in at least one language spoken in the cultural area. The chairperson of Cultural Areas Studies will determine the appropriate language proficiency level. When possible, the chairperson will make this determination in consultation with appropriate on-campus language departments. Students should include some language courses among their area courses.

6. **Study in the Cultural Area** — In consultation with the International Programs Office, the chairperson of Cultural Area Studies, and the chairperson of the core department, students will select a program that will deepen knowledge and understanding of the cultural area and its language(s). Preferably, students will choose a year-long program. Some endorsed programs for each area may be found below, along with on-campus course listings. “Endorsed” means that College of Wooster financial aid transfers.

The **minor** in Cultural Area Studies includes six courses that students will choose in collaboration with the chairperson of Cultural Area Studies. The courses will focus on a single cultural area (with the exclusion of Modern Western Europe).

The Cultural Area Studies program is administered by the Cultural Area Studies Curriculum Committee. Students who wish to consider a major or minor in a Cultural Area Studies must consult with the chairperson.

**Cultural Area Studies Courses:**

**201. INTRODUCTION TO THE CIVILIZATIONS OF SOUTH ASIA**
This course focuses on the cultural history of India from ancient to modern times, examining the Classical, Medieval, and Modern periods. In addition, it touches on such cultural topics as Indian society, art, music, dance and cooking. Spring. Not offered 2005-2006. [C]

**400. TUTORIAL** (in all areas) Tutorial 400 is normally used to record transfer credits earned during the overseas term for courses that fulfill a requirement in Cultural Area Studies but for which there are no direct equivalents in the College’s regular course listing. This occurs most often with languages not taught at Wooster but integral to the student’s “cultural area” (for example, Arabic, Chinese, Hebrew, Hindi, Japanese, Shona, Swahili). A tutorial course may be given in exceptional circumstances for topics not normally covered in regular courses but suitable for fulfilling requirements in Cultural Area Studies.

**401. JUNIOR INDEPENDENT STUDY** One semester project dealing with the students’ cultural area and done under the supervision of a faculty member.

**451, 452. SENIOR INDEPENDENT STUDY THESIS**
A two-semester project in which students apply, when appropriate, the methods of the core department to the study of an aspect of their cultural area. It is expected that the students will choose a project that grows out of previous course work and/or out of experience in the cultural area.

**Cultural Area Studies and Cross-listed Courses by Cultural Area:**

**AFRICA**

**Endorsed off-campus programs in Kenya, Senegal, and Zimbabwe**
- Af.St. 131. Introduction to African Studies [C, #]
- Af.St. 244. Cinema of Africa and the African Diaspora [C, *]
- Af.St. 245. Pan-Africanism [C, #]
- Af.St. 246. Africana Popular Culture [C, *]
- Anth. 231. Peoples and Cultures [depending on topic, C, #]
- Art 220. African Art [C]
- French 235. Francophone Literature of Africa and the Caribbean [C]
- Hist. 231. Africa Before 1900 [C, #]
- Hist. 232. Twentieth-Century Africa [C, #]
- Idpt. 200-04. French Colonization in West Africa [C, *, #]
- Phil. 234. African Philosophy and Religions [C, *]
Cultural Area Studies

Rel.S. 222. Islam [C, R, *]

EAST ASIA
Endorsed off-campus programs in China, Hong Kong, and Japan
Anth. 231. Peoples and Cultures [depending on topic, C, #]
Chin. 201. Intermediate Chinese Level I [C]
Chin. 220. Rebels, Romantics, and Reformers: Being Young in China [C, *]
Chin. 222. Women in Chinese Literature [C, *]
Chin. 223. Chinese Cinema as Translation of Cultures [C, *]
Hist. 101. Introduction to Historical Investigation [depending on topic, W, C, #]
Hist. 200. Traditional China [C, #]
Hist. 201. Modern China [C, #]
Hist. 206. Modern Japan [C, #]
Hist. 237. The United States and China [C, #]
Phil. 230. East/West Comparative Philosophy [W†, C, *]
Phil. 232. Chinese Philosophy [C, *]
Rel.S. 220. Buddhism [C, R, *]
Rel.S. 265. Topics in Religious Thought (depending on topic)

LATIN AMERICA
Endorsed off-campus programs in Argentina, Chile, the Dominican Republic, and Mexico
Anth. 231. Peoples and Cultures [depending on topic, C, #]
Hist. 101. Introduction to Historical Investigation [depending on topic, W, C, #]
Hist. 215. Colonial Latin America [C, #]
Hist. 216. Modern Latin America
Pol. Sci. 247. Special Topics in Comparative Politics [W†, depending on topic, C, #]
Span. 201. Intermediate Spanish for Grammar, Conversation and Composition
Span. 204. Latin American Civilizations and Cultures [C]
Span. 208. Twentieth Century Spanish American Writers [C, *]
Span. 211. Topics in Hispanic Language, Literature, and Culture [depending on topic, C, *]
Span. 212. Literature and Culture of the Hispanic Caribbean [C, *]
Span. 213. U.S. Latino Literature and Culture [C, *]
Span. 250. Commercial Language and Culture in the Hispanic World [C]
Span. 270. Spanish Phonology [*]
Span. 305. The Contemporary Latin American Novel [C, *]
Span. 309. Trends in Spanish American Literature [C, *]
Span. 310. The Structure of Modern Spanish [*]

RUSSIA AND EAST CENTRAL EUROPE
Endorsed off-campus programs in Russia and the Czech Republic
Russ. 201. Intermediate Russian (Level III)
Russ. 202. Intermediate Russian (Level IV)
Russ. 210. Gender and Identity in Russian Culture [C, *]
Russ. 220. Russian Culture through Film [C, *]
Russ. 250. Men Writing Women (19th century Russian literature) [W, C, *]
Russ. 251. Love, Death, and Revolution (20th century Russian literature) [W, C, *]
Russ. 252. Russia’s Literary Causasus [W, C, *]
C.Lit. 248. Text and Context in – Central Europe [W, C, *]
Hist. 101. Introduction to Historical Investigation [depending on topic, W, C, #]
Hist. 230. Russia to 1900 [C, #]
Hist. 233. Russia Since 1900 [C, #]

SOUTH ASIA
Endorsed off-campus programs in India, Nepal and Thailand
CAS. 201. Introduction to the Civilizations of South Asia [C]
Phil. 230. East/West Comparative Philosophy [W†, C, *]
Rel.S. 218. Hinduism [C, R, *]
Rel.S. 220. Buddhism [C, R, *]
Rel.S. 222. Islam [C, R, *]
Rel.S. 223. Indian Philosophy and Religious Thought [W†, C, *]
Rel.S. 230. The Life and Thought of Mahatma Gandhi [W, C]

MODERN WESTERN EUROPE
Endorsed off-campus programs (partial list): IES in Berlin, Paris, Nantes, Freiburg, Barcelona, Vienna, Madrid, Salamanca; PRESHCO in Cordoba

ANTHROPOLOGY
231. Peoples and Cultures [depending on topic, C, #]

ART
214. Nineteenth Century Art [*]
216. Gender in Twentieth Century Art
222. Modern Art [*]
224. Architecture II: Chicago School to Postmodernism

COMPARATIVE LITERATURE
232. Modern Comparative Drama [C, *]

FRENCH
201. Intermediate French for Spoken Comprehension and Communication [C]
202. Intermediate French for Reading
203. Intermediate French for Written Comprehension and Communication [W]
216. Advanced French [C]
218. French Phonology [*]
220. Introduction to Francophone Texts [depending on topic, C, *]
224. Studies in Francophone Culture [depending on topic, C, *]
230. Topics in Francophone Literature and Society (depending on topic)
253. Topics in Francophone Literature and Society (depending on topic)
316. Translation and Stylistics
328. Studies in the Nineteenth Century
329. Studies in the Twentieth Century [C, *]

GERMAN
201. Intermediate German Level I [C]
202. Intermediate German Level II [C]
227. German Literature in Translation
228. Topics in German Society and Culture [C]
230. Theaterpraktikum
250. Advanced Composition and Conversation
260. Kulturkunde: Introduction to German Studies [C, *]
267. Introduction to German Literature [W, C]
300. Major Epochs of German Literature and Culture (depending on topic)
320. Major Authors in German Literature
330. Genres of German Literature [depending on topic, C]
Economics

340. Major Themes in German Literature (depending on topic)
Hist. 101. Introduction to Historical Investigation [depending on topic, W, C, #]
Idpt. 200-05. Modernism and Identity in German Literature and Art [C, *]

HISTORY
208. Europe, 1890 to 1945 [C, #]
209. Europe since 1945 [C, #]
211. Europe of the Revolutions (1789-1914)
221. Modern Britain
225. Modern Germany

PHILOSOPHY
252. Hegel, Kierkegaard, and Nietzsche [*]
260. 19th Century Continental Philosophy [*]
262. Twentieth Century Continental Philosophy [*]
264. Existentialism [*]

POLITICAL SCIENCE
120. Introduction to International Relations [C, #]
234. Contemporary Western Political Theory [#]
242. The Politics of West Europe
247. Special Topics in Comparative Politics [W†, depending on topic, C, #]

SPANISH
201. Intermediate Spanish for Grammar, Conversation and Composition
203. Peninsular Spanish Civilization and Culture [C]
207. Modern Spanish Literature [C, *]
211. Topics in Hispanic Language, Literature, and Culture [depending on topic, C, *]
250. Commercial Language and Culture in the Hispanic World [C]
270. Spanish Phonology [*]
301. Cervantes: Don Quixote [C, *]
302. Golden Age Literature [C, *]
310. The Structure of Modern Spanish [*]

ECONOMICS

B. Burnell Ch., J. Burnell, Hornsten, Moledina, Sell, Warner, Wellington

The Economics major is a good choice for those who want a sound basis for understanding the world around them. The requirements are designed to provide the student with a background in theoretical and applied economics as well as the quantitative methods necessary for graduate study in economics and 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.

The major in Economics is described below in three sections: the pre-major, the major core, and the major electives and I.S. The department recommends that students complete the pre-major courses by the end of their fourth semester. Students who do...
not place into Mathematics 104 (or 108 or 111) on the mathematics placement test should take Mathematics 101 or Mathematics 103 as soon as possible in their College career to prepare them for Mathematics 104 (or 108 or 111) and to provide a basis for their economics courses.


The major core courses should be completed no later than the end of the student’s fifth semester. Note that Mathematics 104 or 108 or 111 must be taken prior to or concurrent with Economics 202. The department recommends that students considering graduate study in economics enroll in Mathematics 111 rather than Mathematics 104 and that they also take calculus through Mathematics 112.


The elective courses in the major give students the opportunity to customize their course selections according to their interests. Note that Economics 210 or Mathematics 322 must be taken prior to or concurrent with Economics 401. The department strongly recommends that Economics 201 or Economics 202 be taken prior to enrolling in Economics 401.


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 Economics 101 should retake that course before proceeding to the other Economics courses.

A minor in Economics consists of Economics 101, 110, 201, 202, and two other 200-level economics courses, except Economics 210. A maximum of one business economics course selected from Business Economics 227, 230, 250, 255, 260, or 271 may be counted toward an Economics major, but not a minor.

101. PRINCIPLES OF ECONOMICS 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 Mathematics 100 or above before enrolling in Economics 101. Annually. Fall and Spring. [Q, #]

110. QUANTITATIVE METHODS FOR ECONOMICS AND BUSINESS 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: Economics 101. Annually. Fall and Spring. [Q, #]

201. INTERMEDIATE MACROECONOMIC THEORY 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: Economics 101. Sophomore standing or permission of instructor. Annually. Fall and Spring. [#]

202. INTERMEDIATE MICROECONOMIC THEORY 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: Economics 101. Pre- or co-requisite: Mathematics 104. Sophomore standing or permission of instructor. Annually. Fall and Spring. [#]

205. 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: Economics 101. Alternate years. Spring 2005-2006. [W, #]

210. APPLIED REGRESSION 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: Economics 110. Annually. Fall and Spring.

215. MONETARY ECONOMICS The role of money and the nature of the Federal Reserve’s management of the monetary system are examined 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: Economics 201. Alternate years. Spring 2005-2006.

216. 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: Economics 202. Annually. Fall.


232. 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: Economics 101. Alternate years. Spring 2005-2006. [#]


245. ECONOMICS OF GENDER (See Women’s 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: Economics 101. Alternate years. Not offered 2005-2006. [#]

246. ECONOMICS OF RACE This course investigates the role of race in economic decision-making. Theoretical and empirical aspects of labor markets, housing markets, and income inequality will be considered. Prerequisite: Economics 101. Alternate years. Fall 2005-2006. [#]


251. INTERNATIONAL TRADE (See 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: Economics 101. Alternate years. Not offered 2005-2006. [#]

252. INTERNATIONAL FINANCE (See 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: Economics 201. Alternate years. Not offered 2005-2006.

254. ECONOMIC DEVELOPMENT (See International Relations) An analysis of the conditions and patterns of economic growth in developing economies, study of growth models, problems of external assistance and internal capital formation. Prerequisite: Economics 101. Annually. Fall. [#]

261. URBAN ECONOMICS (See 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: Economics 101. Spring 2005-2006. [#]

263. 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: Economics 101. Annually. Fall 2005-2006. [#]

268. 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: Economics 101. Alternate years. Not offered 2005-2006. [#]

390. SPECIAL TOPICS IN CONTEMPORARY ECONOMICS A seminar designed for the advanced major. Topics vary to reflect current business and economics problems. Prerequisites: Economics 101, and permission of instructor. Not offered 2005-2006.

401. INDEPENDENT STUDY Prerequisite: Economics 110. Co- or prerequisite: Economics 210.

451, 452. INDEPENDENT STUDY THESIS

EDUCATION

Schmidt, Ch., Drouhard, Wereley

The Department of Education’s fundamental purpose is to provide opportunities for students to explore learning and teaching within a liberal arts environment. Its mission is to prepare reflective professionals, active researchers, knowledgeable instructors, autonomous decision-makers, and professional communicators for life and work in a global society. The department recognizes that this preparation is provided in collaboration with all academic departments and programs at Wooster and as a part of a greater learning community. Throughout the preparation program students are immersed in hands-on, one-on-one experiences in real-life learning environments with classroom teachers, college faculty, and school-aged children. Teacher candidates simultaneously pursue an academic major in a department or program and a teaching license. This dual approach offers sound discipline-based preparation, pedagogical knowledge and skill, and a holistic perspective on curriculum integration and assessment.

Students work closely with classroom teachers in each professional education course, beginning with the introductory class. Faculty draw upon established research, professional experiences of Pre-K- 12 teachers, and current professional activities and literature to inform and guide the teacher candidate. Through interactive teaching, individualized assistance, reflective and collaborative practice, modeling of professional attitudes and behaviors, and intensive supervision of field and student teaching experiences, professional education faculty provide mentoring to teacher candidates.

The department recognizes the importance of effective writing, speaking, and interpersonal skills and strives to encourage its graduates to become educational
leaders. Pre-service teachers at Wooster are expected to demonstrate their communication skills through the effective use of verbal and nonverbal strategies, the incorporation of instructional media into their planning, and the integration of technology. In-class and field experiences provide opportunities for on-going refinement of these skills. Teacher candidates apply for provisional acceptance into the program during the first year and sophomore year, and apply for more formal admission into the program in the junior year and prior to the student teaching experience.

Students who complete the Teacher Education licensure program receive an initial, two-year Provisional License from the State of Ohio. Within the first two years of teaching and upon successful passage of the Praxis III: Classroom Performance Assessment, a five-year Professional License is earned. Wooster programs leading to teaching licensure are as follows:

**Early Childhood Education**  
Grades Pre-K-3/Ages 3-8

**Adolescent and Young Adult Education**  
Grades 7-12/Ages 12-21  

**Multiage Education**  
Grades Pre-K-12/Ages 3-21  
Students choose one area from Visual Art, Music, French, Spanish, or German

Students who are candidates for teaching licensure are responsible for knowing the requirements of their program and monitoring their progress toward fulfilling them. It is strongly recommended that the student consult with a faculty member in the Department of Education, along with the academic adviser. This consultation should occur as early as possible in the college career and continue on a regular basis thereafter. In addition, teacher candidates are advised to consult the publication available in the Department of Education, entitled *Teacher Education at The College of Wooster: A Supplement to the Catalogue*, which outlines specific course requirements for the various teaching licenses offered by the College.

Any student earning a teaching license in Ohio is required to successfully complete the Praxis II: Principles of Learning and Teaching (PLT) exam and a content area exam. Results of these tests are reported each year to the Ohio Department of Education and the U.S. Department of Education in compliance with The Federal Report on the Quality of Teacher Preparation (Title II). Of the Wooster students taking the Praxis exams during the 2003-2004 academic year, one hundred percent of those taking the exams passed. The College of Wooster’s education program is fully accredited by the Ohio State Department of Education. It will seek NCATE accreditation beginning January 1, 2006.

Since **Education is not a major at Wooster**, most courses offered by the Department of Education are electives only. Most do not count toward any College requirements except toward the total number of courses required for graduation. Students interested in completing a **minor** in Education may do so **concurrent with or independent of** earning their teaching licensure. The following six courses comprise the minor in Education:

**Required courses:**
- Educ. 100 Introduction to Education
- Psych. 110 Child and Adolescent Development [#]
  or 327 Developmental Psychology: Theory and Research [W, #]

**Two courses from the following group:**
- Educ. 200 Teaching Children with Special Needs
- Educ. 210 Theory and Practice in Teaching Reading
- Educ. 231 Introduction to Early Childhood Development and Education
- Educ. 240 Interdisciplinary Fine Arts in the Early Childhood Years
Education

Educ. 241 Introduction to Middle Childhood Education
Educ. 250 Middle Childhood Curriculum and Assessment: Language Arts, Math, Science, and Social Studies
Educ. 251 Introduction to Adolescent and Young Adult Education [W]
Educ. 300 Issues in Education
Educ. 315-318 Curriculum Methods and Assessment in Adolescent and Young Adult Education: Integrated Language Arts, Integrated Mathematics, Integrated Social Studies, or Natural Science

Two courses from the following group:
Anth. 201 Education in Sociocultural Context [C, #]
Eng. 250 Children as Readers: The Texts of Childhood and Adolescence [*]
Hist. 115 History of Black America: From West African Origins to the Present [C, #]
Phil. 223 Philosophy, Culture, and Education [*]

Note: As with any minor, it is necessary to file a formal declaration with the Registrar.

OVERVIEW OF REQUIREMENTS FOR TEACHING LICENSURE

Specific criteria for admission to and retention in Teacher Education are outlined in the publication entitled Teacher Education at The College of Wooster: A Supplement to the Catalogue. An overview of the requirements is provided below:

1. Formal application for admission to the program, including written verification of sound moral character, is made during the Education 100 course.

2. A minimum grade of C- is required in each Professional Education course. A passing grade is required in Student Teaching, an experience graded on the basis of S/NC.

3. Students admitted into the program and later recommended by the Department of Education to the Ohio State Department of Education for teaching licensure in the State of Ohio must have a cumulative grade point average of at least 2.500.

4. All candidates must receive the endorsement of the Department of Education at each stage in the professional education sequence in order to remain in the program. This endorsement will be based upon grade point average and positive evaluations of the candidates by the local school personnel participating in the various field experiences and the Wooster faculty who teach the professional education courses and supervise the field experiences.

5. All candidates for adolescent and young adult (grades 7-12) and multiage grades (Pre-K-12) must receive the endorsement of the department(s) in which they are majoring and earning licensure.

6. A standardized written test (Praxis II) and criminal background check are required for teaching licensure. Information and materials are available from the Department of Education.

SPECIFIC COURSE REQUIREMENTS FOR TEACHER LICENSURE

Early Childhood Licensure
Educ. 100 Introduction to Education
Educ. 110 Using Phonics to Teach Reading and Develop Literacy
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych. 110</td>
<td>Child and Adolescent Development [#]</td>
</tr>
<tr>
<td>or 327</td>
<td>Developmental Psychology: Theory and Research [W, #]</td>
</tr>
<tr>
<td>Comm. 145</td>
<td>Language Development in Children [#]</td>
</tr>
<tr>
<td>Educ. 200</td>
<td>Teaching Children with Special Needs</td>
</tr>
<tr>
<td>Educ. 210</td>
<td>Theory and Practice in Teaching Reading</td>
</tr>
<tr>
<td>Educ. 231</td>
<td>Introduction to Early Childhood Development and Education</td>
</tr>
<tr>
<td>Educ. 240</td>
<td>Interdisciplinary Fine Arts in the Early Childhood Years</td>
</tr>
<tr>
<td>Educ. 265</td>
<td>Social and Cultural Environments in the Early Childhood Years [W]</td>
</tr>
<tr>
<td>Educ. 310</td>
<td>Assessment and Intervention in Teaching Reading</td>
</tr>
<tr>
<td>Educ. 390, 391, 392</td>
<td>Early Childhood Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

**Adolescent and Young Adult Licensure**


Please see the *A Supplement to the Catalogue* for specific course requirements in content areas of licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 100</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>Educ. 120</td>
<td>Content Area Reading (half-credit course)</td>
</tr>
<tr>
<td>Psych. 110</td>
<td>Child and Adolescent Development [#]</td>
</tr>
<tr>
<td>or 327</td>
<td>Developmental Psychology: Theory and Research [W, #]</td>
</tr>
<tr>
<td>Educ. 120</td>
<td>Content Area Reading (.5 course credit)</td>
</tr>
<tr>
<td>Educ. 251</td>
<td>Introduction to Adolescent and Young Adult Education [W]</td>
</tr>
<tr>
<td>Educ. 300</td>
<td>Issues in Education</td>
</tr>
<tr>
<td>Educ. 393, 394, 395</td>
<td>Adolescent to Young Adult Student Teaching and Seminar</td>
</tr>
</tbody>
</table>

Students choose one of the following, appropriate to area of licensure:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. 315</td>
<td>Curriculum Methods and Assessment in Adolescent and Young Adult Education: Integrated Language Arts</td>
</tr>
<tr>
<td>Educ. 316</td>
<td>Curriculum Methods and Assessment in Adolescent and Young Adult Education: Integrated Mathematics</td>
</tr>
<tr>
<td>Educ. 317</td>
<td>Curriculum Methods and Assessment in Adolescent and Young Adult Education: Natural Science</td>
</tr>
<tr>
<td>Educ. 318</td>
<td>Curriculum Methods and Assessment in Adolescent and Young Adult Education: Integrated Social Studies</td>
</tr>
</tbody>
</table>

**Multiage Education**

Licensure in French, German, Spanish, Visual Art, and Music (for Music Education, see *Music Department*). Students choose one area of licensure.

Please see the *A Supplement to the Catalogue* for specific course requirements in content area of licensure.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Educ. 100</td>
<td>Introduction to Education</td>
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<tr>
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<td>Content Area Reading (half-credit course)</td>
</tr>
<tr>
<td>Psych. 110</td>
<td>Child and Adolescent Development [#]</td>
</tr>
<tr>
<td>or 327</td>
<td>Developmental Psychology [W, #]</td>
</tr>
</tbody>
</table>
Education

Educ. 120  Content Area Reading (.5 course credit)
Educ. 200  Teaching Children with Special Needs (required for Multi-age Visual Art)
Educ. 231  Introduction to Early Childhood Development and Education OR for Multi-age Visual Art
Educ. 240  Interdisciplinary Fine Arts in the Early Childhood Years
Educ. 241  Introduction to Middle School Education
Educ. 251  Introduction to Adolescent and Young Adult Education

Educ. 300  Issues in Education
Educ. 393, 394, 395  Adolescent to Young Adult Student Teaching and Seminar
Spanish 319  Applied Linguistics (for all seeking Foreign Language Licensure)
Art 385  Media and Methods in Art Education (for all seeking Visual Art Licensure)

COURSE DESCRIPTIONS

100. INTRODUCTION TO EDUCATION  This is the introductory course for all students planning to pursue teacher licensure at the early childhood, middle, adolescent, and multi-age levels. It is a survey course that addresses a variety of topics that include the history of education, the teaching profession, learner diversity, societal changes, educational philosophy, school organization, technology, diversity, and professional development. Major components of the course are clinical experiences in the college classroom and field experiences throughout the Wayne County schools appropriate to the specific licensure areas. Enrollment in this course is typically limited to sophomores and second-semester first year students. Annually. Fall and Spring.

110. USING PHONICS TO TEACH READING AND DEVELOP LITERACY  Students explore techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into sounds they represent. The course includes the following topics: technology-related resources; the nature and role of word recognition; methods and rationale for the instruction of phonemic awareness; fluency and vocabulary; instructional strategies for using children’s literature; relation of deficits in phonemic awareness, decoding, spelling and word recognition to reading disabilities. Observations of reading instruction in appropriate classroom settings is a component of this class. Annually. Fall.

120. CONTENT AREA READING  Students earning the AYA and multi-age licenses will address the challenges of working with struggling readers in grades 7-12, especially in the content areas students will spend time in middle and high school settings, working directly with teachers and students in the content areas and reading. In addition, candidates will study methods for helping all students read more effectively in content areas. One-half course credit. Annually. Spring.

200. TEACHING CHILDREN WITH SPECIAL NEEDS  This is an introductory survey course designed to explore the definitions and intervention strategies within the field of special needs. Students explore general issues regarding laws, inclusion, and suggestions for how teachers orchestrate their classrooms for students with special needs. Learning disabilities and attention deficit disorders, communication disorders and pervasive disorders, emotional and behavioral disorders, developmental disabilities, differentiated instruction, and visual, hearing, physical, or health impairments are considered. Students investigate instructional adaptations, behavioral management and collaboration as well as curriculum adaptations for special needs students. An examination of cultural diversity as well as at risk students and those who are gifted or talented are topics explored in this course. Observations within special needs classrooms in the Wayne County are required. Annually. Fall and Spring.

210. THEORY AND PRACTICE IN TEACHING READING  This is a comprehensive course designed to introduce students to the theory and practice of acquiring literacy and of developing instructional strategies for teaching reading in the early childhood and middle childhood years. A variety of theoretical and methodological approaches and diagnostic and organizational techniques are presented. Candidates explore new literacies along with the more traditional approaches to reading instruction. A major element of the course is field experience in the Wayne County schools, in which emphasis is placed upon reading-related instructional activities. Prerequisites: Education 100, 110. Annually. Spring.
231. INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

This course introduces students to the theory and practice which drives current early childhood education (grades Pre-K-3). 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 field experience in an appropriate educational setting will provide exposure to a diverse student population, an array of social service agencies, the early childhood profession, and a variety of curriculum guidelines and expectations. Prerequisite: Education 100. Annually. Fall.

240. 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 within the early childhood years. Students examine lesson planning; assessment; technology; instructional strategies; interdisciplinary planning, teaching and learning; program organization and classroom management available to meet the needs of all learners within the area of fine arts. Prerequisite: Education 100. Annually. Spring.

241. INTRODUCTION TO MIDDLE CHILDHOOD EDUCATION

This course is designed to introduce students to knowledge and pedagogy in middle childhood settings (grades 4-9). Emphasis will be placed on the following: the nature of early adolescence, the needs of young adolescents, middle school philosophy and organization, the ways in which a young adolescent fits into the school context. In addition, field experiences appropriate to middle childhood will be an integral part of the course. Prerequisite: Education 100. Alternate years. Fall 2005-2006.

250. MIDDLE CHILDHOOD CURRICULUM METHODS AND ASSESSMENT: LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES

This course will investigate the methods of instruction and assessment at the middle school level in the content areas of Language Arts, Mathematics, Science and Social Studies. Some of the topics addressed in this course will be early adolescent development, block/flexible scheduling, team duties, core curriculum, school climate, heterogeneous and homogeneous grouping practices, interdisciplinary planning, family involvement in young adolescent education, collaborative connections, diverse learning strategies, diverse assessment strategies including portfolio assessment, diverse learner needs including issues of multicultural education, technological integration in course goals, curricular models from the Ohio Department of Education and the Learned Society Guidelines per subject, higher-order thinking skills, experiential learning practices, and student empowerment. Field experiences appropriate to middle childhood will be an integral part of the course. Prerequisites: Education 100, 241. Alternate years. Spring 2005-2006.

251. INTRODUCTION TO ADOLESCENT AND YOUNG ADULT EDUCATION

This course is designed to introduce students to teaching at the adolescent/young adult level (grades 7-9). Topics include curriculum models, learning theories, instructional planning, technology, motivation, classroom management, assessment, and strategies for meeting the needs of individual learners. Field experiences in local 7-12 school settings appropriate to the area of licensure and clinical activities in the college classroom are central features of the course. Prerequisite: Education 100. Annually. Fall. [W]

260. 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 within the early childhood years. A major element of the course is field experience in the Wayne County schools, in which emphasis is placed upon instruction and implementation within these content areas in an appropriate early childhood setting. Prerequisites: Education 100, 231. Annually. Spring.

265. SOCIAL AND CULTURAL ENVIRONMENTS IN EARLY CHILDHOOD EDUCATION

This course examines current research on 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 field-directed experiences. Prerequisites: Education 100. Annually. Fall. [W]

300. ISSUES IN EDUCATION

This course examines topics relevant to teachers at all levels. Topics include discipline; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; needs of the individual learner; 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 clinical experiences within the college classroom are integral to the course. Prerequisites: Education 100, 241, 251, and appropriate methods course. Annually. Fall.
310. ASSESSMENT AND INTERVENTION IN TEACHING READING  This course is designed to provide in-depth exploration of assessment and intervention strategies for reading instruction in the early and middle childhood years. Topics will 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. Part of this course is taught onsite at a local K-6 building, where work is focused on a school-wide literacy assessment program. Prerequisites: Education 100, 110, 210. Annually. Fall.

315. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED LANGUAGE ARTS  This course investigates methods of teaching language arts at the adolescent and young adult level. Topics include teaching reading in the content areas; grammar; selecting texts; materials and resources; instructional models and methods; technological applications; assessment strategies; and research applications. Prerequisites: Education 100, 251. Annually. Spring.

316. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED MATHEMATICS  This course covers mathematical topics that are particularly relevant for those who plan a career in teaching, and investigates the skills needed for teaching mathematics in middle school and high school. Mathematical topics covered include the history of mathematics, Euclidean and non-Euclidean geometries, language and symbols in mathematics, measurement and its applications, and various problem-solving strategies, including the use of calculators and computers to solve real-world problems. Methods topics include lesson planning, classroom management, special needs learners, resources and materials, interdisciplinary planning and teaching, planning for a culturally diverse population, choosing textbooks, and using manipulatives to teach mathematics. Students learn about the NCTM Standards as well as how to implement state and local guidelines. Field experiences in local middle and high school settings appropriate to the area of licensure and clinical activities in the college classroom are central features of the course. Prerequisites: Education 100, 251. Annually. Spring.

317. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: NATURAL SCIENCE  Students will explore curriculum, pedagogy, school culture, and assessment related to earth, life, physical, and interdisciplinary science. Topics addressed in this course will be the following: adolescent and young adult development, collaborative school climate, extracurricular involvement, heterogeneous and homogeneous grouping, interdisciplinary planning and teaching, authentic and embedded assessment, safety issues, theoretical and practical models of teaching, curricular models of teaching and learning, constructivist learning theory, collaborative teaching, use of technology in the classroom, assessment of resources, family involvement in adolescent education, diverse learning strategies, lifelong learning, accessing resources, multicultural education, the Ohio Curricular Model, experiential learning, standards addressed by the NSTA, and thinking skills. Field experiences will be conducted in grades seven through twelve in appropriate content areas. Prerequisites: Education 100, 251. Annually. Spring.

318. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED SOCIAL STUDIES  This course investigates methods of teaching social studies at the adolescent and young adult levels. Pre-service teachers are engaged in selecting, integrating, and translating knowledge and methodology from social science disciplines, applying their understandings to the various disciplines, and designing and implementing a myriad of authentic instructional activities. Topics include curriculum design, multicultural aspects of teaching, special needs students, technology, instructional materials and resources, and methods of assessment. Clinical activities in the college classroom and field experiences in a range of local middle and high school social studies classrooms with students of varying sociocultural backgrounds and educational needs are central features of this course. Prerequisites: Education 100, 251. Annually. Spring.

Student Teaching is required in all four licensure areas. This is the culminating experience in the Teacher Education Program and consists of a full-time, ten-week supervised teaching experience in a setting appropriate to the areas of licensure. In addition, participation in Student Teaching Seminar, held one evening a week throughout the entire semester, is required. If completed in the fall semester, Student Teaching begins on the first day of the semester and continues through mid-November. The remaining five weeks of the term are dedicated to Independent Study and Student Teaching Seminar. If completed in the spring semester, students dedicate the first five weeks of the term to Independent Study and Student Teaching Seminar, and then begin Student Teaching in mid-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. Transportation to the teaching assignment is the responsibility of the student teacher. Enrollment in this course is typically limited to seniors. Prerequisites: All professional education courses and most-to-all content-related coursework. Annually. Fall and Spring.

320, 321, 322. Middle Grades Student Teaching and Seminar Placement consists of a full-time, ten-week supervised teaching experience in a local, approved middle school setting (grades 4-9) within the two content areas of licensure.

390, 391, 392. Early Childhood Student Teaching and Seminar Placement consists of a full-time, ten-week supervised teaching experience in pre-school and/or elementary school settings (Pre-K-3).

393, 394, 395. Adolescent/Young Adult Student Teaching and Seminar Placement consists of a full-time, ten-week supervised teaching experience in a local, approved adolescent and young adult setting (grades 7-12) within the appropriate area of licensure.

396, 397, 398. Multiage Student Teaching and Seminar Placement consists of a full-time, ten-week supervised teaching experience in a local, approved multiage setting (grades Pre-K-12) within the appropriate area of licensure.

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**ENGLISH**

_Bourne, Ch., Crawford, Frye, Grace, Havholm, Hayward, Herring, Macauley, T. Prendergast, Rowden, Shostak, Stewart, Woelz_

The offerings of the Department of English share a common purpose: to help all students develop their ability to conduct active inquiry into the varied issues raised by texts, especially those defined as literary. Underlying these issues is the powerful role that language and the texts created in it play in shaping individual lives as well as historic changes in human culture. Texts serve both readers and writers as sources of pleasure and as sources for structuring belief and knowledge. Students will thus find that departmental courses address, in a variety of ways, the central questions of how we read, write, and interpret texts and how texts are both influenced by, and in turn influence, the linguistic expectations of the culture of their day, of their readers, and of their writers. In all courses, moreover, students will use their own writing as a resource for actively investigating these problems.

The English curriculum is designed to stress the interrelationships among language, texts, and culture. Majors will also be expected to emphasize development of their ability to identify and become conscious of the beliefs, assumptions, conventions, and critical stances necessary to study these connections. As a consequence, majors will not only read widely in diverse texts but also become skillful in interpreting them, in applying their findings, and in expressing their ideas. To achieve these goals, courses have been grouped into four interactive categories: Fundamental Issues; Culture; Texts: Strategies for Reading and for Writing; and Independent Study. Students may choose a number of different emphases within the major to meet their personal goals. In picking electives, some may choose a balance of courses among the categories; others may choose to emphasize courses in the “Culture” and “Texts: Strategies for Reading” categories; and still others may choose to emphasize writing by taking more courses from the offerings in “Texts: Strategies for Writing.” The English major thus offers a number of options in putting together individual programs.
The **minimal major** consists of eight courses plus English 401 and a two-course Independent Study Thesis (English 451 and 452). Courses in the major are to be distributed as follows:

**Required:** English 120, English 200 (prerequisite 120), English 401 (prerequisite 200), and English 451 and 452.

**Electives:** Six to ten courses, including two courses in literature before 1900, at least one of which must be in literature before 1800. Courses that fulfill this distribution are designated by “[Before 1800]” or “[Before 1900]” in the course description.

The **minor** consists of six courses distributed as follows:

**Required:** English 120 and one course in writing.

**Electives:** Four courses.

*One* Comparative Literature course may count toward the English major: *Group 1 only* (beyond English 120: Language, Literature, and Culture). See Comparative Literature. *Other cross-listed courses include* Spanish 213 (U.S. Latino Literatures and Cultures) and Theatre 243 (Writing for the Stage and Screen).

**Advanced Placement** A student may receive credit for one course toward graduation for each score of 4 or 5 on the CEEB Advanced Placement Examination in English Literature or in English Language. AP credits do not count toward the major, minor, or distribution. A student receiving such credit should not take the College Writing Tutorial (see Interdepartmental 110). The advanced placement policy of the College is explained in the section on Admission.

Students who have not taken English 120 may enroll in English courses numbered 160 and above, including 200-level courses. First-year students must have 120 or permission of the instructor.

**FUNDAMENTAL ISSUES**

**120. LANGUAGE, LITERATURE, AND CULTURE** Inquiries into the fundamental issues of reading a variety of texts. Special attention will be given to a number of problems, including the following: 1) how language functions in reading; 2) why texts are or are not considered literary; 3) why readers respond to writings in the way they do, examining especially the assumptions and expectations they bring to certain works; and 4) what knowledge readers might use to understand texts better, such as the cultural contexts in which they were written or the implicit assumptions that they make about gender and race. Strongly recommended as the first course in English. Annually. Fall and Spring. [*]

**200. WRITERS AS READERS** A writing course designed especially for English majors. Attention will be focused on the discipline, and on the ways in which reading, writing, and conducting research are interrelated processes enabling us to ask and answer questions about literary texts and other cultural work. Students will become familiar with the important questions that literary theorists have wrestled with and develop an understanding of what it means to ground written investigation in a set of theoretical principles. Prerequisite: English 120. Open to sophomores; juniors only with permission of department chair. 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. The courses offered in this category are designed to inquire into the specific factors and conditions of particular cultures that have contributed to the production of texts or to the significance attributed to them.

**210-I. GENDER, RACE, AND ETHNICITY** — 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.
BLACK LITERATURE AND CULTURE (See Africana Studies)   Introductory course in African American literature and culture. Focuses on how black culture and oral traditions influenced the development of poetry, fiction, essays, and other texts. This course is designed to emphasize both the distinctiveness of black literary forms and their often critical and transformative dialogue with elements of the dominant culture. Not offered 2005-2006. [*]

BLACK WOMEN WRITERS (See Women’s 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 2005-2006. [*]

GENDER, RACE, AND THE CONSTRUCTION OF EMPIRE (See Women’s 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. Not offered 2005-2006. [*]

GENDER, SEX, AND TEXTS, 350-1500 (See Women’s 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] Spring 2005-2006. [*]

POSTcolonial LITERature AND FILM   Investigates literature, film, and theory from formerly colonized countries, with particular (though not exclusive) emphasis on Anglophone texts from India, West Africa, and the Caribbean. Questions raised in the course include the following: 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, Ahmed Ali, Amitav Ghosh, Chinua Achebe, Buchi Emecheta, J.M. Coetzee, Derek Walcott, Jamaica Kincaid, and Edwidge Danticat, as well as films by directors such as Neil Jordan, Mira Nair, Euzhan Palcy, Claire Denis, and Gurinder Chadha. Not offered 2005-2006. [*]

SUBVERTING GENDER IN NINETEENTH CENTURY BRITAIN   Towards the end of the nineteenth century, the ideology of “separate spheres” which we associate with gender roles in Victorian Britain began to break down. This course will examine a wide range of evidence, including sensation fiction, music hall performances, newspapers, and court records, to increase our understanding of the ways gender was constructed and rigid notions of gender challenged in the nineteenth century. [Before 1900] Not offered 2005-2006. [*]

WOMEN, THE NOVEL, AND CULTURAL CHANGE (See Women’s Studies)   Examines the relationship between women’s lives and the formal conventions of the novel, with special attention to the significance of historical and social context for both writers and readers of novels and to the possibilities of a specifically female literary tradition. Works by writers such as Jane Austen, Charlotte Brontë, George Eliot, Virginia Woolf, Doris Lessing, Tillie Olsen, Toni Morrison, Margaret Laurence. Not offered 2005-2006. [*]

220-21. WRITERS — 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.

JAMES BALDWIN   This course offers a comprehensive investigation of the fiction, nonfiction, and drama of James Baldwin. Through close readings of his most significant works, Baldwin’s writings will be placed in the contexts of both African American literary history and gay literature. Correlatively, the critical construction of James Baldwin as a “major” American writer that has occurred since his death will be examined. Not offered 2005-2006. [*]

CHARLOTTE BRONTË (See Women’s 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 2005-2006. [*]

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. Fall 2005-2006. [*]

TONI MORRISON (See Africana Studies, Women’s Studies) This course examines the novels of Toni Morrison (b. 1931) in the context of the late twentieth century U.S. culture in which they were written and the events of U.S. history upon which they draw. We will give special attention to the lives of African American women as we probe the intersections of race, class, gender, and sexuality in the novels. We will examine Morrison’s distinctive uses of language and narrative form and their relationship to African American music, sense of community, and oral traditions. Not offered 2005-2006. [*]

SHAKESPEARE (See Theatre) 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 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] Not offered 2005-2006. [*]

VIRGINIA WOOLF (See Women’s Studies) The course examines the writings of Virginia Woolf (1882-1941) in the context of her personal history and the social history and literary culture of her period, with special attention to her distinctive uses of language and form. We will analyze her writings as both expressions of and resistance to prevailing cultural assumptions. The course considers Woolf’s own developing feminist perspective and its pertinence to feminist issues in the late twentieth century. Spring 2005-2006. [*]
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. Spring 2005-2006. [*]

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. Not offered 2005-2006. [*]

LITERATURE OF THE COLD WAR  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. Spring 2005-2006. [*]

MODERNIST POETRY  The course will consist of extensive readings in modernist poetry and relevant critical and cultural writings. Its focus will be on the emergence, development, and disruptions in poetic meanings and forms in American and English poetry (as well as some continental European poetry in translation) from approximately 1914 to 1945. Some of the poets who will receive attention are Gertrude Stein, Ezra Pound, William Butler Yeats, T.S. Eliot, Marianne Moore, Wallace Stevens, and William Carlos Williams. Not offered 2005-2006. [*]

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 Wordsworth, Keats, Emily Bronté, Dickens, Barrett Browning, Collins, Eliot, and Stoker. [Before 1900] Not offered 2005-2006. [*]

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 2005-2006. [*]

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 2005-2006. [*]

SELF AND NATION IN AMERICAN WRITING: 20th CENTURY  The course will investigate questions raised by the roles of various texts — literary, social, and political — in the invention, interaction, sanctioning, opposing, and “reinvention” of ideas of the individual “self,” the “group,” and the “nation” in the United States during selected “cultural moments” of the twentieth century. The course will require extensive readings of traditional, marginal, and disruptive writings from these “moments” and from relevant commentaries on them. Not offered 2005-2006. [*]

SURVEY OF AFRICAN AMERICAN LITERATURE  (See 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. Not offered 2005-2006. [*]

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 Chesnutt, Chopin, Hawthorne, James, Jewett, Melville, Stowe, Twain, and Whitman. [Before 1900] Not offered 2005-2006. [*]
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

240-41. TEXTUAL FORMATION — 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.

THE ADVENTURE STORY AND POWER During the nineteenth century, the great popularity of the adventure story in Britain accompanied a succession of actual adventures by men who claimed distant lands for the empire. The hypothesis of this course, tested in reading, writing, and discussion, is that fictions can be understood as simultaneously entertainment, reflection and creator of cultural beliefs, and ethical actions. In addition to stories by writers like Defoe, Marryat, Ballantyne, Henty, Rider-Haggard, Kipling, and Conrad, the course reads, for clarifying contrast, Tennyson’s Idylls of the King and George Eliot’s Middlemarch. There are also readings in history and literary theory. [Before 1900] Not offered 2005-2006. [*]

THE AMERICAN FILM (See 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. Spring 2005-2006. [*]

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 2005-2006. [*]

A COMMON LANGUAGE A study of the historical development of Standard English, from the fifteenth to the twentieth centuries. Close attention is given to texts illustrating the changing cultural expectations during this period about a common standard for written and eventually for spoken English. Fall 2005-2006. [*]

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 2005-2006. [*]

MEDIEVAL GOSSIP This course explores why gossip, a kind of discourse often considered trivial or idle talk, was of great concern to medieval men and women. Students examine various literary, historical, and visual representations of gossip and consider related problems such as the gendering of gossip, the sociology of gossip, and the difference between gossip and rumor. The course also focuses on how later gossip about the Middle Ages recapitulates the calumnies and slander which made gossip so problematic. Texts studied include Chaucer’s House of Fame, Christine de Pizan’s Book of the Duke of True Lovers, Malory’s Morte Darthur, and the Lais of Marie de France. [Before 1800] Not offered 2005-2006. [*]

NARRATIVE AND THE REAL WORLD (See 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 2005-2006. [*]
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. Fall 2005-2006. [*]

250-51. READERS’ RESPONSES TO TEXTS — 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.

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 2005-2006. [*]

DIGITAL AESTHETICS AND LITERARY EXPERIENCE (See Film Studies) This course explores the implications of digital information technology for culture and the literary arts, focusing on themes such as the nature of cyberspace, hypertext, the relations between human and machine, and the socially transformative effects of digital technology on texts and audiences. We will read texts by William Gibson, Neal Stephenson, Aldous Huxley, and Walter Miller among others and examine such films as the classic *Tron* and Mike Figgis’s landmark digital film *Timecode*. The course will culminate in a three-week practicum in which student teams will use digital video equipment to make expressions of the digital aesthetic, culminating in written discussions of what their projects demonstrate with respect to the questions of the course. Spring 2005-2006. [*]

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 2005-2006. [*]

FROM REVENGE TRAGEDY TO SOAP OPERA: DRAMATIC STRUCTURE IN PURSUIT OF AN AUDIENCE (See Film Studies) This course will explore a range of dramatic texts in search of principles of dramatic structure. Texts range from canonical plays like Shakespeare’s *Othello* and Ford’s *Tis Pity She’s a Whore* to serial dramas like *All My Children* and *As the World Wide Web Turns*; we will also study theories of drama and audience. A major commitment of the course will be collaborative creation of a serial drama, to be written in a multi-user environment and then published on the Web. Investigating and learning from audience response to this drama will be a crucial component of the writing experience. Not offered 2005-2006. [*]

SCIENCE FICTION This course examines major texts and themes in American and British science fiction. In the context of a consideration of readers’ responses to these texts and the evolution of the genre, students will address issues of form, fandom, gender, and the emergence of cyberculture. Works studied will include texts by Mary Shelley, Frank Herbert, Samuel Delany, William Gibson, and Ursula LeQuin. Not offered 2005-2006. [*]

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] Fall 2005-2006. [*]
Strategies for Writing

160. INTRODUCTION TO NON-FICTIONAL WRITING  An introduction to a variety of writing conventions, styles, and structures such as arguments, critical evaluations, personal narratives, magazine articles, and technical reports. Particular attention will be given to writing as a process for identifying and solving problems through the development of critical thinking skills, such as the discovery of assumptions, the formulation of criteria and definitions, and the statement of conclusions. Annually. Fall and Spring. [W, *]

161. INTRODUCTION TO FICTIONAL WRITING  An introduction to writing in a variety of fictional forms, such as short stories, poems, and plays. Participants will analyze and discuss both published writing and their own writing. Priority given to English majors. Annually. Fall and Spring. [*]

199. 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. Prerequisite: Enrollment is by application to the instructor. One-fourth course credit.

260. 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.

**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 2005-2006.

**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. Spring 2005-2006.

**JOURNALISM**  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. Spring 2005-2006. [W, *]

**THE MAGAZINE: WRITING, EDITING, DESIGN**  The class will invent, design, write, edit, and desktop publish a magazine to be distributed to an audience on campus. The major emphasis will be on writing: of proposals, editorial policies, solicitations of material, market studies, and the magazine’s content. Readings will include histories of magazines such as *Life*, the *Saturday Evening Post*, *Rolling Stone*, and the *New Yorker*, and some economic and rhetorical analyses of successful magazines. Throughout, the course will emphasize writing in the context of a fully-conceived magazine. Not offered 2005-2006. [*]

261. 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. Prerequisite: English 161 or permission of the instructor. Spring 2005-2006. [*]

270. 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.

**ENGLISH GRAMMAR** (.5 credit, second half of semester)  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. Required of all Writing Center peer tutors. Spring 2005-2006. [*]

**TUTORING METHODS** (.5 credit, first half of semester)  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. Required of all Writing Center peer tutors. Spring 2005-2006. [*]
INDEPENDENT STUDY

401. 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: English 200. Fall and Spring.

451, 452. INDEPENDENT STUDY THESIS

FILM STUDIES

Seeds, Ch., Film Studies Curriculum Committee: Herrmann (Sem. I), Korba, Shostak, Sokol, Wang

The minor in Film Studies focuses on film analysis, criticism, theory, and history. Students learn to read and interpret complex visual images, and they are exposed to 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 reflection of thought. One of the distinctive features of the interdepartmental minor is the wide range of course offerings on films from different countries and cultures. The minor in Film Studies consists of six courses, to include Comparative Film Studies (Comparative Literature 236); at least two courses from Category I (Film Criticism, History, and Theory); and at least one course from Category II (Film Writing, Production, and Media Studies). One course from Category III (Significant Film Component) may also be included.

COMPARATIVE LITERATURE 236. COMPARATIVE 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. No prerequisite. Alternate years. Not offered 2005-2006.

Category I Courses (Film Criticism, History, and Theory)

CHINESE 223. CHINESE CINEMA AS TRANSLATION OF CULTURES (in English)  Watching foreign films allows the viewer to study a different culture from the perspective of an anthropologist. But what if the people we see on the silver screen are already conscious of themselves being seen and familiar with the cinematic discourses and cultural theories that exoticize their own society? What if these film productions, which we think represent the history, custom, and social reality of a foreign culture, are only fabulous spectacles of the “Orient” that never really existed? This course studies several narrative films, with emphasis on the “Fifth Generation Directors,” as autoethnographic 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 get reinvented. No prerequisite. Alternate years. Fall 2005-2006. [C, *]

ENGLISH 240. THE AMERICAN FILM  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. Alternate years. Spring 2005-2006. [*]
FRENCH 253. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM (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, Buthuel, Resnais, Carné, Truffaut, Godard, Varda, and others. Some attention to selected examples of Quebecois and/or Senegalais film. No prerequisite. Alternate years. Fall 2005-2006.

GERMAN 228. TOPICS IN GERMAN SOCIETY AND CULTURE: GERMAN FILM AND SOCIETY (in English) A study of important movements, directors, genres, stars, etc. in the history of German film ranging from the expressionist and Weimar eras to the New German Cinema and post-unification cinema. Close analyses of cinematic techniques and theories are grounded in discussions of relevant socio-historical matters. Films by such directors as Wiene, Lang, Staudte, Klein, Beyer, Fassbinder, Sanders-Brahms, Herzog, Wenders, Schlöndorff, Dörrie, Tykwer. No prerequisite. Every 2-3 years. Not offered 2005-2006. [C]

RUSSIAN STUDIES 220. RUSSIAN CULTURE THROUGH FILM (in English) 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. No prerequisite. Every three years. Not offered 2005-2006. [C,*]

THEATRE 249. INDIGENOUS IMAGES 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 native cultures of North America, (Native American, Inuit), Northern Europe (Sami), Australia (Aborigine), New Zealand (Maori), Africa (Senegal). We will examine traditional culture, stories and performance practices as a means to gain an awareness as to how a culturally specific indigenous film genre, free from colonial domination, develops its own voice and unique visual language. Alternate years. Fall 2005-2006. [C,*]
logues or short scenes. Students will use an acting text and will be required to keep an acting journal. Prerequisite: Text and Performance, Acting I, and permission of the instructor. Alternate years. Fall 2005-2006.

THEATRE 222. DIRECTING I An in-depth study of the director’s role in the modern theatre, including the procedures of play selection, research and script analysis, auditions, and rehearsal techniques. Communication skills with actors, designers, and production crews will be developed. Selected modern plays will be analyzed, and students will direct short scenes from these plays using student actors. The final project will be a scene performed at the end of the semester before an audience. Prerequisites: Text and Performance, Acting I, and Theatre Technology, or permission of the instructor. Annually. Spring. [*]

THEATRE 243. WRITING FOR THE STAGE AND SCREEN A writing workshop in which students learn the process of developing scripts for both the stage and the screen. Emphasis will be placed on pitching the idea, developing structure through mini-treatment and scene breakdown, and creating interesting and provocative characters. By the end of the semester, students will have completed both a ten-minute play and the first ten pages of a screenplay. No prerequisite. Alternate years. Fall 2005-2006. [*]

Category III Courses (Study of Film as Significant Course Component)

ART 360. CONTEMPORARY ART Examines theories, practices, and institutional structures of art in the U.S. and Europe since approximately 1945. Topics include the critique of modernism and representation, the emergence of new media and multi-media art forms, and the questioning of agency, identity, and audience in the contemporary art scene. Taught primarily through discussion of images, objects and critical texts, the course also makes use where possible of regional contemporary art resources. Prerequisite: any of the following – Art 216, Art 222, junior/senior studio major status, or permission of the instructor. Alternate years. Spring 2005-2006.

AFRICANA STUDIES 244. CINEMA OF AFRICA AND THE AFRICAN DIASPORA This course will explore issues of race, class, culture, the colonial, and the anti-colonial 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. No prerequisite. Alternate years. Not offered 2005-2006. [C, *]

COMMUNICATION 231. RADIO, TELEVISION, AND FILM IN AMERICA 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. No prerequisite. Alternate years. Not offered 2005-2006.

COMPARATIVE LITERATURE 222. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM 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, Paolini, Fellini, and Cacoyannis. No prerequisite. Alternate years. Spring 2005-2006. [W, *]

ENGLISH 230. LITERATURE OF THE COLD WAR 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 2005-2006. [*]

ENGLISH 240. NARRATIVE AND THE REAL WORLD 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 2005-2006. [*]
ENGLISH 250. FROM REVENGE TRAGEDY TO SOAP OPERA: DRAMATIC STRUCTURE IN PURSUIT OF AN AUDIENCE  
This course will explore a range of dramatic texts in search of principles of dramatic structure. Texts range from canonical plays like Shakespeare’s *Othello* and Ford’s *’Tis Pity She’s a Whore* to serial dramas like *All My Children* and *As the World Wide Web Turns*; we will also study theories of drama and audience. A major commitment of the course will be collaborative creation of a serial drama, to be written in a multi-user environment and then published on the Web. Investigating and learning from audience response to this drama will be a crucial component of the writing experience. Spring. Not offered 2005-2006. [*]

FRENCH 329. STUDIES IN THE TWENTIETH CENTURY: FICTION AND FILM (in French)  
An examination of selected short novels and films designed to introduce students to some of the most significant works of the twentieth-century Francophone world and to improve their ability to analyze both fiction and film. Particular attention to differences between written language and visual imagery and to how fiction and film reflect their socio-historical context, particularly in light of gender and race. Focus on France but with considerable attention to works that both result from and offer a critical commentary on the colonialist history of France. Prerequisite: French 220. Not offered 2005-2006. [C, *]

RELIGIOUS STUDIES 264. RELIGION AND FILM  
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 electronic media as communicators of cultural phenomena such as religion. Alternate years. Fall 2005-2006. [C, R, *]

**FRENCH**

*Shelly, Ch., Bansen-Harp, Durham, Gamble, Lasseigna (Philippon, Assistant)*

The French Department offers a program of courses with a twofold objective: to develop high proficiency in French language skills and to inculcate a knowledge and appreciation of the culture and literature of French-speaking countries. 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, library science, publishing and editing, translation, personnel work, travel, international business, banking, and law.

All courses in the department are taught in French. Outside the classroom, students have the opportunity to hone their language skills and cultural understanding by living in the French House (located in Luce Residence Hall), by dining at the French tables, and by participating in activities of the department and the French House. A native French assistant heads the French House and organizes its program. Advanced French students have opportunities to tutor beginning language students.

**Language Requirement and Courses**  
Incoming students who have previously studied French will be placed in the appropriate language course on the basis of a test administered during orientation week. In French 101-102, a multi-media based course, students develop the four basic skills of listening comprehension, speaking, reading, and writing. All students are introduced to the phonetic, syntactic, semantic, and cultural system of French.

**Major**  
Students majoring in French may, with the assistance of the department, plan a program of study sufficiently flexible to meet individual interests, needs, and career plans. Majors in French take 11 to 15 courses beyond the 102 level, including three units of Independent Study. In addition to the Senior Thesis (451-452), 5 of the 11 courses that make up the minimum major are required to assure the coherence of the major and to provide students with the means to read, research, and use language at an advanced level: *Advanced French* (216), *French Phonology* (218), *Introduction to Francophone Texts* (220), *Studies in Francophone Culture* (224), and *Independent Study* (401). *Studies in Francophone Culture* (224) changes its focus so that students may count the course up to twice for the major in French. Normally, in alternate years, the course
is taught as “Le Français des Affaires” and focuses on business operations in France, including the language of business. 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). A Business Internship in a Francophone country may also be possible for students with appropriate training.

 Majors complete their program from the yearly and alternate-year offerings of the department and from work completed off campus. Students with a strong interest in language should include in their major Applied Linguistics (319), required of prospective language teachers, and Translation and Stylistics (316). Students who prefer a focus on civilization and literature should include courses from the historical studies sequence: Studies in the Middle Ages and the Renaissance (320), Studies in the Seventeenth Century (322), Studies in the Eighteenth Century (324), Studies in the Nineteenth Century (328), and Studies in the Twentieth Century (329). These courses focus on the relationship of literature to its cultural context and of the past to contemporary concerns. Students may also select specialized topic courses. Students interested in graduate study in French should include courses in several periods.

 French 401 will normally be taken in the spring of the junior year or, if the student plans to spend the junior year off campus, in the spring of the sophomore year. With approval, course work done off campus may be substituted for 401. Prior to the beginning of the senior year, students must demonstrate their competence in written French by appropriate course work or by passing a departmental proficiency exam. Since the major program should provide continuity in the study of French, at least one course in French should be elected each semester of the junior year (for students on campus) and the senior year, in addition to Independent Study. Although students who major in French are permitted to take one course in the department, in addition to French 226, on an S/NC basis, this is not recommended for potential graduate school candidates.

 A major in French should be complemented by courses in other departments concerning France, Western Europe, Canada, North or West Africa, or the Caribbean. Particularly recommended are Art 214 (Nineteenth-Century Art) and History 223 (Modern France). Other recommended areas of course work include International Relations, Cultural Area Studies (Modern Western Europe or Africa), Comparative Literature, Film Studies, and other languages. The department supports special and 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 History, Comparative Literature, Cultural Area Studies, English, Economics, History, International Relations, Political Science, Sociology, and Spanish.

 Study in a French-speaking Country To assure linguistic competence and familiarity with Francophone culture, the department strongly encourages study off campus. All majors should plan to spend at least a semester, and preferably a full academic year, in a French-speaking country. Course work done in Belgium, France, Switzerland, Senegal, or Quebec usually includes work in the social sciences (particularly history, political science, and economics) and in art history as well as in French language and literature. All qualified students may study in a French-speaking country, regardless of their major field. Four programs in which Wooster students regularly participate are described below. Information on other off-campus French study opportunities is available from the department chairperson and from the International Programs Office. 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.

 Minor The minor in French will include 216, 220, 224, and three other courses beyond the 102 level, including courses taken off campus. Minors are strongly encouraged to take 218.
Certificate of Oral Proficiency  Students who pass an oral interview test will receive a certificate of oral proficiency. This achievement will also appear on their transcripts. Students may be able to demonstrate this level of competence after the completion of the following sequence of courses: 101, 102, 201, 202, 203, 216, 218. Interested students should consult the department chairperson.

Important Notice  1) Transfer credit in the first or second semester of French language will count toward the language requirement at the College if those courses are equivalent to four semester-hours, as determined by the Office of the Registrar. 2) 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 101 or 102 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. 3) 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.

Teacher 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 201 and including the following: 216, 218, 220, 224, 319, 401, 451, and 452. In the case of students who are seeking to be certified in French as their second area of foreign language licensure, French 101 and French 102 will be counted toward licensure in French. English 120 (Language, Literature, and Culture) and Anthropology 110 (Introduction to Anthropology) and Anthropology 220 (Linguistic Anthropology) are also recommended for teacher preparation.

Advanced Placement  Students may receive credit for one course toward graduation if they obtain a score of 4 or 5 in the CEEB Advanced Placement Examination. This credit may also count 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.


102. LEVEL II BEGINNING FRENCH  Continuation of 101 with increased emphasis on conversational, reading, and writing skills. Prerequisite: 101 or placement. Annually. Fall and Spring.

201. INTERMEDIATE FRENCH FOR SPOKEN COMPREHENSION AND COMMUNICATION  Practice in conversation and comprehension based in part on appropriate reading. Attention to reading strategies. For students after necessary preparatory study of language and for other qualified students who wish to improve their speaking proficiency and their understanding of the spoken language. Prerequisite: 102 or equivalent. Annually. Fall. [C]

202. INTERMEDIATE FRENCH FOR READING  Development of reading ability by way of vocabulary building, recognition of cognates and grammatical structures, and determining meaning from context. Recommended for students who need to include French-language sources in their independent study research. For students after necessary preparatory study of language and for otherwise advanced students who wish to improve their reading proficiency. Prerequisite: 102 or equivalent. Not offered 2005-2006.

203. INTERMEDIATE FRENCH FOR WRITTEN COMPREHENSION AND COMMUNICATION  Practice in writing, based in part on appropriate reading, with review and extension of structural patterns of French language. Attention to writing strategies, the writing process, and practice in various kinds of writing.
For students after necessary preparatory study of language and for other qualified students who wish to improve their writing proficiency. Prerequisite: 102 or equivalent. Annually. Spring. [W]

216. 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: 203 or equivalent. Annually. Fall. [C]


220. INTRODUCTION TO FRANCOPHONE TEXTS  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: 216 or permission of the instructor. Annually. Fall. [C, *]

224. STUDIES IN FRANCOPHONE CULTURE  Yearly focus on a significant aspect of Francophone society and history: e.g., the role of women, the changing family, the political or economic structure of modern France, the educational system. May be repeated once for credit. Prerequisite: 216 or permission of the instructor. Annually. Spring. [C, *]

226. THEATRE PRODUCTION  A practically-oriented course focusing on the study and presentation of a play. Course is graded S/NC. Prerequisite: French 201 or permission of the instructor. Not offered 2005-2006.

230. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY  A special topics course. Can be taught, for example, as Biblical Studies, Francophone poetry, or Francophone film. Prerequisite: 216 or equivalent. Alternate years. Fall. Not offered 2005-2006.

235. FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN (See Africana Studies, Comparative Literature)  Taught in English. Focus on African, including Maghrebi and Caribbean, cultures through their literature written in French. Writers studied may include Mariama Bâ, Aimé Césaire, Camara Laye, Sembene Ousmane, and L.L. Senghor. Taught in English, although students proficient in French may at times elect to do the required reading and writing in French. Prerequisite for French credit: 220. Alternate years. Spring 2005-2006. [C]

253. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM  (in English; every 2-3 years)  (See Comparative Literature, Film Studies)  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. Fall 2005-2006.

316. TRANSLATION AND STYLISTICS  An advanced language course which studies linguistic and cultural differences between France and the United States by translating passages from contemporary American authors into French. Strongly recommended for majors in preparation for Independent Study. Prerequisite: 216 or equivalent. Not offered 2005-2006. [C]


320. STUDIES IN THE MIDDLE AGES AND THE RENAISSANCE  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, DuBëllay, Ronsard, and Montaigne. Prerequisite: 220. Not offered 2005-2006.

322. STUDIES IN THE SEVENTEENTH CENTURY  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: 220. Not offered 2005-2006.

324. STUDIES IN THE EIGHTEENTH CENTURY  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: 220. Not offered 2005-2006. [C, *]
328. STUDIES IN THE NINETEENTH CENTURY
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. Spring 2005-2006.

329. STUDIES IN THE TWENTIETH CENTURY (See 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: 220. Not offered 2005-2006. [C, *]

401. INDEPENDENT STUDY
Includes an introduction to the resources useful in research in Francophone language, civilization, and literature and the completion of an independent project, often a major paper on a cultural or literary topic or a translation. Majors who plan to spend their junior year in a French-speaking country usually take this course in the Spring semester of their sophomore year.

451, 452. INDEPENDENT STUDY THESIS
Independent Study culminating in a thesis or an equivalent project.

FRENCH STUDY OFF CAMPUS
Among the programs that students may find appropriate to their needs and interests are these four:

ETUDE DES LANGUES AT THE UNIVERSITE LAVAL
Semester or academic year in Quebec City for intermediate or advanced students.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS IN NANTES OR PARIS
Semester or academic year program offering courses in a variety of disciplines both at the Institute and at the universities and specialized schools in Paris. Possibility of teaching assistantships in English. Possibility in Paris of internships at the OECD and in businesses.

SWEET BRIAR JUNIOR YEAR IN FRANCE
Junior year program enrolled as a regular full time student in a French university.

WOOSTER IN BESANÇON
A one-semester program of intensive language study at the Centre de Linguistique Appliquée of the University of Besançon. A Wooster graduate who teaches at the Centre serves as the College’s agent there. Prerequisite: French 101 or equivalent.

GEOLOGY

Varga, Ch., Bettison-Varga, Lackey, Wiles, Wilson

Geology, the science of the Earth, provides the framework for evaluating many scientific and social issues from the use of natural resources to the mitigation of natural hazards. The geology curriculum is designed to provide a forum for discussion of such issues as well as a broad background for students desiring a career in geology.

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.

Wooster Geology majors enter a variety of occupations following graduation. Over half continue their studies in graduate school, receive an advanced degree in the geological sciences and enter a related profession. Perhaps the largest field of employment for our majors has been education, including college, early childhood to adolescent to young adult level teaching. Many Geology majors go directly into geologically related jobs, such as the environmental science industry, particularly environmental geology, hydrogeology, and environmental ethics/policy. Other Geology majors pursue diverse careers, including law, medicine, and banking.
Geology is best learned in the field, so the department emphasizes a variety of field experiences. Most advanced courses have field trips, from half-day excursions in northeast Ohio to three-day trips to the Appalachian Mountains and elsewhere. Majors are encouraged (but not required) to conduct extensive field work during the summer between the junior and senior years. This work often is the basis of the Senior Independent Study Thesis. Many majors have taken advantage of the department’s association with the Keck Foundation Geology Consortium and have participated in summer projects throughout North America as well as in the Caribbean, Europe, and the Middle East. Other students work with faculty members on summer research projects supported by grants from the National Science Foundation, the American Chemical Society, or other agencies. Still others participate in geology field camp operated by other schools.

The Geology major consists of a minimum of 12 courses as follows: one 100-level course, 200, 208, 250, 260, 300, 308, 313, 401, 451, 452, and Chemistry 111. Students majoring in Geology may not elect the S/NC option for any geology course or for Chemistry 111. 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.

The Geology minor consists of six courses, one of which must be Geology 200; no more than two of the six courses may be at the 100-level.

Advanced Placement. Any student who presents a score of 4 or 5 on the Advanced Placement Examination in Environmental Science will automatically receive credit for one introductory geology course; however, the advanced placement score will not be accepted as a prerequisite for advanced geology courses.

The laboratory and classroom components are closely integrated in geology 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.

**COURSES WITH NO PREREQUISITES**

100. HISTORY OF LIFE  Origin and evolution of life, with emphasis on biologic innovations and crises in the context of Earth history. Three hours of lecture weekly. One course credit. Some spaces in this course are reserved for students majoring in Geology. Annually. Fall and Spring. [+]

103. 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. One course credit. Not offered 2005-2006. [+]

105. GEOLOGY OF NATURAL HAZARDS  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. One course credit. Annually. Fall and Spring. [+]

110. ENVIRONMENTAL GEOLOGY  An investigation of the ways 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; field trips. One course credit. Annually. Spring. [+]

**COURSES WITH PREREQUISITES**

200. PROCESSES AND CONCEPTS OF GEOLOGY  Materials, structures and surface features of the Earth; geological processes and their effects through time; origin and evolution of Earth. Three hours of lec-
ture and three hours of laboratory weekly; one-day field trips. Prerequisite: any 100-level geology course. One and one-fourth course credits. Annually. Fall and Spring. [+]  

208. MINERALOGY Introduction to crystallography, including X-ray crystallography and optical crystallography. Detailed study of mineral structure and occurrence. Three hours of lecture and three hours of laboratory weekly. Prerequisites: any 100-level geology course and Chemistry 111 (which can be taken concurrently). One and one-fourth course credits. Annually. Fall. [+]  

210. CLIMATE CHANGE Understanding how and why climates change is important for interpreting the past geologic record and evaluating contemporary climate change. After an overview 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, field and lab projects, extracting lake sediment cores, and collecting dendroclimatological data. Fieldtrips. Prerequisite: any Geology 100-level course. Three hours lecture with one 3-hour lab per week. One and one-fourth course credits. Annually. Fall. [Q]  

220. GEOARCHAEOLOGY (See Archaeology) A survey of the use of geologic concepts and tools in the study of archaeological sites. Emphasis is on the sedimentary and climatic characterization of sites, methods of relative and absolute dating of site occupation, use of and methods of tephrachronology, geochemical and petrographic techniques for determination of artifact provenance and geophysical methods of site surveying. Three hours of lecture weekly; field trips. Prerequisite: any 100-level geology course. One course credit. Alternate years. Not offered 2005-2006. [+]  

250. INVERTEBRATE PALEONTOLOGY Identification, systematics, evolution, and paleoecologic analysis of invertebrate fossil groups. Three hours of lecture and three hours of laboratory weekly; two-day field trip. Prerequisite: Any 100-level geology course or Biology 210. One and one-fourth course credits. Not offered 2005-2006. [W, +]  

260. SEDIMENTOLOGY AND STRATIGRAPHY Physical and biological methods for the determination of sedimentary environments and processes. A case history approach to the collection, analysis, and interpretation of stratigraphic data from selected sedimentary basins. Three hours of lecture and three hours of laboratory weekly; two-day field trip. Prerequisite: Any 100-level geology course. One and one-fourth course credits. Annually. Spring. [W, +]  

300. GEOMORPHOLOGY AND HYDROGEOLOGY 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; mandatory field trip. Prerequisite: Geology 200. One and one-fourth course credits. Annually. Spring.  

308. IGNEOUS AND METAMORPHIC PETROLOGY 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. Prerequisite: Geology 208. One and one-fourth course credits. Annually. Spring.  

313. 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; mandatory three-day field trip. Prerequisite: Geology 200. One and one-fourth course credits. Annually. Fall. [Q]  

350. SPECIAL TOPICS IN GEOLOGY To allow students with significant geological background to explore interdisciplinary topics in further detail. Planetary Geology, Geochemistry, Geophysics, and others offered when sufficient student interest is shown. Prerequisite: Geology 200 and others, depending on topic offered. One course credit. Spring. Not offered 2005-2006. [W]  

BIOLOGY 360. EVOLUTION 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 hours weekly. Prerequisites: C- or better in Biology 210, 220 and 230 or Geology 250 and Biology 230 or permission of instructor. Annually. Fall.
400. TUTORIAL  Advanced library, field, and laboratory research problems in geology. Approval of the chairperson of the department is required. One-half to one course credit.

401. JUNIOR INDEPENDENT STUDY  Concepts and techniques of geologic research culminating in a Junior I.S. thesis project. Prerequisite: Geology 200. One course credit. Annually. Fall or Spring.

451, 452. INDEPENDENT STUDY THESIS  An original geological investigation is required, culminating in a thesis and an oral defense. Prerequisite: Geology 401. Two course credits upon successful completion of project.

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 of the topic. This presentation provides experience in oral communication and criticism in a scientific context. All Geology majors are urged to attend these seminars; all junior and senior Geology majors are required to attend. Thursdays, 11:00 a.m. to 12:00 noon, Scovel 205.

GERMAN

Herrmann, Ch. Sem I, Muellner, Ch. Sem. II, von Held (Schwarz, Assistant)

The German Department offers students training in the German language and exposure to the literature and culture of the German-speaking countries. Beyond the acquisition of speaking facility, language courses can foster better understanding of how language both reflects and shapes consciousness of the world. In the best liberal arts tradition, language study enhances our ability to deal with ambiguity and cultural pluralism.

Language Requirement in German  Incoming students with previous German will be placed on the basis of a test administered during New Student Orientation and once each semester thereafter. Students presenting CEEB Advanced Placement scores to the Admissions Office may receive credit toward the requirement (and toward graduation) or toward a major or minor in German, depending on the level of proficiency. The language requirement may be satisfied by testing out of or by completing German 101 and 102.

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 transcultural communication.

International Business and German  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 or Business Economics and a prescribed core of complementary courses. Interested students should consult with Professor Mareike Herrmann.

In addition to courses at Wooster, the College offers programs for beginning and advanced students in Germany and Austria. (See Study Abroad below.)

The major consists of eleven to fifteen semester courses beyond the 100 level, including three units of Independent Study (401, 451, 452). Advanced Placement credits evaluated by the department as representing the equivalent of 201 or higher may be counted toward the major. Students will choose one of two tracks as outlined below.

In considering a major or minor in either German Language and Literature or 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, ideal-
ly 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 Language and Literature track stresses the study of periods, genres, and major authors of German Literature and questions of literary theory, and begins with German 267: Introduction to German Literature. The German Studies track is an interdisciplinary approach to the history, language, literature, and contemporary culture of the German language-speaking areas and begins with the history and methods course, German 260.

**GERMAN LANGUAGE AND LITERATURE** (See course descriptions below for frequency of offerings.)

- Ger. 201, 202, 250, 267
- Ger. 300, 320, 330, 340 (may be taken in any order after completing 267)
- Ger. 401, 451, 452 (normally written in German on a topic pertaining to German language, literature, or pedagogy)

The remaining courses for credit in the Language and Literature major (maximum of 15) may be chosen from among the following:

- Ger. 227 or 228, 230, 260 or any additional 300-level or 400-tutorial courses in German Literature.

**Recommended Electives:**
- Ger. 319. Applied Linguistics
- Eng. 240. A Common language
- Hist. 225. Modern Germany
- C.Lit. 120. Language, Literature, and Culture (See also Comparative Literature.)

**GERMAN STUDIES** (See course descriptions below for frequency of offerings.)

- Ger. 201, 202, 250
- Ger. 228, 260 (in any order after completing 202)

**One** of the following: German 300, 320, 330, or 340

- Ger. 401, 451, 452 (401 normally written in German on a topic pertaining to German cultural history; 451-452 may be written in English and will normally take an interdisciplinary approach)

**At least two** of the following up to the maximum total of 15 courses in the major:

- Ger. 227. German Literature in Translation
- Ger. 267. Introduction to German Literature or 230. Theaterpraktikum
- Hist. 208. Europe, 1890-1945
- Hist. 209. Europe since 1945
- Hist. 225. Modern Germany
- or any additional 300-level courses in German Literature/Culture

**Recommended Electives:**
- Art 224. Modern Architecture
- Pol. Sci. 222. Problems of the Global Community

The **minor** in German Language and Literature consists of German 201, 202, 250, and one 300-level literature course in German, and two courses chosen from the following: German 227 or 228, 230, 260, 267, or any second 300-level course.
The minor in German Studies consists of German 201, 202, 250, 260, 228, and either History 101 (on an appropriate topic) or History 225.

S/NC Courses 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.

Off-Campus Study Majors in both German Language and Literature and 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. (See Study Abroad section below, and consult the German Department for information on the programs most suited to your interests and needs.)

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 German 250 or equivalent, offered annually at Hiram College.

Teacher 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 201 (or the equivalent as determined by placement exam). The eight courses must include German 202, 250, 260, 227 or 228, and 319. Study abroad is highly recommended for prospective teachers.

Related Interdepartmental Programs Students interested in German literature and culture should be aware of four interdepartmental programs in which the German Department cooperates: Comparative Literature, Women’s Studies, Cultural Area Studies in Twentieth Century Western Europe, and International Relations. (See appropriate descriptions under each heading in this Catalogue.)

101. BEGINNING GERMAN LEVEL I Four hours per week. Students with previous German must take the departmental placement test in order to register for 101. See department chairperson. Annually. Fall.

102. BEGINNING GERMAN LEVEL II Four hours per week. For students who have had German 101 or equivalent training, to be determined by placement test given the beginning of each semester. Emphasis on developing skills in speaking, listening, writing simple paragraphs, and reading simple texts encountered in everyday life. (See also Off-Campus Study—Germany.) Annually. Spring.

INTERMEDIATE AND ADVANCED COURSES

201. INTERMEDIATE GERMAN LEVEL I A skills-building course to follow German 102 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 201. Annually. Fall. [C]

202. 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: 201 or equivalent. Annually. Spring. [C]

250. ADVANCED COMPOSITION AND CONVERSATION Intensive practice in speaking and writing to develop vocabulary and style in various thematic contexts from business letters and résumés to descriptive prose and poetry writing. Required of majors and minors. Prerequisite: 202 or equivalent. Annually. Spring. [C]

319. APPLIED LINGUISTICS (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. Spring 2005-2006.

LITERATURE AND CULTURE COURSES

(Conducted in German unless otherwise indicated)

227. GERMAN LITERATURE IN TRANSLATION (in English) (See Comparative Literature, Women’s Studies) Selected readings from classical and contemporary German authors. Sample topics: German
German

Literature East and West Since 1945; Contemporary German Literature by Women; Modern German Theater;
Charlatans, Criminals, and Confidence Tricksters in German Literature. Alternate years. Spring. Not offered

228. TOPICS IN GERMAN SOCIETY AND CULTURE (in English) (See Comparative Literature, Film
Studies, Women’s Studies) Studies in German cultural history, varying in topic from year to year and often
interdisciplinary in approach. For 2005-2006, the topic is Women in Weimar Germany. Fall 2005-2006 [C]

230. 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.
Prerequisite: 201 or permission of instructor. May be taken twice for credit, but only one of these may count
toward the minimum eleven courses for the major or minor. Alternate years. Spring 2005-2006.

260. KULTURKUNDE: INTRODUCTION TO GERMAN STUDIES A survey of the cultural history of
the German-speaking world, with particular attention to the social matrix in which German cultural institu-
tions function. An introduction to the methods and resources of German Studies as an interdisciplinary area
of study. Prerequisite: 250. Alternate years. Spring 2005-2006. [C, *]

267. INTRODUCTION TO GERMAN LITERATURE Reading and discussion of selected representative
texts from all genres of German literature, with a focus on learning how to approach literature from a variety

300. MAJOR EPOCHS OF GERMAN LITERATURE AND CULTURE 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

  300A. Faith, Love, and Reason: The Middle Ages to the Enlightenment
  300B. The Coming of Age of German Culture (1770-1830)
  300C. Poetry and Politics: Literature, Revolution and Nationalism (1830-1918)
  300D. The Weimar Republic and the Third Reich (1918-1945)
  300E. After the Holocaust (Post-1945)

320. MAJOR AUTHORS IN GERMAN 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 twice for credit in the major. Prerequisite: 260, 267 or permission of the

330. GENRES OF GERMAN LITERATURE A survey of literature of a specific important genre (Novelle,
ballad, lyric poetry, Bildungsroman, drama, short story, autobiography, etc.). While focusing attention on rep-
resentative works, the course considers genres as literary conventions, asking how the history of a culture is
reflected in the directions taken by such literary forms, and why particular genres have flourished at a spe-
cific time in history. Genres studied vary from year to year. May be taken twice for credit in the major.
Prerequisite: 260, 267 or permission of instructor. Fall 2005-2006. [C]

340. MAJOR THEMES IN GERMAN LITERATURE A study of dominant recurring themes that cross
period and genre lines and are important to the German literary tradition. Topics will vary from year to year
— e.g., The Faust Theme, Images of Women, The Artist and Society, Guilt and Justice, The Search for Self. May
be taken twice for credit in the major. Prerequisite: 260, 267 or permission of instructor. Not offered 2005-2006.
[depending on topic, C, *]

400. TUTORIAL Individually supervised readings on a special topic. By prior arrangement with the
department only. Prerequisite: 250 or equivalent.

401. INTRODUCTION TO INDEPENDENT STUDY Bibliography and research methods in German
(Language pedagogy, Literature, or German Studies focus), 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,
401 should be taken Semester II of the sophomore year. If a one-semester program abroad is planned, it should
be Semester I so that 401 can be taken Semester II.
History

**DEPENDENT STUDY THESIS**

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. See specifications under German Language and Literature and German Studies major. (See also: Comparative Literature, Cultural Area Studies, International Relations, Women’s Studies.)

**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 at higher levels will receive advanced credit according to evaluations received by the department. Offered each semester.

**INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) IN FREIBURG, BERLIN, AND VIENNA**

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 German 250 or equivalent. Courses at Vienna are conducted mostly in English, and students with beginning German proficiency are usually eligible.

**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: 202 or equivalent.

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**HISTORY**

Hettinger, Ch, Boston, Gedalecia, Holt, Jefferson, Liang, Pozefsky, Roche, Schilling, Shaya, Taylor

The main purpose of any history course is to illuminate and enrich the present by recalling and reinterpreting the past. Majors in the department should encounter the broad spectrum of past human experience, from the remote past to the recent past, including both Western and non-Western history. They should also learn how a specialist in the field establishes a historical fact and validates a historical interpretation.

Requirements for a **major** are flexible, and students should construct their programs in consultation with their advisers. Valuable perspective will be gained through the study of times, places, and peoples outside of one’s special area of interest. Minimum requirements for the major are eight courses and a two-course Independent Study Thesis. The eight courses must include History 401 and at least three other courses at the 200-level or above. Only two History 101 courses (Introduction to Historical Investigation) may be included in the minimum eight courses plus the two-course I.S. Thesis for the major.

The **minor** in History involves six courses in the department, including at least three at the 200-level or higher. History 101 is recommended, but no more than two History 101s may count toward the minor.

**Advanced Placement**

A student obtaining a score of 5 in the CEEB Advanced Placement Examination will automatically receive two course credits in History, and a student scoring 4 will receive one course credit. A student will receive only a maximum of three course credits for Advanced Placement in any combination of the two Advanced Placement Examinations; students receiving Advanced Placement should consult with the department before registering for 100-level courses in the department. The advanced placement policy of the College is explained in the section on Admission.
GENERAL HISTORY AND HISTORICAL METHOD

101. INTRODUCTION TO HISTORICAL INVESTIGATION (See Women’s Studies) The course focuses on a selected problem in either American, European, Latin American, African, or Asian history in order to demonstrate techniques of historical research, criticism of sources, and awareness of differing interpretations. Normally this will be the introductory course to the history curriculum. Discussion and lectures. Topics taught in the past have included the following: Western Travelers to China, Private Ryan’s War, History on Film, Hitler and the Nazi State, The Russian Revolution, Crime and Punishment in European History, Laws and Outlaws, Cultures of the Diaspora, and History of Men in America. Fall and Spring. [W, some sections count toward C, #]

250. THE EVOLUTION OF WAR To understand modern war and contemporary military affairs through the study of war’s evolution from the highly developed state of limited war practiced in eighteenth century. Not offered 2005-2006.


298. MAKING HISTORY 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. Not offered 2005-2006.


400. TUTORIAL Students should consult the department chair before registration.

401, 402. INDEPENDENT STUDY

451, 452. INDEPENDENT STUDY THESIS

AFRICA, EAST ASIA, LATIN AMERICA, AND MIDDLE EAST

104. THE MODERN MIDDLE EAST 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. Not offered 2005-2006.

200. TRADITIONAL CHINA 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. Fall. Not offered 2005-2006. [C, #]

201. MODERN CHINA 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. Spring 2005-2006. [C, #]

206. MODERN JAPAN 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. Fall 2005-2006. [C, #]

215. COLONIAL LATIN AMERICA 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 2005-2006. [C, #]

216. MODERN LATIN AMERICA 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 2005-2006. [C, #]
231. AFRICA BEFORE 1900 (See Africana Studies) Africa and the Africans, the European intrusion, the indigenous response, the Scramble and Partition. Annually. Fall. Not offered 2005-2006. [C, #]


EUROPE


107. WESTERN CIVILIZATION SINCE 1600 The development of western civilization from 1600 to the present. European history. Fall and Spring 2005-2006. [C, #]

202. GREEK CIVILIZATION (See 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. Fall 2005-2006. [#]

203. ROMAN CIVILIZATION (See 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. Spring 2005-2006. [#]

205. MEDIEVAL EUROPE, 500-1350 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 2005-2006. [#]

207. 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 2005-2006. [#]

208. EUROPE, 1890 TO 1945 An investigation into European politics, society, and culture from 1980 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. Fall 2005-2006. [C, #]

209. EUROPE SINCE 1945 An examination of politics, society and culture in Europe from the devastation of the Second World War to the present. Topics include: the reconstruction of Europe, the origins of the Cold War, Europe and America, the social welfare state, decolonization and immigration, student protest, Euro-terrorism, the radical right, the end of the Cold War, and the European Union. Not offered 2005-2006. [C, #]

210. 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. Spring 2005-2006. [W, C, #]

211. 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. Spring. Not offered 2005-2006.

220. 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. Fall. Not offered 2005-2006.
221. 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. Spring. Not offered 2005-2006.

222. 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. Spring 2005-2006.

223. 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. Fall. Not offered 2005-2006. [C, #]

225. 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. Spring. Not offered 2005-2006.

230. RUSSIA TO 1900  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. Not offered 2005-2006. [C, #]

233. RUSSIA SINCE 1900  Modern Russia, focusing on the Bolshevik Revolution and the Stalin era. Spring 2005-2006. [C, #]

THE UNITED STATES


111. THE UNITED STATES EXPERIENCE  A survey of United States history from 1877 to the present. Spring 2005-2006. [#]

115. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT (See Africana Studies)  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 which is not the traditional view of the United States. Annually. Fall and Spring. [C, #]

235. 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. Fall. Not offered 2005-2006.

237. THE UNITED STATES AND CHINA  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. Not offered 2005-2006. [C, #]

238. 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 2005-2006. [#]

239. 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. Fall. Not offered 2005-2006. [#]
242. EARLY AMERICAN THOUGHT Major ideas, intellectual movements, and cultural institutions with emphasis on European influences, cultural nationalism and the growth of popular culture from the colonial period to the mid-nineteenth century. Not offered 2005-2006.

243. 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 2005-2006.

244. 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. Fall 2005-2006.


246. UNITED STATES URBAN HISTORY (See 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. Alternate years. Spring. Not offered 2005-2006. [#]

247. WOMEN'S HISTORY IN THE UNITED STATES (See Women’s 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. Spring 2005-2006.

249. INTELLECTUAL HISTORY OF BLACK AMERICA A basic survey of some of the leading black thinkers in American history. Alternate years. Spring 2005-2006. [#]

INTERNATIONAL RELATIONS

Krain, Ch., International Relations Curriculum Committee: Fuchs, Kille, Lantis, Moledina, Pozefsky, Shaya, Warner (Sem. I)

The International Relations major is administered by a committee consisting of the 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 thirteen courses in political science, economics, and history; one foreign language course beyond the first four courses in a foreign language; and an overseas term. The thirteen courses must include Pol. Sci. 120, Pol. Sci. 227, Econ. 101, Econ. 201 or 202, a social science methods course, a Junior Independent Study course (401), and a two-course Senior Independent Study Thesis (451-452).

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 Junior and Senior I.S. 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 course, and Independent Study.

For more information about these courses, see listings in the appropriate home department.
MAJOR REQUIREMENTS

I. INTRODUCTION TO INTERNATIONAL RELATIONS (required)
  Pol. Sci. 120. Introduction to International Relations [C, #]
  Pol. Sci. 227. Theories of International Relations (prerequisite Pol. Sci. 120) [#]

II. INTERNATIONAL RELATIONS (two courses, with one course from each department)
  Pol. Sci. 221. International Security [#]
  Pol. Sci. 223. United States Foreign Policy [#]
  Pol. Sci. 224 Comparative Foreign Policy [C, #]
  Pol. Sci. 228. Nationalism and Interdependence [#]
  Pol. Sci. 229. Special Topics in International Relations [C, #]
  Hist. 208. Europe, 1890-1945 [C, #]
  Hist. 209. Europe Since 1945 [C, #]
  Hist. 237. The United States and China [C, #]
  Hist. 301. Problems in History [#]: Courses focused on global phenomena or underlying political themes that characterize the international system. See Chair of International Relations [IR] for approval. [NOTE: one cannot count the same HIST 301 course twice as both the IR History requirement and the IR methods requirement.]

III. THE GLOBAL ECONOMY (four courses, including Econ. 101 and either Econ. 201 or 202)
  Econ. 101. Principles of Economics (prerequisite for all Economics courses) [Q, #]
  Econ. 201. Intermediate Macroeconomic Theory [#]
  Econ. 202. Intermediate Microeconomic Theory (prerequisite Math 104 or 111) [#]
  Econ. 251. International Trade [#]
  Econ. 252. International Finance (prerequisite Econ. 201)
  Econ. 254. Economic Development [#]

IV. COMPARATIVE POLITICAL SYSTEMS (one course)
  Pol. Sci. 242. The Politics of Western Europe
  Pol. Sci. 244. Politics in Developing Countries [C, #]
  Pol. Sci. 246. Peace Studies [C, #]
  Pol. Sci. 247. Special Topics in Comparative Politics [W†, C, #]

V. SOCIAL SCIENCE METHODS (one or two courses, according to home department, to be taken before beginning Junior Independent Study)
  Political Science:  Pol. Sci. 250. Research Methods
  Economics:  Econ. 110. Quantitative Methods [Q, #]

  and

  Econ. 210. Applied Regression

  History:  Hist. 101. Introduction to Historical Investigation [W, depending on topic, C, #]: Courses focused on global phenomena or underlying political themes that characterize the international system. See Chair of International Relations [IR] for approval.

  or
VI. INDEPENDENT STUDY (three courses)

Econ., Hist., or Pol. Sci 401. Junior Independent Study (in the student’s home department)

Econ., Hist., or Pol. Sci. 451, 452. Senior Independent Study Thesis (in the student’s home department)

VII. FOREIGN LANGUAGE STUDY (one to five courses, depending on placement)

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).

VIII. OVERSEAS TERM

Credit for the overseas term will be given for participation in a Wooster-endorsed program. Normally the overseas term will be at least one academic semester or quarter 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.

MATHEMATICS AND COMPUTER SCIENCE

Hartman, Ch., D. Brown, Byrnes, Gray, Hales, C. Hampton, Newland, Pierce, Ramsay

The Department of Mathematics and Computer Science offers a major in Mathematics and a major in Computer Science. See the listing on the following pages under Computer Science for information about the Computer Science major and minor.

MATHEMATICS

The program in Mathematics proposes to lay the groundwork for both the understanding and the practice of mathematics in graduate study, teaching, actuarial science, applications to the social and physical sciences, and computer science. There is stress on both comprehension of principles and the use of these in applied problems, as well as emphasis on both reasoning and recall. An algebra placement test is required of each entering student to help determine which course should be taken first.

A major in Mathematics consists of eleven to fifteen courses, which must include Mathematics 111 or 108, 112, 211, 212; two of 221, 223, 225, 227, 235, 241, 242; two of 300, 302, 303, 304, 305, 306; and one other course numbered above 212, as well as 451, 452. In addition, all majors will complete CS 151. The College requirement of a third unit of Independent Study is satisfied through the independent work done as part of
the courses numbered above 200, which are taken to fulfill the requirements of the major. At most, two courses of advanced placement may be counted toward a major or minor. Only grades of C- or better are acceptable in courses for the major or minor. Majors are encouraged to take related courses in physics, computer science, economics, and philosophy, especially Philosophy 220.

A minor in Mathematics consists of six courses, three of which must be 111 or 108, 112, and 211. The other three mathematics courses must be numbered above 210.

Students who wish to pursue graduate study in mathematics should take a minimum of Math 300: Topology, Math 302: Real Analysis I, Math 304: Abstract Algebra I, and Math 306: Functions of a Complex Variable. For further details, students should contact a member of the department.

Mathematics Study Abroad The College has direct connections with the overseas program Budapest Semesters in Mathematics. This program is designed for American and Canadian undergraduate mathematics students interested in an overseas study experience which does not hinder their progress toward a degree. Junior mathematics students with a strong mathematics background may spend one semester in Budapest, Hungary. All courses are taught in English by Hungarians, most of whom have spent some time teaching in the U.S. or Canada. Most financial aid is applicable to the program, but students with financial aid should consult directly with the Director of Financial Aid. 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.

Students who are planning to receive licensure in early childhood education are required to take Education 260: Curriculum: Math/Science/Social Studies in the Early Childhood Years. No mathematics beyond this course is required to fulfill the State requirement; however, Mathematics 100 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.

For licensure in middle school or adolescent to young adult/secondary teaching of mathematics, State requirements call for at least a minor in mathematics. In addition, either Education 250: Middle School Curriculum Methods and Assessment: Language Arts, Math, Science, Social Studies or Education 316: Curriculum Methods and Assessment in Adolescent and Young adult Education: Integrated Mathematics is required. Mathematics majors seeking certification for teaching middle school or adolescent to young adult/secondary mathematics should plan their program early, in consultation with the Department of Education, and may choose to write a Senior Independent Study Thesis on a topic related to the teaching of adolescent to young adult/secondary mathematics.

Combined programs of liberal arts and engineering are available. (See Pre-Professional Programs: Pre-Engineering.)

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. The decision about granting such placement and its amount will be made by the Department of Mathematics and Computer Science after the student has consulted with the chairperson. Normally a minimum score of 3 on the examination will be necessary, but such a score alone will not guarantee advanced placement. A student placed in Mathematics 112 will receive one course credit; two course credits will be granted if the student is placed in a course above the level of Mathematics 112. The advanced placement policy of the College is explained in the section on Admission.

The two courses Math 100 and Math 102 are specifically designed for students wanting to partially satisfy the Learning Across the Disciplines requirements.
100. MATHEMATICS IN CONTEMPORARY SOCIETY This is a survey course that explores a broad spectrum of mathematical topics. The emphasis is on observing the many practical uses of mathematics in our modern society and not on developing skill in manipulative techniques. This course does not satisfy the prerequisites for further mathematics courses, nor does it count toward a major or minor. No prerequisite. Annually. Fall and Spring. [Q, +]

101. ELEMENTARY FUNCTIONS Properties of polynomial, trigonometric, exponential, and logarithmic functions. This course prepares the student for calculus and should, in general, be taken only by those planning to take calculus subsequently. This course does not count toward a major or minor and may not be taken by anyone with credit for Math 111 or Math 104. Prerequisite: solid background in algebra. Not offered 2005-2006. [Q]

102. BASIC STATISTICS Basic elements of descriptive and inferential statistics. Not to count toward a major or minor. Prerequisite: one year of algebra. Annually. Spring. [Q, +]

103. MATRIX ALGEBRA AND PROBABILITY FOR SOCIAL SCIENCE A course designed primarily for students in the social sciences. Topics include probability, math of finance, matrix algebra, and linear programming. Prerequisite: solid background in algebra. This course does not count toward a major or minor. Not offered 2005-2006. [Q, +]

104. CALCULUS FOR SOCIAL SCIENCE A course designed primarily for students in the social sciences. Topics include functions, limits, differentiation, integration, and applications of these. Prerequisite: Math 101 or Math 103 or placement into Math 104. This course does not count toward a major or minor. Credit cannot be given for Math 104 and 108 or 111. Annually. Spring. [Q, +]

107. CALCULUS WITH ALGEBRA A The first in a two-course sequence that integrates precalculus and first-semester calculus topics. This course and Math 108 will examine the algebraic, geometric, and analytic properties of polynomial, trigonometric, exponential and logarithmic 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 101, Math 104 or Math 111. Annually. Fall and Spring. [Q, +]

108. CALCULUS WITH ALGEBRA B This is a continuation of Math 107 and will cover topics in differential and integral calculus. Additional background algebraic material will be provided as needed. This course counts toward a major or minor and may not be taken by anyone with credit for Math 104 or Math 111, nor can a student receive credit for both this course and Math 104 and Math 111. Annually. Fall and Spring. [Q, +]

111. CALCULUS AND ANALYTIC GEOMETRY I This course and 112 cover the calculus of functions of one variable. Limits, continuity, differentiation and integration, applications of the calculus, elements of analytic geometry, the Fundamental Theorem of Calculus, and Taylor’s Theorem. Prerequisite: Math 101 or placement into Math 111. Annually. Fall. [Q, +]

112. CALCULUS AND ANALYTIC GEOMETRY II Continuation of 111, including calculus of transcendental functions, integration techniques, and infinite series. Prerequisite: Math 111 or Math 108. Annually. Fall and Spring, [Q, +]

123. DISCRETE MATHEMATICS This course includes logic, proofs, sets, relations, functions, algorithms, counting methods, recurrence relations, graph theory, trees, Boolean Algebras, automata and grammars. Prerequisite: some computer programming experience and either Math 101, Math 107, or placement into Math 111. Annually. Spring. [Q, +]

211. LINEAR ALGEBRA Systems of linear equations, matrix theory, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces. Prerequisite: Math 112 or permission of the instructor. Annually. Fall. [W, Q, +]

212. MULTIVARIATE CALCULUS 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 112. Annually. Spring. [Q, +]

221. DIFFERENTIAL EQUATIONS Forms of solution (algebraic, numeric, qualitative, geometric), first order equations (their solution and application), higher order linear equations (applications, solutions for constant coefficients, initial value problems, Laplace transforms), series and series solutions of linear equations, introduction to partial differential equations and Fourier series. Prerequisite: Math 112. Alternate years. Not offered 2005-2006.
223. 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 123 or 211. Alternate years. Spring 2005-2006.

225. MATHEMATICAL MODELING This course considers a wide variety of mathematical models in the physical, life, and social sciences. Not only are models analyzed but a major component of the course is practice in constructing mathematical models and testing their validity with empirical data. Prerequisites: Math 211. Alternate years. Spring 2005-2006.

227. 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. Prerequisites: Math 211 and Math 212 concurrently. Alternate years. Spring. Not offered 2005-2006.

235. NUMERICAL ANALYSIS Topics to be chosen from among interpolation theory, solution of nonlinear equations and systems of linear and nonlinear equations, numerical differentiation and integration, solution of ordinary differential equations, difference equations, and error analysis. Prerequisites: CS 151, Math 112, and Math 211 at least concurrently. Alternate years. Fall. Not offered 2005-2006.


260. TRANSITION TO ADVANCED MATHEMATICS This course is a transition course from the primarily computational and algorithmic mathematics found in calculus to the more theoretical and abstract mathematics in junior/senior level 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 211 or concurrently. Annually. Fall.

279. PROBLEM SEMINAR A seminar in advanced problem-solving. Analysis and solution of contest-type problems. The seminar concludes with the taking of the Putnam Examination in the fall and the Modeling Competition in the spring. S/NC course. One-fourth course credit. (May be repeated for credit.) Annually. Fall and Spring.

300. INTRODUCTION TO TOPOLOGY Sets and functions, metric spaces, topological spaces, compactness, separation, connectedness. Prerequisites: 211 and 212 or permission of instructor. Alternate years. Fall 2005-2006.

302. REAL ANALYSIS I Sets, real numbers, Cartesian spaces, convergence, continuous functions, elements of differentiation and integration theory. Prerequisites: 211 and 212 or permission of instructor. Alternate years. Fall. Not offered 2005-2006.


304. ABSTRACT ALGEBRA I This course and 305 include an axiomatic approach to algebraic structures, elementary properties of numbers, polynomials, groups, rings, integral domains, and fields. Prerequisite: 211. Alternate years. Fall. Not offered 2005-2006.

305. ABSTRACT ALGEBRA II A continuation of 304, which is a prerequisite. Alternate years. Not offered 2005-2006.

306. FUNCTIONS OF A COMPLEX VARIABLE Complex numbers, elementary functions, Cauchy’s theorem and formula, infinite series, elements of conformal mapping, residues. Prerequisites: 212 and permission of instructor. Alternate years. Spring 2005-2006.
309. 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. Not offered 2005-2006.

400. TUTORIAL   This course will be given for topics not normally covered in regular courses. Approval of both chairperson and supervising faculty member required prior to registration.

451, 452. INDEPENDENT STUDY THESIS

COMPUTER SCIENCE

A major in Computer Science prepares the student for continued study in graduate school and for a professional career in computer science and related areas of computer application. 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.

Those students who wish to pursue graduate study in computer science or are interested in computer science as a profession should consider the major in Computer Science. The student who undertakes this program should have a fundamental aptitude for mathematics and problem solving. The goal of the major is to provide groundwork in the theoretical foundations of computing together with an understanding of the practical aspects of software development, algorithm analysis, computer organization, computer-based file and data structures, and the translation of computer programs.

The Computer Science major consists of the following courses: Computer Science 151, 152, 251, 252, 253, 351, 451, 452, two courses from Computer Science 353, 354, 356, 357 as well as three Mathematics courses: 111, 123 or 223, and 211. The Department strongly recommends that students planning to attend graduate school enroll in Mathematics 241. The Computer Science major meets the College requirement of a third unit of independent study through the independent work done as a part of its requirement of courses numbered above 200 in Computer Science and Mathematics.

The Computer Science minor consists of the three required Computer Science courses: 151, 152, 251, and three other Computer Science courses numbered above 200. A thorough background in algebra is the only mathematical prerequisite to beginning this curriculum. However, students should note that in completing this minor Math 108 or Math 111, Math 123, and Math 211 will be needed as prerequisites for a number of the computer science courses needed to fulfill requirements for the minor.

Only grades of C- or better are acceptable in computer science and mathematics courses for the major or minor. It is necessary to pass prerequisite courses for a computer science course with a grade of C- or better before enrollment in the course. At most two courses of advanced placement may apply toward the major.

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 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.

Introduction to Computer Science, CS 110, is designed specifically for students wanting a course in Computer Science to partially fulfill the College’s Learning Across the Disciplines requirements. CS 151 is not recommended for these requirements.

CS 110. INTRODUCTION TO COMPUTER SCIENCE  History of computing, computer applications, user interface design, computer programming, program assembly, computer hardware, theory of computa-
tion, artificial intelligence, computers and society. Two hours lecture and two hours laboratory each week. No prerequisite in mathematics or science. Annually. Fall. [+]

CS 151. COMPUTER PROGRAMMING I Elements of programming languages, programming, computer organization, and algorithm development. Prerequisite: Thorough grounding in algebra. One and one-fourth credits. Annually. Fall and Spring. [+]

CS 152. COMPUTER PROGRAMMING II A continuation of CS 151. Structured programming concepts, dynamic data structures, string processing, recursion, searching and sorting. Prerequisite: CS 151. One and one-fourth credits. Annually. Fall and Spring. [+]

CS 199. SOFTWARE PARADIGMS A one-half-credit course providing background and problem solving experience in a software tool or programming language. Taught on an irregular basis as student interest and staffing permit. Prerequisite: varies according to the software paradigm. Not offered 2005-2006.


CS 252. ALGORITHMS A systematic study of algorithms and their complexity. The limitations of algorithms are also studied in the context of NP-completeness. Prerequisites: CS 152 and Mathematics 123, 211 or 223. Spring 2005-2006.

CS 253. THEORY OF COMPUTATION The theory of automata and formal languages. Computability by Turing machines and recursive functions; uncomputability, computational complexity, and mathematical logic. Prerequisites: CS 152 and Mathematics 123 or 223. Annually. Spring.

CS 279. PROBLEM SEMINAR This course provides the opportunity for students to practice working through computer science problems. Typically, this will be for those students intending to prepare for a programming contest in which the College will participate. Such a contest would be the culmination of this course. S/NC course. One-fourth credit. (May be repeated for credit.) Prerequisite: CS 151. Fall or Spring, as contest scheduling demands.

CS 309. 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. Prerequisite: permission of the instructor. Not offered 2005-2006.

CS 351. PROGRAMMING LANGUAGE THEORY AND COMPILER CONSTRUCTION Language definition, data types and structures, control structures; run-time environment, interpreters, lexical analysis and parsing, Backus normal form language descriptors and basic parsing concepts, Symbol table manipulation, code generation, local optimization, and storage allocation. Prerequisite: CS 251; CS 252 is recommended. Fall 2005-2006.


CS 356. COMPUTER GRAPHICS This course explores the theory and application of computer graphics through the evolution of graphics algorithms and hardware. Topics include 2-D, 3-D transformations and projections, illumination models, texture mapping, animation, user interfaces, and rendering algorithms. Prerequisites: CS 152 and Math 211. Alternate years. Fall 2005-2006.

CS 357. MACHINE INTELLIGENCE A study of multiple paradigms in machine and artificial intelligence. Topics include concept learning, hypothesis sets, hypothesis evaluation, computational learning theory, decision trees, artificial neural nets, Bayesian learning, rule-based learning, genetic algorithms. Prerequisites: CS 152 and Math 211. Alternate years. Not offered 2005-2006.
CS 400. TUTORIAL
This course will be given for topics not normally covered in regular courses. Prerequisite: CS 252. Approval of both chairperson and supervising faculty member required prior to registration.

CS 451, 452. INDEPENDENT STUDY THESIS
Prerequisite: CS 252.

MUSIC

Mowrey, Ch., Ditmer, Duda, Dykstra, Gallagher, Lindberg, Russell, Wood, Wright

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 regulations of the National Association of Schools of Music.

During New Student Orientation, or earlier, a prospective music major should interview members of the Music Department regarding the program best suited to his or her needs, the possibility of taking placement examinations in music history and music theory, and auditioning in the appropriate performance area. Having selected a music degree program, the student should plan a course of study with the chairperson of the Department of Music or another appropriate Music faculty member. Before the end of the fourth semester, a student pursuing one of the music programs should present to the chairperson of the Department of Music a declaration of major form, which may be obtained from the Office of the Registrar.

For careers in music teaching and performance, the B.Mus. or B.Mus.Ed. degrees are recommended for most students. However, there are many graduate programs and music-related careers (such as arts administration, copyright and entertainment business law, music publishing, and music editing) for which the B.A. in Music provides a good background. Students interested in graduate school or a music-related career should consult the chairperson of the Department of Music for advice on selecting courses in other departments that, along with electives in the Music major, will provide optimal preparation for that educational path or career.

Music majors, regardless of degree program, must attend at least ten departmental recitals and concerts per semester, beginning in the semester following the one in which they declare a music major or in the fourth semester, whichever comes first. All majors must also pass a piano proficiency examination prior to the senior year. Students who have not yet passed any part of this examination must enroll in Music 132 (Piano) by the semester following the one in which they declare a music major or by the fourth semester, whichever comes first, and must remain enrolled in Music 132 until they pass the examination. Arrangements other than enrollment in Music 132 might be made for students who have passed the prepared pieces for this examination. The examination includes three prepared selections of at least Grade III level (memorization not required); sight-reading at Grade II level; and major and minor scales, hands together, two octaves in eighth notes at M.M. 92 to the quarter note. A list of representative Grade III pieces may be obtained in the Music Department office.

Students are urged to consult the Department of Music Handbook, which may be obtained from the Department of Music secretary in Scheide Music Center (Room 112).

Advanced Placement
Any student who presents a score of 4 or 5 on the Advanced Placement Examination in Music Theory automatically receives credit toward graduation for one elective course in music. Following consultation with the chairperson, students who wish to continue music theory studies at Wooster will be placed in the appropriate music theory course (101, 102, or 201), depending on the
Music

results of a theory placement exam administered by the Music Department. Theory placement exams will consist of the final examination (written, dictation and sight singing) for Music 101 (Theory I) and/or Music 102 (Theory II), depending on the preparation of the student.

MUSIC DEGREE PROGRAMS

Bachelor of Arts in Music

This degree is for students seeking a major in music within a strong liberal arts education.

The minimal B.A. Music major consists of the following twelve courses: five in Music Theory (101, 102, 201, 202, and 301), three in Music History (210, 212, and 213), one in Music Performance (private lessons in voice or on an instrument of the student’s choice for which the department provides instruction), I.S. 401, and I.S. 451-452. The I.S. courses establish an area of emphasis in Performance, Theory/Composition, or Music History and Literature, although the degree is called simply “B.A. in Music.” Students planning to attend graduate school in music are strongly encouraged to take 302 (Form and Analysis) as well and one to two elective courses in music for a total of fourteen to fifteen courses in music. Students may take as many as fifteen courses in the Department of Music for a B.A. major in Music.

B.A. students in Music must earn a grade of C- or better in all of their music courses counting toward the major. All performance groups are graded S/NC.

Bachelor of Music Education in Public School Teaching

This degree is for students who wish to teach in public schools. It leads to licensure in the State of Ohio. Requirements for this degree are stated in the section of this catalogue entitled Degree Requirements.

B.Mus.Ed. (Public School Teaching) students must earn a grade of C- or better in all Music courses which count toward the major, and in Education 396, 397, and 398.

To gain admission to the B.Mus.Ed. in Public School Teaching, a student must pass an entrance audition before a faculty jury of three, to be appointed by the chairperson. The audition will occur near the end of the second semester of college and must demonstrate the student’s ability to perform well repertoire of at least high intermediate level, representing several historical periods and styles.

A student wishing to perform an entrance audition must notify the chairperson in writing at least three weeks prior to the audition. Only after passing the entrance audition may the student declare as a major the B.Mus.Ed. in Public School Teaching. A student who does not pass the entrance audition in the second semester may have a second opportunity in the first two weeks of the third semester.

Bachelor of Music Education in Music Therapy

This program is accredited by the American Music Therapy Association and is administered through the Cleveland Music Therapy Consortium. Wooster students take the Music Therapy courses at Baldwin Wallace College in Berea, 50 miles north of Wooster. Students take the remaining courses on the Wooster campus. Requirements for this degree are stated in the section of this catalogue entitled Degree Requirements.

B.Mus.Ed. (Music Therapy) students must earn a grade of C- or better in all Music courses which count toward the major, including those in Music Education and Music Therapy.

To gain admission to the B.Mus.Ed. in Music Therapy, a student must pass an entrance audition before a faculty jury of three, to be appointed by the chairperson. The audition will occur near the end of the second semester of college and must demonstrate the student’s ability to perform well repertoire of at least high intermediate level, representing several historical periods and styles.
A student wishing to perform an entrance audition must notify the chairperson in writing at least three weeks prior to the audition. Only after passing the entrance audition may the student declare as a major the B.Mus.Ed. in Music Therapy. A student who does not pass the entrance audition in the second semester may have a second opportunity in the first two weeks of the third semester.

**Bachelor of Music**

This degree is for students planning to attend graduate school in music and then to enter professional careers in music. Majors are offered in Performance, Theory/Composition, and Music History; Literature. Requirements for the B.Mus. degree are stated in the section of this catalogue entitled *Degree Requirements*.

B.Mus. students must earn a grade of C- or better in all Music courses which count toward the major.

To gain admission to the B.Mus. in Performance, a student must pass an entrance audition before a faculty jury of three, to be appointed by the chairperson. The audition will occur near the end of the second semester of college and must demonstrate the student’s ability to perform well challenging repertoire representing several historical periods and styles. See the Department of Music Handbook for examples of appropriate repertoire for each instrument and voice.

A student wishing to perform an entrance audition must notify the chairperson in writing at least three weeks prior to the audition. Only after passing the entrance audition may the student declare as a major the B.Mus. in Performance. A student who does not pass the entrance audition in the second semester may have a second opportunity in the third semester.

To gain admission to the B.Mus in Theory/Composition, a student must, near the end of the third semester of college, submit to the chairperson a portfolio of two or more completed original scores. These compositions must be accompanied by a letter stating the student’s wish to seek the B.Mus. in Theory/Composition. The chairperson will appoint a faculty committee of three to review the portfolio. Only after receiving the committee’s approval of the submitted works may the student declare as a major the B.Mus. in Theory/Composition. A student who does not pass the portfolio review in the third semester may have a second opportunity in the fourth semester.

A prospective candidate for the B.Mus in Performance or Theory/Composition may declare a major in Music prior to the semesters stated above. The student will be listed as a candidate for the B.A. in Music until he or she passes the audition or portfolio review.

**The Minor in Music**

The minor in Music consists of six courses in music: two courses in music theory, two in music history and literature that may include 111 and other courses without prerequisite, and two music electives which may include music performance, music ensemble, music theory, and/or music history. A grade of C- or better must be earned before a course may count toward a minor.

**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.*

100. 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. Annually. Spring. [*]

111. 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.
Music

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. No prerequisite. Does not count toward a major in Music. Annually. Fall. [*]

AFRICANA STUDIES 212. SURVEY OF AFRICAN-AMERICAN FOLKLORE: THE CREATIVE AND PERFORMING ARTS 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 upon contemporary American society. Open to non-music majors. No technical knowledge required. Prerequisite: Africana Studies 100 or permission of instructor. Annually. Spring. [C, *]

214. HISTORY OF AFRICAN AMERICAN MUSIC (See 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. No prerequisite. Annually. Fall. [C, *]

215. 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. No prerequisite. Annually. Spring. Not offered 2005-2006. [*]

216. 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. No prerequisite. Offered every two to three years. Spring. Not offered 2005-2006. [*]

217. SURVEY OF JAZZ (See Africana Studies) A study of jazz from its inception to the present, including the New Orleans, swing, bebop, cool, hard bop, free jazz, and jazz-rock fusion styles, as well as major individual musicians such as Louis Armstrong, Duke Ellington, and Charlie Parker. No prerequisite. Special assignments for Music majors and minors. Annually. Spring. [C, *]

218. MASTERPIECES OF MUSICAL THEATRE (See 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, Der 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. No prerequisite. A few special assignments for Music majors. Fall. Not offered 2005-2006. [*]

219. WOMEN IN MUSIC (See Women’s 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 2005-2006. [C, *]

MUSIC THEORY-COMPOSITION
One credit per course unless otherwise specified.

101. THEORY I Fundamentals review, diatonic triads in root position and first inversion, principles of harmonic progression. Elementary dictation, sightsinging, and keyboard skills. Prerequisite: Music 100 or fluent ability to read pitches in treble and bass clefs. Required of all majors in Music. Annually. Fall. [*]
102. THEORY II  Second inversion triads, cadences, non-chord tones, common seventh chords. Related dictation, sight-singing, and keyboard skills. Prerequisite: a grade of C- or better in Music 101. Required of all majors in Music. Annually. Spring. [*]

201. THEORY III  Modulation and less common seventh chords and related sight-singing and keyboard skills. Required of all majors in Music. Prerequisite: a grade of C- or better in Music 102. Annually. Fall. [*]

202. THEORY IV  Chromatic harmony of the nineteenth century and related sight-singing and keyboard skills. Required of all majors in Music. Prerequisite: a grade of C- or better in Music 201. Annually. Spring. [*]

208. 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. One-half course credit. Each semester. Prerequisite: Music 102. Annually. Fall and Spring.

209. 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 homogeneous forms. One half-hour private lesson per week. One-half course credit. Prerequisite: Music 102 and 180. Annually. Fall and Spring.

301. THEORY V  Twentieth century techniques and related sight-singing/keyboard skills. Required of all majors in Music. Prerequisite: a grade of C- or better in Music 202. Annually. Fall. [*]


303. 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.Mus. and B.Mus.Ed. majors. Prerequisite: Music 102. Annually. Spring.


305. ORCHESTRATION  A theoretical and practical study of instrumentation and scoring music for various instrumental combinations. Required of B.Mus. in Composition, B.Mus. in Music History/Literature, and B.Mus.Ed. majors. Composition majors should take the course as early as possible. Prerequisite: Music 202. Annually. Fall.

306. 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. One-half course credit. Prerequisite: Music 303. Fall 2005-2006.

308. 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. One course credit. Each semester. Prerequisite: Music 102. Annually. Fall and Spring.

309. 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 homogeneous forms. One hour private lesson per week. One course credit. Each semester. Prerequisites: Music 102 and 180. Annually. Fall and Spring.

MUSIC HISTORY AND LITERATURE
One credit per course unless otherwise specified.

210. 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: Music 101 or permission of the instructor. Annually. Spring.

211. MUSIC HISTORY I  Early music. The development of major musical styles from antiquity through the early baroque. Required of all B.Mus. majors. Prerequisite: Music 101 or permission of the instructor. Annually. Spring. [W, *]

212. MUSIC HISTORY II  Monteverdi to Mozart. The development of major musical styles in the baroque and classical periods. Required of all B.A., B.Mus., and B.Mus.Ed. (Public School Teaching) majors. Prerequisite: Music 101 or permission of the instructor. Annually. Fall. [W†, *]

213. 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.Mus., and B.Mus.Ed. (Public School Teaching) majors. Prerequisites: Music 102 and 212 or permission of the instructor. Annually. Spring. [*]

311. 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.Mus. (Composition) majors. Prerequisite: Music 102 or permission of the instructor. Not offered 2005-2006. [*]

PERFORMANCE

Music Majors  Candidates for the B.Mus. degree may major in a performance area, including voice or any instrument for which private instruction is provided by the department. Candidates for the B.A. degree may choose performance as an area of emphasis. Performance majors are required to present a half recital (25-30 minutes of music) during the junior year (Music 401) and a full recital (45-60 minutes of music) in the senior year (Music 451-452); these recitals constitute the Junior and Senior Independent Study.

Course work in a performance area is required of all Music majors. Performance requirements for the B.A. degree with a major in Music and for the B.Mus. and B.Mus.Ed. degrees are found in the section on Degree Requirements.

All students enrolled for credit in private lessons, except complete beginners, are required to perform for a faculty jury at the end of the semester.

All Music majors are expected to pass a piano proficiency examination according to the guidelines set forth earlier in the Music section of the catalogue.

Candidates with a major in violin must complete one semester of work in viola (one-half course applied to major) before the end of the senior year.

Candidates with a major in voice must achieve singing proficiency in two modern foreign languages before the senior recital.

Prospective organ students must demonstrate adequate keyboard facility.

Prospective voice students must demonstrate the ability to read music.

Non-Music Majors  Students not majoring in Music who desire to register for performance courses or groups might be required to audition prior to registration. Details of audition requirements are available in the Music Department office. Such students should see above, under Music Majors, for jury requirements which apply to all students enrolled in performance courses. 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.

Private Instruction  A half-hour lesson per week (100-level) for one-half (.500) course credit is the norm, for which one and one-half hours of daily practice are required. A one-hour lesson per week (200-level) for one full (1.000) course credit is primarily for declared and prospective performance majors and requires three hours of daily practice and performance in at least one departmental recital during the semester. Advanced students who are not music performance majors may, with the approval of the chairperson of the Department of Music, enroll for weekly one-hour
lessons for one full course credit, only so long as they too meet the practice requirement of three hours daily and perform in at least one departmental recital during the semester. If, in the judgment of the instructor, a student enrolled for one-hour lessons is not meeting the practice requirement or will not be prepared to perform in a departmental recital during the current semester, the student must change that semester to half-hour lessons for one-half course credit. Instructors are urged to require applied students to maintain regular practice logs. Permission of the instructor is required for enrollment in applied lessons, whether for half or full credit or for audit. A lesson fee may be charged; see the section entitled Expenses.


CLASS INSTRUCTION IN MUSIC

150-157. 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. One-eighth course credit. Graded S/NC. Permission of instructor required. Annually. Fall and Spring. Sections are as follows:

150. Accompanying 154. Keyboard Ensemble
151. Brass Ensemble 155. Percussion Ensemble
152. Guitar Ensemble 156. String Ensemble
153. Jazz Combo 157. Woodwind Ensemble

180. 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. One-fourth course credit. Annually. Spring. Not offered 2005-2006.

264. INTRODUCTION TO JAZZ IMPROVISATION Notation, standard forms and chord progressions, transcribing jazz solos from recordings, study of recordings, and other activities. Permission of instructor required. One-quarter course credit. Annually. Spring.

280. 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.Mus. and B.Mus.Ed. majors. Prerequisite: Music 101 or permission of the instructor. One-half course credit. Annually. Fall and Spring.

370. 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. One-half course credit. Required of all B.Mus.Ed. and B.Mus. Vocal Performance majors. Prerequisite: Music 170 or two semesters of 140. Alternate years. Not offered 2005-2006.

371. INSTRUMENTAL PEDAGOGY Study of the literature, instructional materials and procedures relative to the teaching of the major instrument. One-half course credit. Annually. Fall and Spring.

Students are expected to practice 30-45 minutes per day for courses 170-178 and 372.
170. 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. One-fourth course credit. Required of all B.Mus.Ed. majors whose primary performance area is instrumental. Prerequisite: Music 102 or permission of the instructor. Alternate years. Spring 2005-2006.


175, 176. CLASS WOODWIND INSTRUMENTS  Study of the mechanics of playing and instructional materials and procedures relative to woodwind instruments of the orchestra and band. 175 covers flute and clarinet; 176 covers saxophone, oboe, and bassoon. One class hour per week for each of two semesters. One-fourth course credit. Both required of B.Mus.Ed. (Public School Teaching) majors. B.Mus.Ed. (Music Therapy) majors must complete 175. Alternate years. Fall and Spring 2005-2006.

177. 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. One-fourth course credit. Required of all B.Mus.Ed. majors. Alternate years. Not offered 2005-2006.

178. 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. One-fourth course credit. Fall and Spring 2005-2006.

372. 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. Prerequisite: completion of all parts of the Piano Proficiency Examination. Two hours per week. One-half course credit. Required of all B.Mus.Ed. majors. Annually. Fall.

MUSIC EDUCATION

Normally, four semesters of piano, including Functional Piano; two semesters of voice, including one semester of group voice and Vocal Pedagogy; two semesters of group strings; and five semesters of group winds and percussion are required of candidates for the B.Mus.Ed. degree; see section entitled Degree Requirements. Students who can demonstrate proficiency in these areas may elect other areas of music performance study.

290. 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.Mus.Ed. majors. Annually. Fall.

390. METHODS IN MUSIC EDUCATION  A study of specific methods of delivering instruction to children and adolescents, ages 3-21, in a variety of settings including choral and instrumental ensembles, general music classrooms, and advanced music courses such as theory, history, related arts, and humanities-oriented offerings. Emphasis is on specific teaching techniques in the implementation of curriculum, classroom
MUSIC

procedures and materials, integration of technology, and the use of various assessment strategies. Field experiences in a variety of school settings are a major component of the course. Required of all B.Mus.Ed. majors. Prerequisite: Music 290. Fall 2005-2006.

391. SPECIAL TOPICS IN MUSIC EDUCATION  A study of the administrative responsibilities of music educators with a focus on individual projects that address the specific needs of students enrolled in the course. Topics include contemporary issues, educational technology, budget and finance, scheduling, facilities and equipment, contests and festivals, travel, recruiting and retention, uniforms, basic instrument repair and maintenance, music support groups, and relationships with parents, administrators, music dealers, and private teachers. Concentration will be on projects such as marching band field charts, instrumental/choral music arranging, and other areas that specifically prepare students for their student teaching. Field experience is a major component of this course. Required of all B.Mus.Ed. (Public School Teaching) majors. Prerequisites: Music 290 and 390. Annually. Spring.

MUSIC THERAPY

All courses listed below, with the possible exception of Music 407-408, will 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.

Following successful completion of Introduction to Music Therapy and Recreational Music (grade of C or better), a competency exam is administered to students desiring admission into the degree program in Music Therapy. **Successful completion of the introductory course does not ensure acceptance into the program.** The competency exam is administered by the therapy instructor and involves a written and oral component. This exam must be passed before any further therapy core course can be taken. Admission into the Music Therapy degree program is decided jointly by the Music Therapy coordinator and College Music Therapy adviser.

190. 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. One-half course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Annually. Spring.

191. 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. One-half course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 190. Annually. Fall.

291. 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.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 191. Fall 2005-2006.


293. 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 291, 292, and 394. One-fourth course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 191. Annually. Spring.
294. PRACTICUM II IN MUSIC THERAPY  Practical experience with clients in approved institutions. Continuation of 293. One-fourth course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 293. Annually. Fall.


392. PSYCHOLOGY OF MUSIC I  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. One-half course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 191. Annually. Fall.

393. PSYCHOLOGY OF MUSIC II  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. One-half course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 392. Annually. Spring.

394. 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.Mus.Ed. (Music Therapy) majors. Prerequisite: Music 191. Alternate years. Spring 2005-2006.

407-408. 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. One-fourth course credit. Required of all B.Mus.Ed. (Music Therapy) majors. Annually.

GENERAL COURSES IN MUSIC

One credit per course unless otherwise specified.

400. TUTORIAL  Requires approval of department chairperson.

401, 402, 403. JUNIOR INDEPENDENT STUDY

451, 452. SENIOR INDEPENDENT STUDY THESIS

GLCA ARTS PROGRAM IN NEW YORK (See Off-Campus Study)

MUSIC PERFORMANCE GROUPS

Students 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.

160. 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. One-eight credit per semester. Two semesters of enrollment required of all Music majors; these semesters must be fall and spring of the same year, except by permission of the instructor. Annually. Fall and Spring.

161. 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. One-eighth course credit per semester. Annually. Fall and Spring.

162. 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. One-eighth course credit per semester. Annually. Fall and Spring.

163. 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. One-eighth course credit per semester. Annually. Fall and Spring.

164. 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. One-eighth course credit per semester. Annually. Fall and Spring.

165. GOSPEL CHOIR (See 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. One-eighth course credit per semester. Annually. Fall and Spring.

166. OPERA WORKSHOP  Study of basic stage movement through the analysis and staging of scenes and arias from the standard and contemporary repertoire. Permission of instructor required. May be repeated for credit. One-fourth course credit. Spring. Not offered 2005-2006.

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 secretary of the Department of Music.

PHILOSOPHY
Kreuzman, Ch., Hustwit, Rudisill, Schiltz, Thomson, Tierney

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. When is killing murder? What is the relationship between law and morality? What makes a symphony beautiful? What is the meaning of a word? Do computers think? Does the world consist only of matter? What does it mean to be rational? What is friendship? What obligations do we have to the environment?

In answering such questions, one learns to read, write, discuss critically, and appreciate diverse points of view. Courses in philosophy are designed to help one acquire the skills of conceptual analysis, argumentation, and identification of presuppositions. Thus, philosophy helps to enrich, expand, and develop one's liberal arts education.

The study of philosophy has proven to be useful in some surprising ways, from the formation of health care policies to the development of computer languages. It can be the foundation for graduate study in almost any field. Philosophy majors at Wooster have gone on to successful careers in law, business, social work, ministry, journalism, teaching, publishing, computer programming, and the military.
Requirements for a major in Philosophy.

- Historical Foundations (two courses): 250 and 251.
- Continental Philosophy (one course): 260, 262, or 264.
- Analytic Philosophy (one course): 302, 303, or 304.
- Ethical Theory: 311.
- Two additional philosophy electives.
- Junior Independent Study: 401.
- Senior Independent Study: 451 and 452.

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.

Requirements for a minor in Philosophy.

- Historical Foundations (one course): 250 or 251.
- 300 level (one course): 302, 303, 304, 310, or 311.
- Philosophy electives (four courses).

Students are strongly encouraged to take Philosophy 100: Ethics, Justice, and Society as a first course in philosophy. Majors and minors are not permitted to take any courses within the department for S/NC credit.

ETHICS, JUSTICE, AND SOCIETY

100. 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. [*]

210. 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. Alternate years. Spring 2005-2006. [*]

212. PHILOSOPHICAL ISSUES IN RACE AND RACISM  (See Africana Studies) The very concept of race is suspect because it lacks conceptual clarity. This course focuses upon such questions as: What skills in conceptual analysis do philosophers bring to the concept of race? What philosophical insights into human psychology shed light on the phenomenon of racism? Alternate years. Not offered 2005-2006. [C, *]

215. BIOMEDICAL ETHICS  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. Spring 2005-2006. [*]

216. ENVIRONMENTAL ETHICS  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. Not offered 2005-2006. [*]

PHILOSOPHY AND THE LIBERAL ARTS

220. 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. Spring. [*]

221. PHILOSOPHY AND THE RELIGIOUS LIFE  (See 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. Fall 2005-2006. [R, *]

222. 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. Fall 2005-2006. [*]

223. PHILOSOPHY, CULTURE, AND 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 2005-2006. [*]

224. ART, LOVE, AND BEAUTY (See Theatre) 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. Not offered 2005-2006. [*]

CULTURAL PERSPECTIVES

230. EAST/WEST COMPARATIVE PHILOSOPHY 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. Not offered 2005-2006. [W†, C, *]

231. INDIAN PHILOSOPHY AND ITS ROOTS 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. Fall 2005-2006. [W†, C, *]

232. CHINESE PHILOSOPHY 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. Not offered 2005-2006. [C, *]

234. AFRICAN PHILOSOPHY (See Africana Studies, Religious Studies) An introduction to basic belief systems in sub-Saharan African culture. Specific attention will be given to ways of understanding concepts of God, ritual action, the specific nature of an African philosophy, and issues in cross-cultural understanding. Alternate years. Not offered 2005-2006. [C, *]

HISTORICAL FOUNDATIONS

250. ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE 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. [*]

251. 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. [*]

CONTINENTAL PHILOSOPHY

260. NINETEENTH CENTURY CONTINENTAL PHILOSOPHY This course focuses upon reading and understanding primary texts of philosophers such as Hegel, Marx, Kierkegaard, and Nietzsche. The ideas of these philosophers challenge traditional conceptions of human nature and morality and have shaped contemporary social and political institutions. Alternate years. Spring 2005-2006. [*]
262. TWENTIETH CENTURY CONTINENTAL PHILOSOPHY This course focuses on phenomenology, structuralism, post-structuralism, and post-modernism with readings selected from Heidegger, Habermas, Derrida, Gadamer, Levinas, Foucalt, Hanna Arendt, and Simone Weil. Alternate years. Not offered 2005-2006. [*]

264. 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. Fall 2005-2006. [*]

ANALYTIC PHILOSOPHY
(Prerequisite: For all 300 level courses, a minimum of two courses in philosophy.)

302. 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. Alternate years. Not offered 2005-2006. [*]

303. 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. Alternate years. Fall 2005-2006. [*]

304. PHILOSOPHY OF MIND AND COGNITIVE SCIENCE 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. Alternate years. Spring 2005-2006. [*]

ADVANCED SEMINARS IN PHILOSOPHY
(Prerequisite: For all 300 level courses, a minimum of two courses in philosophy.)

310. SEMINAR IN PHILOSOPHY A topical seminar which focuses upon a special issue or the work of a particular philosopher. Alternate years. Fall and Spring 2005-2006. [W†, *]

311. 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 or moral principles. Annually. Spring. [*]

400. TUTORIAL A tutorial course on a special topic offered to an individual student under the supervision of a faculty member. The approval of both the chairperson and the supervising faculty member are required prior to registration.

INDEPENDENT STUDY

401. JUNIOR INDEPENDENT STUDY A seminar which focuses upon the philosophy of Kant and Wittgenstein. Students write a variety of essays employing different philosophical techniques and also a Junior I.S. Thesis.

451, 452. SENIOR INDEPENDENT STUDY Senior Independent Study is a two-semester project culminating in the I.S. Thesis and an oral examination. Prerequisite: Philosophy 401.
The Department of Physical Education offers one-quarter credit courses in a variety of lifetime sports and personal conditioning activities. The department also offers a number of one-credit courses that can be taken as electives and may be counted toward a minor in Physical Education.

LIFETIME SPORT AND PERSONAL CONDITIONING COURSES

Lifetime sport and personal conditioning courses meet for one-half semester (seven weeks). 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. It is hoped that as the result of a successful one-half semester, students will be more likely to continue to participate in these sports or activities while at Wooster and after they graduate. 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 are members of a varsity sports team may not enroll for credit in the corresponding lifetime sport.

Students who participate on intercollegiate teams may earn a graded one-quarter credit (one time) for their participation. Students interested in obtaining credit for varsity sport should register for Physical Education 130 (Varsity Sports). Physical Education 130 counts as one of the four permissible one-quarter-credit courses and is graded on a S/NC basis. A student may not repeat a skill course for credit at the same level.

Refer to the Course Schedule for the following one-quarter credit course offerings.

First half of Fall Semester - classes begin August 29 and end October 14, 2005.
Second half of Fall Semester – classes begin October 17 and end December 9, 2005.
First half of Spring Semester – classes begin January 16 and end March 3, 2006.
Second half of Spring Semester – classes begin March 6 and end May 5, 2006.

PHED 100. Archery
PHED 101. Badminton, Beginning
PHED 102. Badminton, Intermediate
PHED 103. Basic Self Defense, Beginning
PHED 104. Basic Self Defense, Intermediate
PHED 107. Basketball
PHED 108. Bowling, Beginning
PHED 109. Bowling, Intermediate
PHED 110. Fencing
PHED 111. Golf, Beginning
PHED 112. Golf, Intermediate
PHED 113. Handball
PHED 114. Jogging
PHED 115. Karate, Beginning
PHED 116. Karate, Intermediate
PHED 117. Lifeguarding
PHED 118. Personal Conditioning
PHED 119. Personal Conditioning, Advanced
PHED 120. Plyometrics
PHED 121. Racquetball
PHED 122. Scuba, Beginning
PHED 123. Scuba, Advanced
PHED 124. Swimming, Beginning
PHED 125. Swim Conditioning
PHED 126. Table Tennis
PHED 127. Tennis, Beginning
PHED 128. Tennis, Intermediate
PHED 130. Varsity Sports
PHED 131. Water Safety Instructor
PHED 132. Yoga

Students interested in a minor in Physical Education are advised to consult with the department chairperson.

THE MINOR IN PHYSICAL EDUCATION

The Physical Education Department offers ten one-credit courses. These courses may be taken as electives. They do not count toward any general education requirements.

Students who wish to earn a minor in Physical Education must successfully complete a minimum of six one-credit courses from the offerings below:

200. WOMEN IN SPORT (See Women’s 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 2005-2006.

201. COACHING OF INDIVIDUAL AND TEAM SPORTS The philosophies, methods, and strategies involved in the coaching of individual and team sports. Fall 2005-2006.

202. ELEMENTARY PHYSICAL EDUCATION Development of a fundamental movement foundation along with skills and knowledge necessary for sequencing educational games, rhythms, and gymnastics. Spring 2005-2006.


204. 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. Alternate years. Fall. Not offered 2005-2006.

205. 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. Alternate years. Spring 2005-2006.


207. ADMINISTRATION OF PHYSICAL EDUCATION Professional planning of physical education programs with special reference to curriculum development, facilities, equipment, legal liability, and public relations. Alternate years. Spring 2005-2006.

208. 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. Alternate years. Fall 2005-2006.

308. PRACTICUM IN COACHING/ATHLETIC TRAINING AND PHYSICAL THERAPY Must have permission of the department chairperson.

400. TUTORIAL One course, one semester.
Physicists seek to understand natural phenomena as simply as possible. Remarkably, they have discovered that explanations for whatever questions they ask (Why is the sky blue? Why is water wet?) ultimately involve the same elegant principles of energy and momentum, mass and charge. While they consequently assert that order, simplicity, and universality underlie nature, they unceasingly test this expectation against experience, and historically the interplay between theory and experiment has been extraordinarily successful. 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 are engaged in original research, and our students are drawn early into collaborative research projects with faculty. Students learn to think as physicists, not just work physics problems, and faculty welcome students’ curiosity, questioning, and new perspectives.

Formally, the Physics major requires:

- Mathematics 112 and 212 (2-3 semesters of calculus)
- Physics 203, 204, and 205 (3 semesters of introductory physics)
- Physics 208, 301, 302, and 304 (4 advanced physics)
- Physics 303, 305, 320, 350, or 377 (1 advanced elective)
- Physics 401 (Junior Independent Study)
- Physics 451 & 452 (Senior Independent Study Thesis)

The Foundations sequence Physics 203-204 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 Mathematics 111-112 must be taken at least concurrently with the Foundations sequence, although Mathematics 107-108 may substitute for Mathematics 111. Those students considering graduate study in physics should also take Physics 350, Mathematics 211, Chemistry 111-112, 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 Physics 121, 122, and 320. For students interested in Engineering, physics is a natural major to combine with the 3-2 engineering program, which is described under Pre-Professional Programs.

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 101-102, 110, 121, and 122 do not count toward a Physics major (except by special permission of the department).

The Physics minor requires Physics 203, 204, 205, and three other physics courses, only one of which can be 110, 121, or 122. Physics minors can use the S/NC grading option for no more than two of the required courses.
Physics

Advanced Placement A student may receive credit if a score of 4 or 5 is obtained in the following:

Physics C — Mechanics
Physics C — Electricity and Magnetism
Physics B

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 101 and 203 or 102 and 204.

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.

101. GENERAL PHYSICS 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 Physics 203. Three hours plus laboratory per week. Knowledge of algebra and trigonometry is expected. One and one-fourth course credits. Annually. Fall. [Q, +]

102. GENERAL PHYSICS Optics, electricity and magnetism, and atomic and nuclear physics. Three hours plus laboratory. Prerequisite: Physics 101. One and one-fourth course credits. Annually. Spring. [Q, +]

110. 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. One course credit. Annually. Spring. [+]

121. 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. Annually. Spring. [+]

122. 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. Annually. Fall. [+]

123. EXPERIMENTAL ASTRONOMY This laboratory-based course provides students with a deeper understanding of astronomy through hands-on experience with telescopes and imaging astronomical objects. Students will explore astrophysical concepts such as Kepler’s Laws, the rotation of the Sun, the classification of stars, and the expanding Universe through student-acquired observational data and computer simulations. Prerequisites: Physics 121 or 122 or by permission of the instructor. Not offered 2005-2006. [Q, +]

203. 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. Mathematics 111 (or 107) must be taken at least concurrently. Three hours per week plus laboratory. One and one-fourth course credits. Annually. Fall. [Q, +]

204. FOUNDATIONS OF PHYSICS Quantitative development of classical electromagnetism and optics. Prerequisites: Physics 203 and Mathematics 112 must be taken at least concurrently. Three hours per week plus laboratory. One and one-fourth course credits. Annually. Spring. [Q, +]
205. MODERN PHYSICS  Space-time physics (relativity, gravitation) and quantum physics (the microworld). Prerequisite: Physics 204 or 102 with permission of the instructor. Three hours per week plus laboratory. One and one-fourth course credits. Annually. Fall. [W, Q, +]

208. MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES  Introduces skills of differential equations, linear algebra, and Fourier analysis essential to the physical sciences and engineering. Prerequisite: the Calculus sequence (Math 111-112) and the Foundations sequence (Physics 203-204) or permission of the instructor. One course credit. Annually. Spring.

220. 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. Prerequisite: Physics 102 or 204 or permission of the instructor. Three hours plus one laboratory period per week. One and one-fourth course credits. Annually. Fall 2005-2006. [Q, +]

301. MECHANICS  Viscous forces, harmonic motion, rigid bodies, gravitation and small oscillations in Newtonian mechanics, Lagrange and Hamilton formulations, computer simulation and numerical methods. Prerequisites: Physics 203 and Mathematics 212, Physics 208 or permission of the instructor. Three hours per week. One course credit. Alternate years. Fall 2005-2006.


303. 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. Prerequisite: Physics 205. Three hours per week. One course credit. Not offered 2005-2006.

304. ELECTRICITY AND MAGNETISM  Introduction to classical field theory and Maxwell’s equations of electromagnetism. Prerequisites: Physics 204, 208, Mathematics 212, or permission of the instructor. Three hours per week. One course credit. Alternate years. Fall. Not offered 2005-2006.


320. 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. Prerequisite: Physics 205. Three hours per week. One course credit. Spring 2005-2006.


377. SELECTED TOPICS  Nonlinear Dynamics, General Relativity, Introduction to Quantum Field Theory, and others offered when sufficient student interest is shown. One course credit. Fall 2005-2006.

401. 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. Prerequisites: Physics 208 and one of the following: Physics 301, 302, 303 or 304. One hour per week plus two laboratories. One course credit. Annually. Spring.

451, 452. INDEPENDENT STUDY THESIS
Political science is concerned with the study of power, government, and the state. Power relationships among individuals, groups, and nations, and their governmental and policy results are examined using a variety of political science methods, including case studies, textual analysis, field research and interviews, and statistical analysis of quantitative data.

The discipline is divided into four major subfields, listed below. Students of U.S. politics examine the interactions among 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 nation-states, 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.

The major in Political Science consists of nine courses plus three courses of Independent Study (401, 451-452). The requirements for the major include:

1. At least two introductory level courses (PSCI 110, PSCI 120, PSCI 130 or PSCI 140) that should be completed by the end of the sophomore year.

2. One course in research methods (PSCI 250), usually taken in the spring semester of the sophomore year or the fall semester of the junior year.

3. A three-course concentration within one of the four sub-fields of the discipline: Government and Politics in the United States, International Relations, Political Theory, and Comparative Politics. The concentration must include the introductory course in the selected sub-field. Students will be asked to declare their concentrations when they declare their major, and they may design their own concentrations with the approval of the chair of the department.

4. At least one full credit course in each of the four sub-fields of the discipline. Students should consult their adviser or the chair of the department concerning which courses might best complement their chosen concentrations and interests.

5. Additional elective courses (as needed, to meet the requirement for nine courses plus three courses of Independent Study).

6. Junior Independent Study (PSCI 401), to be completed within the area of concentration.

7. Senior Independent Study (PSCI 451-452), to be completed within the area of concentration.

The foregoing describes the minimum major in Political Science; students may count toward graduation as many as three additional 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 Junior and Senior Independent Study.
The minor in Political Science consists of six courses, including at least one introductory level course and at least one course in not fewer than three fields.

The requirements for the Teacher Education Licensure Program can be found in Teacher Education at the College of Wooster: A Supplement to the Catalogue. Interested students should consult with the chairs of Political Science and Education during their first year of study.

A student may receive advanced placement credit in Political Science if a score of 4 or 5 is obtained in the following:


Qualifying students must see the chair of Political Science. The advanced placement policy of the College is explained in the section on Admission.

Field I
GOVERNMENT AND POLITICS IN THE UNITED STATES

110. 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. [#]

202. 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. Alternate years. Not offered 2005-2006. [#]

203. THE POLITICS OF PUBLIC POLICY  
Analyses 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. Not offered 2005-2006. [#]

204. 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. Fall 2005-2006. [#]

205. URBAN POLITICS  
(See 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, and the economic development of cities. Annually. Spring. [C, #]

206. POLITICAL PARTIES AND ELECTIONS  
A critical examination of party systems and the role of political parties in mobilizing elites and voters, and in organizing campaigns and elections. The major focus is on the unique experience of U.S. parties. Alternate years. Not offered 2005-2006. [#]

207. SPECIAL TOPICS IN UNITED STATES POLITICS  
A seminar focusing on a selected topic concerning U.S. politics. This course may be taken more than once. Not offered 2005-2006.

208. THE POLITICS OF RACE IN AMERICA  
(See Africana Studies) An exploration of the role of race in American politics and the power relationships among racial and ethnic groups in the United States. Alternate years. Not offered 2005-2006. [C, #]

209. 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. Alternate years. Spring 2005-2006. [C, #]
210. WOMEN, POWER, AND POLITICS (See Women’s Studies) A critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns in the course include the following: what we mean by “sex,” “gender,” “women,” “power,” and “politics,” the relationship between women and the state, how women organize collectively to challenge state policies, and how the state responds to organized women. Alternate years. Spring. Not offered 2005-2006. [C, #]

211. 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 the Congress with other American political institutions, and the impact of these aspects of Congress on public policies. Alternate years. Not offered 2005-2006. [#]

212. 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. Fall 2005-2006. [#]

213. THE CONSTITUTIONAL LAW OF CIVIL RIGHTS (See 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 2005-2006. [C, #]

214. 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 2005-2006. [#]

215. ENVIRONMENTAL POLITICS 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. Spring 2005-2006. [#]

Field II
INTERNATIONAL RELATIONS

120. INTRODUCTION TO INTERNATIONAL RELATIONS (See 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, #]

221. INTERNATIONAL SECURITY (See International Relations) An examination of the changing realities of security in the post-Cold War international system. Topics include the defense policies of various states and their implications for international stability; the proliferation of nuclear weapons; the non-military dimensions of contemporary security policy; and the prospects for security through negotiation, cooperation, and international organization. Alternate years. Not offered 2005-2006. [#]

222. PROBLEMS OF THE GLOBAL COMMUNITY (See International Relations) A critical analysis of problems confronting the community of nations — such as population expansion, economic development, environmental degradation, and anarchy — and individual and collective efforts to cope with them. Role playing is used to gain a more vivid comprehension of problems and prospects. Annually. Spring. [C, #]

223. UNITED STATES FOREIGN POLICY (See 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. Fall. [#]

224. COMPARATIVE FOREIGN POLICY (See International Relations) This course analyzes foreign policy development in comparative perspective, examines prominent theoretical perspectives in the comparative
foreign policy literature, and applies these theories to a number of real world cases of foreign policy decision making. Special attention is given to comparisons of the behavior of different countries in Asia, Europe, Latin America, Africa, and the Middle East; and to different issue areas, including national security policy, foreign economic policy, and environmental policy. Alternate years. Spring 2005-2006 [C, #]


226. INTERNATIONAL POLITICAL ECONOMY (See International Relations) Mutual relationships between politics and economics in the relations of nations; 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. [C, #]

227. THEORIES OF INTERNATIONAL RELATIONS (See 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. [#]

228. NATIONALISM AND INTERDEPENDENCE (See 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. Spring 2005-2006. [#]

229. SPECIAL TOPICS IN INTERNATIONAL RELATIONS (See International Relations) A detailed analysis of particular topics, such as peace theory, conflict resolution, international law, regional relationships, and selected problems confronting the global community. This course may be taken more than once. Not offered 2005-2006. [C, #]

Field III

POLITICAL THEORY

130. 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. Fall. [#]

231. MODERN WESTERN POLITICAL THEORY (See Philosophy) 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. Spring 2005-2006. [#]

232. 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. Fall 2005-2006. [#]

234. CONTEMPORARY WESTERN POLITICAL THEORY (See Philosophy) 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. Not offered 2005-2006. [#]

235. CONTEMPORARY FEMINIST POLITICAL THEORY (See Women’s 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. Not offered 2005-2006. [#]

239. SPECIAL TOPICS IN POLITICAL THEORY A seminar examining announced topics in the field of Political Theory. This course may be taken more than once. Not offered 2005-2006. [#]
**Field IV**

**COMPARATIVE POLITICS**

140. 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, #]

242. THE POLITICS OF WEST EUROPE (See International Relations) A comparative analysis of the economic and political development of major nations in West Europe, with special consideration of parliamentary representation, political mobilization, governability, the rise of new social movements, and European unification. Annually. Spring.

244. POLITICS IN DEVELOPING COUNTRIES (See 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. Spring. [C, #]

246. PEACE STUDIES (See 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. Alternate years. Fall 2005-2006. [C, #]

247. SPECIAL TOPICS IN COMPARATIVE POLITICS (See International Relations) A seminar focusing on contemporary topics in the field of comparative politics. This course may be taken more than once. Multiple sections. Spring 2005-2006. [W†, C, #]

249. THE GOVERNMENT AND POLITICS OF AFRICA (See 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 nations have attempted to build viable political and economic systems. Alternate years. Not offered 2005-2006. [C, #]

**RESEARCH AND METHODS COURSES**

250. RESEARCH METHODS This course is a survey of various methodologies employed in the study of political science. It emphasizes research design, hypothesis construction, data collection, and both qualitative and quantitative analysis. Political Science 250 must be taken before or in conjunction with Political Science 401, and is a prerequisite for enrolling in Political Science 451. Political science majors normally take Political Science 250 in the second semester of the sophomore year or the first semester of the junior year. The department recommends that students have at least one introductory course and one 200-level course in the major prior to enrolling in Political Science 250. Annually. Fall and Spring.

391, 392, 402, 407, 408. 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 Political Science 407; the two credit seminar is accredited as Political Science 391 and 392; and the research project can be accredited as Political Science 401 (Junior Independent Study) or Political Science 402. Since the prerequisites differ for the different seminars and internships, you should consult the Washington Seminar adviser within the Political Science Department.

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

401. INDEPENDENT STUDY Examines approaches to and methods for the study of political phenomena in seminar, concluding with the Junior Independent Study Thesis under the direction of a faculty adviser. Normally taken in the second semester of the junior year; required as a prerequisite to Political Science 451-452 and Senior Independent Study Thesis.

451, 452. INDEPENDENT STUDY THESIS Senior Independent Study is a two-semester project culminating in the I.S. Thesis and an oral examination to be done in the senior year. Prerequisites: Political Science 250 and 401.
Psychology combines perspectives from both the social sciences and the natural sciences to gain an understanding of the processes underlying human behavior, by examining influences ranging from the neurological to the sociocultural. Students become interested in psychology for a wide variety of reasons: for personal development, to obtain job-related skills, to prepare for careers in psychology, as a valuable elective for other professional careers, or as one of many areas of study leading to a broad liberal arts education.

The psychology curriculum at Wooster has over the years prepared its majors for diverse professional and job experiences. Approximately two thirds of its graduates enter professional programs at either the M.A. 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, social services).

The psychology major stresses an empirical approach to the broad range of psychological issues and problems. As such, the curriculum is intended to expose students to both scientific and applied aspects of the discipline. Majors are expected to be familiar with both theory and research in selected areas, and research experience and methodology, including experimental design and quantitative analyses (statistics), are essential to the curriculum. As in all majors at Wooster, each student is required to complete a one-semester Junior Independent Study project and the Independent Study Research Thesis during the senior year.

As part of its facilities, the Department of Psychology maintains a statistical/computer facility and well-equipped perception, cognition, animal, developmental, and social/personality laboratories. Students also have access to children for observation at the College’s nursery school.

A minor in Psychology consists of the first six course requirements, as listed below for a major.

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.

A major in Psychology requires the following courses:

1. 100 or 110
2. One 200-level course (in addition to 250)
3. 250
4. 321 or 322 or 335
5. 325 or 327 or 330
6. 371 or 372
7 - 8. Two additional 300-level courses (writing, methods, or electives)
9. 401
10 -11. 451-452

The Psychology Department recommends that majors take a two-semester sequence of a laboratory course in either Biology or Chemistry and at least one course in Mathematical Sciences.

INTRODUCTORY COURSES

100. INTRODUCTION TO PSYCHOLOGY  An introduction to psychological theory, research, and methods. Coverage includes basic neurological processes, principles of learning and cognition, individual differences in personality, intelligence, and mental health, and social influences on behavior. Some sections will be organized around a specific topic, such as drugs, the law, work, or the brain; others will have a more general
focus. Check the course schedule for details on specific sections. Students may only take the course once for course credit. No prerequisite. Annually. Fall and Spring. [#]

110. CHILD AND ADOLESCENT DEVELOPMENT 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 Psychology 100. Annually. Fall and Spring. [#] NOTE: A field placement is required of all students. Students have the opportunity to observe physical, emotional, social, intellectual, and aesthetic development in children and reflect on the role of family on development. The field placement satisfies licensure requirements for education students.

COURSES REFLECTING THE DIVERSITY OF HUMAN EXPERIENCE

211. MATURITY AND OLD AGE A course exploring the individual’s needs and developmental tasks to be accomplished by persons 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 persons in the middle age and older years. Prerequisite: Psychology 100 or 110. Annually. Spring. [#]

212. ABNORMAL PSYCHOLOGY Origin, development, and classification of exceptional individuals including mentally retarded, mentally gifted, and those who exhibit atypical behavior patterns. Prerequisite: Psychology 100 or 110. Annually. Fall and Spring. [#]

215. PSYCHOLOGY OF WOMEN AND GENDER (See Women’s Studies) A course focusing on the societal construction and significance of gender, as well as the psychological implications of events unique to women, and a critical examination of theories and evidence concerning differences between women and men. Prerequisite: Psychology 100 or 110. Annually. Fall and Spring. [#]

230. HUMAN NEUROPSYCHOLOGY An exploration of human neuropathological conditions, and animal models of these conditions, as they pertain to brain function and behavior. The course emphasizes the various methodologies used to assess the function of brain regions and behavior through a case study approach. Prerequisites: Psychology 100 or 110. Annually. Fall. [#]

240. 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: Psychology 100 or 110. Not offered 2005-2006. [#]

245. HUMAN SEXUALITY A survey course examining the evolutionary, biological, developmental, social, and historical-cultural aspects of human sexuality. Additional topics include: sexually transmitted disease, sex in the context of human relationships, and issues of sexual orientation. Prerequisite: Psychology 100 or 110. Annually. Fall. [#]

STATISTICS

250. INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN Introduction to basic principles of descriptive statistics, inferential statistics, and experimental design. Annually. Fall and Spring. [Q]

WRITING-INTENSIVE COURSES

321. LEARNING AND BEHAVIOR A basic course emphasizing associative learning and more complex determinants of animal and human behavior. Scientific writing is emphasized in this course. Prerequisites: Psychology 100 or 110, and 250. Annually. Spring. [W]

322. MEMORY AND COGNITION Analysis of complex human behavior, including learning, memory, perception, and cognition. Scientific writing is emphasized in this course. Prerequisites: Psychology 100 or 110, and 250. Annually. Fall. [W]

325. 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. Prerequisites: Psychology 100 or 110, and 250. Annually. Fall. [W]
327. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH  A survey of methods, research topics, and theory in developmental psychology. Scientific writing is emphasized in this course. Prerequisites: Psychology 100 or 110, and 250. Annually. Spring. [W, #]

NOTE: A field placement is required of all students. Students have the opportunity to observe physical, emotional, social, intellectual, and aesthetic development in children and reflect on the role of family on development. The field placement satisfies licensure requirements for education students.

330. SOCIAL PSYCHOLOGY: THEORY AND RESEARCH  A survey of theory and research on human social cognition and behavior. Scientific writing is emphasized in this course. Prerequisites: Psychology 100 or 110, and 250. Annually. Fall. [W]

335. SENSATION AND PERCEPTION  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. Prerequisites: Psychology 100 or 110, and 250. Annually. Spring. [W]

METHODS COURSES

371. EXPERIMENTAL RESEARCH METHODS  A course emphasizing the methods psychologists employ in the areas of sensation and perception, learning and motivation, and memory and cognition. The course emphasizes active engagement in all stages of research, including experimental design and methodology, data collection and analysis, and scientific writing. Prerequisite: any of the writing-intensive courses in psychology. Annually. Fall.

372. SOCIAL RESEARCH METHODS  A course emphasizing the methods psychologists employ in the areas of personality, social psychology, and developmental psychology. The course emphasizes active engagement in all stages of research, including experimental design and methodology, data collection and analysis, and scientific writing. Prerequisite: any of the writing-intensive courses in psychology. Annually. Spring.

ADVANCED ELECTIVE COURSES

323. NEUROSCIENCE: MIND AND BEHAVIOR  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. There will be a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated in courses with a laboratory and must therefore be taken concurrently. Prerequisite: Psychology 250 or permission of the instructor. One and one-fourth course credits. Annually. Spring.

331. 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: Psychology 250. Alternate years. Not offered 2005-2006.

332. 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 tests. Prerequisite: Psychology 250. Alternate years. Spring 2005-2006.

340. ADVANCED TOPICS IN PSYCHOLOGY  A seminar for junior and senior majors 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: Junior or senior standing with advanced background in psychology. Annually. Fall.

395. HISTORY AND SYSTEMS OF BEHAVIOR STUDIES  A study of changing views of psychology from Aristotle to the present, with emphasis on the influences of ideas and methodologies on 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 or students with advanced standing in Psychology; a 300-level methods course or current enrollment in a 300-level methods course. Annually. Fall.

399. SPECIAL PROBLEMS  Special courses on selected topics offered for a single time only to groups of students. Prerequisite: As specified by the instructor.
400-LEVEL COURSES

400. TUTORIAL  A tutorial course on special topics offered to an individual student under the supervision of a faculty member. Prerequisite: approval of chairperson. Annually. Fall and Spring.

401, 403. JUNIOR INDEPENDENT STUDY  A one-semester research project, with instruction on research methods and statistical analysis. Requires thorough literature search on a psychological topic, design of an empirical research project, and preparation of materials related to the ethical considerations pertaining to research with humans or other animals. Students work individually with a faculty adviser. Prerequisites: Psychology major or students with advanced standing in Psychology; a 300-level methods course or current enrollment in a 300-level methods course. Annually. Fall and Spring.

407, 408. 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 chairperson are required. Credits cannot be substituted for major requirements. Prerequisite: Advanced standing. Annually. Fall and Spring.

451, 452. INDEPENDENT STUDY THESIS  Two consecutive semesters of Independent Study involving a single project, conducted during the senior year. The Independent Study Thesis must be a data-gathering research project. Students are encouraged to base their projects on a study from the experimental, personality, developmental, social, or clinical literature. Prerequisites: Senior standing and Psychology 401. Annually. Fall and Spring.

RELIGIOUS STUDIES

Kammer, Ch., Bader, R. Brown, Graham, Harris, Mumme

Religious Studies is an interdisciplinary approach to the academic study of religion. The department seeks to provide for each student 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 can involve 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 does create 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.

The major in Religious Studies aims to balance depth and breadth of study, allowing students to gain a broad exposure to the study of religions, but also allows students the possibility of considerable focus on a particular area or theme. The major consists of a minimum ten courses total (i.e. seven courses, plus three semesters of I.S.: REL 401, REL 451, REL 452.) Majors are strongly encouraged to take REL 401 Spring term when it is offered as a methods/theory seminar. Students must complete a minimum of three courses in each area, exclusive of I.S. credits. Only two 100-level courses may count toward the eight-course minimum. Students are encouraged to work closely with their department advisers to choose courses that expose them to a broad range of religious traditions and issues in the study of religions.

Religious Studies majors and minors are strongly encouraged to consult regularly with the department chair and/or academic adviser in order to make appropriate
course choices that both complete the major requirements and meet the interests of the student.

Topics courses (REL 267; 269) are special offerings by Religious Studies faculty. Recent topics courses have included Violence and Peacemaking, Interfaith Dialogue, Zen and the Arts in Japanese Culture, and the Holocaust. Such courses may, with departmental approval, be applied to the major requirements.

A minor in Religious Studies consists of six courses, four of which must be above the 100-level. At least two courses must be in either Area I or II, with the remainder in the other area. The flexibility of the Religious Studies major requirements, and the many possibilities for connections between the study of religions and other academic disciplines, makes the possibility of a double major a realistic option for interested students. Students interested in this option must fill out the requisite paperwork in consultation with both departments, and seek approval from the Dean of the Faculty.

**Seminary Semester Program:** Open to any student regardless of major. A four-course credit semester at either Pittsburgh, Louisville, or Hebrew Union theological seminaries. The program involves a two-course credit internship, which may be done in a variety of settings. Two courses of the student’s choice will also be taken at the seminary. The semester is intended as a time for vocational and spiritual reflection and discernment.

### Area I. RELIGIOUS TRADITIONS AND HISTORIES

110. 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 Hinduism, Buddhism, and Christianity. Fall and Spring 2005-2006. [C, R, *]

120. INTRODUCTION TO BIBLICAL STUDIES: INTERPRETATION AND CULTURE  
Inquiries into basic issues of reading the Bible in an academic setting. Special attention will be given to the biblical texts as resources for political, social, and religious discourses in Western and non-Western societies, the significance of “social location” for the interpretive process, and the value of biblical appropriations for discussions of gender, class, and race/ethnicity. Fall and Spring 2005-2006. [C, R, *]

130. AMERICAN RELIGIOUS COMMUNITIES  
An examination of issues of public and private concern to America’s diverse religious communities, such as church and state and the Old Order Amish, ethnicity and transmission in American Buddhism, orthodoxy and gender in Judaism. Fall and Spring 2005-2006. [W†, C, R, *]

216. CHINESE RELIGIONS  
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-Chinese religious (Islam, Judaism, and Christianity) in China. Alternate years. Spring 2005-2006. [C, R, *]

218. HINDUISM  
The essential Hindu concepts and practices as reflected in texts such as the Vedas, Upanishads, and Bhagavad-Gita and in Indian culture through the centuries, with attention to sects and modern reform movements. Alternate years. Not offered 2005-2006. [C, R, *]

220. BUDDHISM  
Basic Buddhist concepts, including the nature of suffering, the ego, rebirth, and nirvana, as found in religious writings and as practiced in the traditional cultures of India, China, and Japan. Alternate years. Fall 2005-2006. [C, R, *]

222. ISLAM  
The foundations of Islam as set forth in the Quran, the life of the prophet Mohammad, Muslim philosophers and mystics as reflected in Middle Eastern and Indian cultures, with attention to central concepts of revelation, community, law, and worship. Alternate years. Fall 2005-2006. [C, R, *]

223. INDIAN PHILOSOPHY AND RELIGIOUS THOUGHT  
A study of the emergence of philosophical concepts in Indian tradition and their influence on prominent thinkers of India. Alternate years. Spring. Prerequisite Religious Studies 110 or 110 or permission of the instructor. Not offered 2005-2006. [W†, C, *]
224. HEBREW PROPHECY AS RELIGIOUS IMAGINATION  An exploration into the historical, political, and religious traditions of the Hebrew prophets within the Christian-Jewish imagination throughout the centuries. A thematic approach alternates with close biblical readings of the English translation. Prerequisite Religious Studies 120 or permission of the instructor. Alternate years. Not offered 2005-2006. [R, *]

225. THE LIFE AND TEACHINGS OF JESUS  An examination of the views, problems, and hypotheses about the identity, historical context, and religious-cultural “afterlife” of Jesus Christ. The course encourages students to develop a critical awareness about the historical, religious, and contextual complexities involved when we talk about Jesus Christ today. Prerequisite Religious Studies 120 or permission of instructor. Alternate years. Fall 2005-2006. [W, C, R, *]

230. THE LIFE AND THOUGHT OF MAHATMA GANDHI  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., and 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 Religious Studies 100 or 110 or permission of the instructor. Alternate years. Not offered 2005-2006. [W, C]

233. JUDAISM  The continuing life of this independent religion and its influence on Western culture, stressing Rabbinic Judaism in the time of Jesus, a history of Jewish-Christian dialogue, the Holocaust and Israel, and contemporary Jewish thought. Alternate years. Not offered 2005-2006. [C, R, *]

PHILOSOPHY 234. AFRICAN PHILOSOPHY AND RELIGIONS (See Africana Studies)  An introduction to basic belief systems in sub-Saharan African culture. Specific attention will be given to ways of understanding concepts of God, ritual action, the specific nature of an African philosophy, and issues in cross-cultural understanding. Alternate years. Not offered 2005-2006. [C, R, *]


244. WITCHCRAFT IN PURITAN NEW ENGLAND  An investigation of witch-hunts in Salem and throughout New England in the 1600s. Court records, depositions, eyewitness accounts, and scholars’ theories about the trials and Puritan culture will be used to interpret the evidence and reconstruct the religious and social contexts. Alternate years. Not offered 2005-2006. [R]

247. 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. Not offered 2005-2006. [C, R, *]

254. THE REFORMATION: PAST AND PRESENT TRADITIONS  The theology, biography, and history of key figures active in 16th century Protestant reform (Luther, Calvin, Zwingli) and their views on church/state, the arts, spirituality, and worship will be connected to modern-day denominations stemming from this movement. Alternate years. Not offered 2005-2006. [R]

261. THE BLACK RELIGIOUS EXPERIENCE IN AMERICA (See 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. Spring 2005-2006. [C, R]

264. RELIGION AND FILM  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. Fall 2005-2006. [C, R, *]

267. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES  An in-depth topical study of central issues in the history of religious traditions, such as the Holocaust, Zen and the Arts, Islam and Inter-religious Peacemaking & Conflict. Alternate years. Not offered 2005-2006.

Area II. ISSUES AND THEORIES IN THE STUDY OF RELIGIONS

100. RELIGIOUS THOUGHT AND ACTION  Approaches to selected religious ideas, themes, and problems in the thought of diverse traditions or major thinkers of the past and the present. Fall and Spring 2005-2006. [C, R, *]
206. 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 2005-2006. [R]

219. 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 2005-2006. [C, R]

PHILOSOPHY 221. PHILOSOPHY AND THE RELIGIOUS LIFE  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 other 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. Fall 2005-2006. [R, *]

229. WOMEN AND RELIGION  (See Women’s Studies)  An investigation of the position of women in world religions, the lives and thought of prominent women in religious history, and central issues in feminist theology. Alternate years. Fall 2005-2006. [C, R]

241. NEW RELIGIONS AND THE NEW AGE  An examination of America’s marginal but influential religious movements: Mormons, Spiritualism, Shakers, Jehovah’s Witnesses, Christian Science, Theosophy, New Thought, and their connections to “cults” and new religions, such as Hare Krishna, Unification Church, Branch Davidians, Channeling, crystal healing, Satanism, Course in Miracles, Neo-paganism and Wicca. Alternate years. Fall 2005-2006. [C, R, *]

243. RELIGIOUS AUTOBIOGRAPHY AND BIOGRAPHY  This course studies the many religious purpose (e.g., the understanding of religious experience, formation of religious identity, presentation of moral or religious ideal, social criticism) that religious autobiographies and biographies 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 2005-2006. [W†, R, *]

245. CHRISTIAN ETHICS  Historical overview of the structure of Christian ethics, with focus on its biblical and theological foundations and its application to important personal and social issues. Alternate years. Not offered 2005-2006. [R]

251. MODERN RELIGIOUS THINKERS  An introduction to selected religious thinkers of the twentieth century. Attention will be given to figures representative of major movements, such as neo-orthodoxy, existentialism, process theology, and third-world theologies. Alternate years. Not offered 2005-2006. [W, R]

256. RITUAL STUDIES  Focuses on a wide range of cross-cultural ritual theory and practice, especially rites of passage (birth, initiation, marriage, death), ceremonies, and festivals, and features a term project involving either fieldwork observation, library research, or ritual creation. Alternate years. Spring 2005-2006. [C, R, *]

263. RELIGION AND THE LITERARY IMAGINATION  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. Not offered 2005-2006. [R, *]

269. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION  An examination of one major issue involving the interface of sociological, ethical, and theoretical factors, such as religion and science, religion and the environment, or peace and violence. Spring 2005-2006.

407, 408. 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. One to three credits may be earned. Permission of instructor is required, and previously taken appropriate courses in the department are desirable.
Other Courses

The following courses, which have variable content, will be given area designation by the department at the time they are offered: 300, 305, 306, and 400.

300, 305, 306. STUDY TRAVEL SEMINAR  An off-campus program of seminars, reading, and travel, designed to emphasize experiential and integrative learning. It will often be held abroad, where it will utilize the resources and the environment in which it takes place as a primary instrument for teaching and learning. Three course credits, with the possibility of a fourth. No more than three credits may be counted toward the major. Permission of the instructor is required.

400. TUTORIAL  Individual readings and reports as may be required by the instructor. Permission of the instructor is required.

401. JUNIOR INDEPENDENT STUDY  Taught as a tutorial in the Fall and seminar in the Spring.

407, 408: INTERNSHIP

451, 452. SENIOR INDEPENDENT STUDY

RUSSIAN STUDIES

Sokol, Ch. (Pavlova, Assistant)

Russian Studies is an interdisciplinary area focused on Russia and East Central Europe in cultural, historical, 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 East Central Europe. Recent graduates in Russian Studies have embarked on challenging and fascinating 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, and library science. Two recent graduates are serving in the Peace Corps in the former Soviet Union.

A major in Russian Studies consists of twelve to fifteen courses, to include the following:

3 courses in language:
- RS 201. and 202. Intermediate Russian
- RS 400. Tutorial (Advanced Russian)

2 courses in culture:
- RS 210. Gender and Identity in Russian Culture
- RS 220. Russian Culture through Film

4 courses from among the following, with at least one in history:
- RS 250. Men Writing Women (19th century Russian literature)
- RS 251. Love, Death, and Revolution (20th century Russian literature)
- RS 252. Russia’s Literary Caucasus
- C.Lit. 248. Text and Context in Central Europe
- Hist. 101. Introduction to Historical Investigation (when topic focuses on Russian history)
- Hist. 230. Russia to 1900
- Hist. 233. Russia Since 1900
- Hist. 301. Problems in History (when topic focuses on Russian history)
3 courses of Independent Study: RS 401, 451, 452.

A minor in Russian Studies consists of six courses, to include the following:
- 1 course in language:
  RS 201. Intermediate Russian
- 5 courses from among the following:

S/NC courses are not permitted in the major or minor.

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 orientation 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 Cultural Area Studies or International Relations) by studying in Russia or Eastern 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 ACM/GLCA-recognized semesters in Krasnodar or the Czech Republic, for CIEE programs in St. Petersburg as well as for non-Wooster programs in other locations. 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, Cultural Area Studies, International Relations, and Women’s Studies.

101. 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. No prerequisite. Annually. Fall.

102. BEGINNING RUSSIAN (LEVEL II)  Continuation of 101, with increased emphasis on conversational, reading, and writing skills. Cultural content. Prerequisite: Russian Studies 101 or placement. Annually. Spring.

201. 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 Russian Studies 102 or placement. Annually. Fall.

202. INTERMEDIATE RUSSIAN (LEVEL IV)  Continuation of 201, with still greater emphasis on speaking, reading, and writing. Cultural content. Prerequisite: Russian Studies 201. Annually. Spring.

210. GENDER AND IDENTITY IN RUSSIAN CULTURE  (See Women’s Studies)  An introductory and interdisciplinary study of fundamental aspects of Russian culture from medieval Russia through the post-Soviet era, with emphasis on the changing construction of gender identity over the centuries. A broad range of texts will include folktales, memoirs, fiction, poetry, film, and interviews. No prerequisite. Every three years. Not offered 2005-2006. [C, *]

220. RUSSIAN CULTURE THROUGH FILM  (See 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

COMPARATIVE LITERATURE 248: TEXT AND CONTEXT IN CENTRAL EUROPE  The relationship between art and society in post World War II Central Europe of the second half of the twentieth century assumes a role quite different from that in the West. This course will study the dynamics of that relationship, paying special attention to the place of the artist/intellectual in society, the significance of artistic allusion, and the function of ideology and censorship. How the cultural situation has changed in the post-communist era will also be considered. Primary texts will comprise prose fiction, drama, poetry, and film from several national cultures, including Czech, Polish, and Hungarian; critical considerations will emphasize such indigenous theories as Marxism, structuralism, and cultural semiotics, but will also include feminist perspectives imported from the West. Every three years. Not offered 2005-2006. [W, C, *]

250. MEN WRITING WOMEN (See Comparative Literature, Women’s Studies)  An examination of the nineteenth century canon (authors include Pushkin, Lermontov, Gogol, Tugenev, Dostoevsky, Tolstoy, Chekhov), with special emphasis on a feminist critical approach. No prerequisite. Every three years. Spring 2005-2006. [W, C, *]


252. RUSSIA'S LITERARY CAUCASUS: IMPERIAL ENCOUNTERS, PAST AND PRESENT (See Comparative Literature)  This course explores the complex cultural implications of over two centuries of empire-building on Russia’s southern frontier in the Caucasus region. Through the study of selected literary texts in English translation, several films, as well as post-colonial and feminist theory, we will examine attitudes of Russian writers and readers toward the relationship of Russia, an imperial power grounded in Russian Orthodoxy, with the militantly independent tradition of the Caucasian, primarily Muslim, mountain people, represented by Chechen mountaineers. No prerequisite. Every three years. Not offered 2005-2006. [W, C, *]

400. TUTORIAL  Individually supervised advanced language learning. By prior arrangement with the department only. Prerequisite: Russian Studies 202 or equivalent.

401. 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.

451, 452. INDEPENDENT STUDY THESIS  Two consecutive semesters of Senior Independent Study involving the research of a specific topic in Russian Studies under the direction of a faculty member of the department, culminating in a thesis and an oral examination.
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 value of learning how to deal with contemporary social and cultural issues and how to develop problem-solving and research skills, including the use of computers. Students choose a major in either sociology or anthropology but all majors are introduced to introductory 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, to ask why our society operates as it does and how our social arrangements could be different.

The following twelve courses are required for students majoring in Sociology:

1. Soc. 100 and Anth. 110
2. Soc. 207 or Soc. 209 or Soc. 214 or Soc. 217
3. Soc./Anth. 240
4. Soc. 350
5. Four other courses in the department, at least two of which must be in your major
6. Soc. 401
7. Soc. 451 and Soc. 452

**Note:** A second or third course from #2 above or either of the advanced methods courses (Soc. 341 or Anth. 342) may count as electives for requirement #5.

To minor in Sociology, a student must take six courses, including Soc. 100, Soc. 207 or 209 or 214 or 217, Soc./Anth. 240, Soc. 350 and two other sociology courses. Sociology majors who plan to attend graduate school are strongly encouraged to take Soc. 342 (Advanced Statistics).

**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.

The following twelve courses are required for students majoring in Anthropology:

1. Anth. 110 and Soc. 100
2. Anth. 210 or Anth. 220 or Arch. 103
3. Soc./Anth. 240
4. Anth. 231
5. Four other courses in the department, at least two of which must be in your major
6. Anth. 401
7. Anth. 451 and Anth. 452

**Note:** A second or third course from #2 above or either of the advanced methods courses (Soc. 341 or Anth. 342) may count as electives for requirement #5.

To minor in Anthropology, a student must take six courses, including Anth. 110, Anth. 210 or Anth. 220 or Arch. 103, Soc./Anth. 240, Anth. 231, and two other anthro-
Sociology majors who plan to attend graduate school are strongly encouraged to take Anth. 341 (Advanced Ethnographic Research).

Sociology or Anthropology majors who elect to participate in the 3-2 program in Social Work at Case Western Reserve University (see Pre-Professional Programs) must complete all requirements in the major except Senior Independent Study. Students should see the department chairperson for more details about this arrangement.

The requirements for teacher licensure can be found in Teacher Education at The College of Wooster: A Supplement to the Catalogue. Students should consult with the chairpersons of Sociology and Anthropology and of Education.

All courses with Soc. before the number are sociology courses, and all courses marked Anth. are anthropology courses. Courses marked Soc./Anth. are common courses that apply to both majors. Note that Soc. 100 (or permission of the instructor) is a prerequisite for all upper-level sociology courses, and Anth. 110 is a prerequisite for all upper-level anthropology courses. Either Soc. 100 or Anth. 110 is a prerequisite for courses labeled Soc./Anth.

SOCIOLOGY COURSES

Soc. 100. THE SOCIOLOGICAL PERSPECTIVE Sociological principles and methods of investigation and their relationship to the major issues in society, such as social change, social class, urbanization, and inter-group 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-visuals. Annually. Fall and Spring. [#]

Soc./Anth. 111. CONTEMPORARY ISSUES AND PROBLEMS IN SOCIETY Focuses on selected issues and problems in contemporary society, with particular attention to social structure and social change. Among the topics offered may be social movements, collective behavior, demography, gerontology, religion and society, public opinion and mass communication, or race relations. Topics: Race and Social Theory, Fall 2005-2006; Social Problems, Fall 2005-2006; Media and Society, Spring 2005-2006. [#]

Soc./Anth. 200. FAMILY AND KINSHIP An analysis of family and kinship patterns in diverse cultures. The principal objective of the course is to demythologize the family by exploring the ways in which childhood, marriage, parenting and kin relations are experienced differently by people in different cultures, social classes, historical time periods, and by gender. Contemporary American family patterns will also be examined, as will the intersection between families and public policy. Prerequisite: Sociology 100 or Anthropology 110 or permission of instructor. Alternate years. Spring 2005-2006. [C, #]

Soc./Anth. 201. EDUCATION IN SOCIOCULTURAL CONTEXT 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. Spring 2005-2006. [C, #]

Soc. 202. COMPARATIVE HEALTH CARE SYSTEMS A comparative analysis of health care systems from a number of countries, both developed and developing, including the United States, Canada, Sweden, Great Britain, Netherlands, Ghana, and Kenya. The course will apply sociological concepts and methods to the study of health and illness. Topics covered will include the social determinants of health; health-related behavior; the history of health and medical care; health care financing; and the rise, development, and de-professionalization of the medical profession. The course will further explore the structure and function of the health care delivery system; planning, regulation, and the politics of cost control; alternative haling systems; and the effects of structural adjustment programs on health care delivery systems in developing countries. Topics will be examined from the social and cultural perspectives of these countries. By identifying different challenges and trends in the organization of health care, the course will examine the global dimension of health care issues. Not offered 2005-2006. [C, #]

Soc. 204. 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: Sociology 100 or Anthropology 110 or permission of instructor. Alternate years. Fall 2005-2006. [W, #]
Soc. 206. URBAN SOCIOLOGY (See Urban Studies) Focuses on 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: Sociology 100 or permission of instructor. Alternate years. Spring 2005-2006.

Soc. 207. SOCIOLOGY OF GENDER (See Women’s Studies) Examines 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: Sociology 100 or permission of instructor. Fall 2005-2006.

Soc. 209. INEQUALITY IN AMERICA (See Africana Studies) 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: Sociology 100 or permission of instructor. Annually. Spring.

Soc. 212. WORK AND ORGANIZATIONS An examination of the structure, meaning, and changing nature of different kinds of work (blue-collar, professional, managerial) and the organizations in which work occurs. We will look at how shifts in economic and other institutional environments affect work and organizational structures. The importance of different organizational contexts for work and how work affects the individual will also be examined. Prerequisite: Sociology 100 or permission of instructor. Not offered 2005-2006.

Soc. 213. 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: Sociology 100 or permission of instructor. Annually. Spring.

Soc. 214. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY (See Africana Studies) 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: Sociology 100 or permission of instructor. Annually. Fall.

Soc./Anth. 240. RESEARCH METHODS 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: Sociology 240 or permission of instructor. Annually. Fall and Spring.

Soc. 342. ADVANCED STATISTICS Focuses on the advanced 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: Sociology 240 or permission of instructor. Annually. Spring.

Soc. 350. CLASSICAL SOCIAL THEORY 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: Sociology 100 or permission of instructor. Annually. Fall.

Soc. 400. TUTORIAL A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. Approval of both chairperson and supervising faculty member required prior to registration. Prerequisite: Sociology 100, or permission of instructor.
SOCIOLOGY AND ANTHROPOLOGY

Soc. 401. THEORY AND APPLICATION IN INDEPENDENT STUDY  This is a course on theoretical ideas and how to apply and test them in research areas of interest to students. While we are discussing central contemporary sociological theories and applying them to social issues, each student will be identifying a researchable question or hypothesis that will be the focus of his or her senior thesis. The student will also be analyzing past research on that topic. Thus, the first part of the course will involve the examination and analysis of sociological theories, and students’ development of research topics and written discussions of literature on those topics. We will be meeting as a class during that portion of the course. During the last several weeks, in consultation with the instructor, each student will be working independently to develop a theoretical framework for understanding the chosen research problem, and to write a brief introduction and methods chapter. The final product will be a research prospectus for a senior thesis consisting of an introduction, literature review, theory chapter, and brief description of the appropriate methods to be used in the proposed study. Prerequisite: Sociology 100, or permission of instructor. Annually. Fall and Spring.

Soc. 407, 408. 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, a 390 course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the student to reflect critically on their work experience. Internship credit will be approved by the chair of the department on a case by case basis. Prerequisite: Sociology 100, Anthropology 110, or permission of instructor.

Soc. 451, 452. INDEPENDENT STUDY THESIS  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.

ANTHROPOLOGY COURSES

Anth. 110. INTRODUCTION TO ANTHROPOLOGY (See 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, #]

Anth. 111. CONTEMPORARY ISSUES AND PROBLEMS IN SOCIETY (See Africana Studies)  Focuses on selected issues and problems in contemporary society, with particular attention to social structure and social change. Among the topics offered may be social movements, collective behavior, demography, gerontology, religion and society, public opinion and mass communication, or race relations. Topics: Race and Social Theory, Fall 2005-2006; Social Problems, Fall 2005-2006; Media and Society, Spring 2005-2006. [#]

Soc./Anth. 200. FAMILY AND KINSHIP  An analysis of family and kinship patterns in diverse cultures. The principal objective of the course is to demythologize the family by exploring the ways in which childhood, marriage, parenting and kin relations are experienced differently by people in different cultures, social classes, historical time periods, and by gender. Contemporary American family patterns will also be examined, as will the intersection between families and public policy. Prerequisite: Sociology 100 or Anthropology 110 or permission of instructor. Alternate years. Spring 2005-2006. [C, #]

Soc./Anth. 201. EDUCATION IN SOCIOCULTURAL CONTEXT  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. Prerequisite: Sociology 100 or Anthropology 110 or permission of instructor. Alternate years. Spring 2005-2006. [C, #]

Anth. 205. POLITICAL ANTHROPOLOGY  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: Anthropology 110 or permission of instructor. Alternate years. Fall. Not offered 2005-2006. [W†, C, #]

Anth. 210. PHYSICAL ANTHROPOLOGY  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: Anthropology 110 or permission of instructor. Alternate years. Fall 2005-2006. [C, #, +]

**Anth. 220. LINGUISTIC ANTHROPOLOGY** 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: Anthropology 110 or permission of instructor. Alternate years. Spring 2005-2006. [C, #]

**Anth. 225. GENDER IN WORLD CULTURES** (See Women's Studies) Deals with 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: Anthropology 110 or permission of instructor. Not offered 2005-2006. [C, #]

**Anth. 230. 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: Anthropology 110 or permission of instructor. Not offered 2005-2006. [C, R, #]

**Anth. 231. PEOPLES AND CULTURES** 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: Anthropology 110 or permission of instructor. Annually. Fall and Spring. [C, #]

**Soc./Anth. 240. RESEARCH METHODS** 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: Sociology 100 or Anthropology 110 or permission of instructor. Annually. Fall and Spring. [#]

**Anth. 341. ADVANCED ETHNOGRAPHIC RESEARCH** This course is designed to build on the required Research Methods course (Soc.Anth 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 camera and a tape recorder, as well as film, batteries, and tape cassettes for this equipment. Annually. Spring. [#]

**Anth. 400. TUTORIAL** A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. Approval of both chairperson and supervising faculty member required prior to registration. Prerequisite: Anthropology 110, or permission of instructor.

**Anth. 401. THEORY AND APPLICATION IN INDEPENDENT STUDY** This course serves the twin purposes of introducing students to important theoretical perspectives in anthropology and guiding students in developing a conceptually sound research prospectus for their senior I.S. To achieve the first goal, we will examine the key paradigms in anthropology from the mid to latter part of the 20th century. For each body of theory, we will focus on understanding the main ideas, analyzing the underlying assumptions, drawing comparisons with other approaches, and applying the ideas to contemporary social and cultural problems. Students will also begin work early in the semester to identify a significant and researchable problem and to review firsthand studies on their topic. The final part of the course will involve independent work in which students develop an appropriate conceptual framework, write a short introduction and describe the proposed methods for their study. Annually. Spring.

**Anth. 407, 408. 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, a 390 course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the student to reflect critically on their work experience. Internship credit will be approved by the chair of the department on a case by case basis. Prerequisite: Sociology 100, Anthropology 110, or permission of instructor.

Anth. 451, 452. INDEPENDENT STUDY THESIS 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.

SPANISH

Addis, Ch., Cope, Figari, Gabriele, Palmer, Uber, Weiser (Ciani, 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 Literatures and Cultures (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. Courses that focus specifically on language and linguistics teach students to understand and participate in a variety of linguistic situations, promote functional competence in Spanish, and bring students to an understanding of the historical development of Spanish and its structural and dialectical differences. Courses that focus specifically on literature seek to introduce students to Hispanic literature and textual analysis through readings in representative genres drawn from the canon and areas of newer critical inquiry (Women’s Studies, Africana Studies, Urban Studies, Cultural Studies, etc.) in order to teach students to view literature as a site of cultural and ideological expression. Courses that focus specifically on culture seek to make students aware that knowledge of Hispanic culture influences the effectiveness of communicating with native speakers and increases the awareness of one’s own culture. Where appropriate, the department integrates into its courses technology-based instruction for the enhancement of teaching Hispanic languages, literatures, and cultures.

The curriculum of the Department of Spanish may be utilized for specialization leading to public school or university teaching; research in Peninsular Spanish literature and culture, Latin American literatures and cultures 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.

International Business and Spanish Students who are interested in a fundamental preparation in international business or finance, with a focus on Spanish and regional economic issues, may choose a major in Spanish or Business Economics and the prescribed core of complementary courses. Also available is a minor in International Business Economics. Interested students should consult with Professor Uber or the chairperson of the department.

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 Spanish 101-102. A place-
ment exam is administered to incoming students each year 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. The exam is also used to determine course selection for those students who wish to continue to study Spanish.

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.

**Advanced Placement**  Students may receive one course credit toward graduation for a score of 4 or 5 on the CEEB Advanced Placement Examination in Spanish Language, and one course credit toward graduation for a score of 4 or 5 on the CEEB Advanced Placement Examination in Spanish Literature. The credit or credits may also count toward a major or minor in Spanish. Students who have taken the Advanced Placement Examination are still required, regardless of the score, to take the Spanish Placement Exam at the College. The Spanish Placement Exam is given only once a year in the fall before classes begin during the orientation period for first year students.

**Transfer Credit**  Transfer credit in the first or second semester of Spanish language will count toward the language requirement at the College if those courses are equivalent to four semester-hours, or six quarter hours. Students who wish to meet the College language requirement in Spanish by participating in an off-campus program whose courses are fewer than four semester-hours, or six quarter hours, are required to consult with the chairperson of the department prior to such study. Such students will be required to take the departmental placement exam to demonstrate proficiency through the 102-level.

**La Casa Hispánica**  Qualified students may wish to live in La Casa Hispánica, which provides an opportunity to become immersed in the Spanish language on a daily basis and experience Hispanic culture through house-sponsored activities. Interested students should contact Professor Palmer, Faculty Adviser for La Casa Hispánica.

**Requirements for the Major**  The major in the Department of Spanish will consist of no fewer than 11 courses (including three I.S. courses) and not more than 16 as allowed by the College. Whenever possible, the department strongly encourages students to take more than the required minimum of 11 courses. Spanish 201, 202, 203 or 204, 270 or 310, one 300-level literature course, 401, 451, and 452 are required of all majors. Remaining courses may be selected from other departmental offerings beyond 102. Students placing above 201 may take another upper-level course to complete the major. It is advisable that students select courses with an eye toward maintaining a balance among the three areas of the department: Peninsular Spanish Literature and Culture, Latin American Literatures and Cultures, and Hispanic Linguistics. 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.

**Requirements for the Minor**  The minor in Spanish will consist of at least six courses at the 200-level or above, and will include 201, 202, 203 or 204, 270 or 310, and two other courses beyond the 102-level. Students placing above 201 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**  In all cases where there are questions about the requirements for the major or the minor in Spanish, students should consult with the chairperson of the department. There may be times when exceptions to the requirements are in order and appropriate course substitutions are advisable.
The Topics course (211) and Tutorial (400), for example, may be useful in fulfilling the requirements in the major or the minor. Also, Advanced Placement credits and credits for courses taken during study abroad may count toward the major or the minor in Spanish.

**Teacher Licensure**  Students interested in pursuing a career in elementary or secondary school teaching must complete the requirements for Multiage Licensure in Spanish (grades pre-kindergarten through 12, ages 3-21) as stipulated below and the general education requirements for Multiage Licensure as stipulated by the Department of Education. A minimum of 44 semester hours (eleven courses) in Spanish must be completed as follows:

1. **The following courses:**
   - 201. Intermediate Spanish for Grammar, Conversation and Composition
   - 202. Intermediate Spanish for Grammar, Composition, and Style
   - 270. Spanish Phonology
   - 310. The Structure of Modern Spanish
   - 319. Applied Linguistics

2. **One of the following courses:**
   - 203. Peninsular Spanish Civilization and Culture
   - 204. Latin American Civilizations and Cultures

3. **Two of the following courses:**
   - 207. Modern Spanish Literature
   - 208. Twentieth Century Spanish American Writers
   - 211. Topics in Hispanic Language, Literature and Culture
   - 212. Literature and Culture of the Hispanic Caribbean
   - 213. U.S. Latino Literatures and Cultures
   - 250. Commercial Language and Culture in the Hispanic World
   - 301. Cervantes: Don Quixote
   - 302. Golden Age Literature
   - 305. The Contemporary Latin American Novel
   - 309. Trends in Spanish American Literature

4. **The following courses:**
   - 401. Independent Study
   - 451. Independent Study Thesis
   - 452. Independent Study Thesis

If there are questions about any of the requirements listed above, students should consult with the chairperson of the Spanish Department. Due to the pattern of departmental course offerings and/or the student’s level of Spanish, there may be times when course substitutions are advisable. Advanced Placement credits and credits for courses taken during study abroad may count toward Multiage Licensure in Spanish. In addition, students who plan to study abroad in a Spanish-speaking country should consult with the chairperson of the Spanish Department prior to choosing the foreign study program in order to ascertain which courses will substitute for one or more of the courses listed above.

**STUDY ABROAD**

The College has direct connections with several study abroad programs for students interested in Spanish: Programa de Estudios Hispánicos en Córdoba, Spain (PRESHCO); Institute for the International Education of Students (IES) — Madrid, Barcelona, and Salamanca, Spain; La Plata and Buenos Aires, Argentina; Santiago,
Chile; Council on the International Educational Exchange (CIEE) — Santiago de los Caballeros, Dominican Republic; and GLCA Border Studies Program in El Paso, TX/Juárez, México.

Most financial aid is applicable toward study in the above-mentioned programs, but students on financial aid should consult directly with the Director of Financial Aid. Courses taken abroad for a letter grade do not affect the student’s cumulative grade-point average. For students participating in Wooster-endorsed study abroad programs, the grades of A, B, and C will receive Wooster credit and count for credit toward graduation. Only courses taught in Spanish may count for credit toward the major in Spanish. Courses taught in English will not count for credit toward the major in Spanish. They may, however, count for credit toward graduation. Students who wish to use courses taken in study abroad programs in fulfillment of general education requirements should consult carefully with the appropriate coordinator (see below) or the chairperson of the Spanish Department.

PRESHCO offers courses at the University of Córdoba (Spain) during the fall and spring semesters. Applicants should have completed intermediate level Spanish at Wooster or the equivalent prior to participation in the program and may receive as many as four and a half course credits per semester. Up to three courses each semester may count toward a Spanish major or minor. PRESHCO has extensive course offerings in Spanish Language and Literature, Spanish Feminist Studies, History, Art History, Archaeology, Music, Geography, Semitic Studies, European Economics and Society, and Political Structures of the European Union. In addition to the regular courses offerings, students may choose to participate in hands-on practica in Andalusian Archaeology, Methods and Techniques in Andalusian Art Restoration, Spanish dance classes and cooking classes. PRESHCO also offers its students excursions to Madrid, Segovia, Toledo, El Escorial, Seville, Granada, the Mediterranean Coast, and other sites in Spain. Coordinator: Professor Gabriele.

IES MADRID, BARCELONA, SALAMANCA, LA PLATA, BUENOS AIRES, SANTIAGO Language, literature, and culture courses are offered in Madrid, Barcelona and Salamanca, Spain, through the Institute for the International Education of Students during the summer (Madrid and Salamanca only), fall and spring semesters. Language, literature, and culture courses are offered in La Plata and Buenos Aires, Argentina; and Santiago, Chile, through the Institute for the International Education of Students during the fall and spring semesters. Field trips are included. Internship opportunities in business, the arts, education, and social and governmental agencies are also available. Coordinator: Director of International and Off-Campus Study.

CIEE SANTIAGO DE LOS CABALLEROS (DOMINICAN REPUBLIC) Language, literature, and culture courses are offered in Santiago, Dominican Republic, through the Council on International Education Exchange during the fall and spring semesters. Coordinator: Director of International and Off-Campus Study.

GLCA BORDER STUDIES PROGRAM Administered by Earlham College, the Border Studies Program is based in El Paso, Texas. The program is devoted to exploring the cross-boundary relationships that shape the identity of the borderlands. Participants live with families in Ciudad Juárez, Mexico, engage in a supervised field study, and enroll in classes. Fall semester. Coordinator: Director of International and Off-Campus Study.

101. 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. Fall and Spring.

102. 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: Spanish 101 or placement. Fall and Spring.
201. INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION, AND COMPOSITION
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: Spanish 102, equivalent, or permission of the instructor. Fall and Spring.

202. INTERMEDIATE SPANISH FOR GRAMMAR, COMPOSITION, AND STYLE
Writing is both the topic and the method of this course. Extensive practice in written Spanish. The focus is on the development of writing as an integrative process, the fundamentals of stylistics, and the basic organizational requirements of composition. Introduction to specific methods and strategies of written Spanish: description, narration, summary, comparison and contrast, analysis, argumentation, and essay. Implementation of appropriate vocabulary for various kinds of writing. Review of the finer points of grammar. Conversation and discussion are based on appropriate writing samples. Prerequisite: Spanish 201 or permission of the instructor. Fall and Spring. [W]

203. PENINSULAR SPANISH CIVILIZATION AND CULTURE
The study of Peninsular Spanish civilization and culture from historical, social, and intellectual perspectives. The focus is on the genesis and evolution of particular cultural values, political and gender ideologies, social norms, institutions and practices as manifested in the art, literature, religion, geography, society, and politics of Spain from earliest times to the present. Prerequisite: Spanish 202 or equivalent. Alternate years. Fall 2005-2006. [C]

204. LATIN AMERICAN CIVILIZATIONS AND CULTURES
The study of selected, key problems in the cultural and historical development of Latin America, from the pre-Columbian past to the present. Problems include the European debate over the Amerindian, Latin American perspectives on indigenous culture and history; the position of the intellectual and concepts of nationhood following Independence; contemporary mass culture; feminist perspectives; the culture of resistance and exile; Afro-American experience and cultural identity. Prerequisite: Spanish 202 or equivalent. Alternate years. Spring 2005-2006. [C]

207. MODERN SPANISH LITERATURE
Introduction to Spanish literature and textual analysis through readings in genres representative of the eighteenth, nineteenth, and twentieth centuries in Spain. 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 Peninsular Spanish literature of the period: Neoclassicism, Romanticism, Realism, the Generations of 1898 and 1927, the Francoist Period, and the Democratic Era. Prerequisite: Spanish 202 or permission of the instructor. Every three years. Not offered 2005-2006. [C, *]

208. TWENTIETH CENTURY SPANISH AMERICAN WRITERS
A study of poetry and the modern short story through the reading, discussion, and interpretation of representative works. Intensive study of individual stories and poems to develop critical approach. Authors include García Márquez, Cortázar, Valenzuela, Vallejo, Neruda, and Cardenal. Prerequisite: Spanish 202 or permission of the instructor. Every three years. Fall. Not offered 2005-2006. [C, *]

211. TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (See Women’s Studies)
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. This course may be taken more than once. (See: Course Schedule for topic.) Fall and Spring 2005-2006. [depending on the topic, C, *]

212. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN (See Africana Studies, Comparative Literature)
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, nigrismo, 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 2005-2006. [C, *]

213. U. S. LATINO LITERATURES AND CULTURES (See Comparative Literature, English)
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. Spring 2005-2006. [C, *]
250. COMMERCIAL LANGUAGE AND CULTURE IN THE HISPANIC WORLD  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. Prerequisite: Spanish 202 or permission of the instructor. Economics 101 recommended. Alternate years. Not offered 2005-2006. [C]

270. SPANISH PHONOLOGY  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: Spanish 202 or permission of the instructor. Alternate years. Not offered 2005-2006. [*]

301. CERVANTES: DON QUIXOTE  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, Cervantes’s narrative technique, point of view in the novel, the themes of self-conscious literature and metafiction, Don Quixote’s heroism and folly, and the ‘quixotic principle’ and its impact on the evolution of western narrative tradition. Prerequisite: Spanish 202, 203 or 204, or permission of the instructor. Alternate years. Not offered 2005-2006. [C, *]

302. GOLDEN AGE 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. Prerequisite: Spanish 202, 203 or 204, or permission of the instructor. Every three years. Spring 2005-2006. [C, *]

305. THE CONTEMPORARY LATIN AMERICAN NOVEL  The study of selected Latin American novels of the Boom and post-Boom. Consideration of technical innovation, gender difference, literature and history. Novelist studied include Rulfo, Vargas Llosa, García Márquez, Traba, Puig, and Skármeta. Prerequisite: Spanish 202, 203 or 204, or permission of the instructor. Every three years. Fall 2005-2006. [C, *]

309. TRENDS IN SPANISH AMERICAN LITERATURE  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. This course may be taken more than once. Prerequisite: Spanish 202, 203 or 204, or permission of the instructor. Every three years. Not offered 2005-2006. [C, *]

310. THE STRUCTURE OF MODERN SPANISH  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. Prerequisite: Spanish 202 or permission of the instructor. Alternate years. Not offered 2005-2006. [*]

319. APPLIED LINGUISTICS (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. Prerequisite: Spanish 270, 310, or permission of the instructor. Alternate years. Spring 2005-2006.

400. TUTORIAL  Individual study of a topic developed in consultation with the faculty member of the department supervising the project. Prerequisite: approval of both the chairperson and supervising faculty member.

401. INDEPENDENT STUDY  Independent Study undertaken during one semester of the junior year. Includes an introduction to the resources useful in research in Spanish language, culture, and literature. Completion of an independent project, often a major paper on a linguistic, cultural, or literary topic, under the supervision of a faculty member of the department. Prerequisite: Spanish major of junior standing. Fall and Spring.

451, 452. INDEPENDENT STUDY THESIS  Two consecutive semesters of Senior Independent Study involving the research of a specific topic in Spanish language, culture, or literature, culminating in a thesis and an oral examination under the direction of a faculty member of the department. Prerequisite: Spanish major of senior standing. Fall and Spring.
THEATRE

Huston-Findley, Ch., Hill, Seeds, Tritt, Valentine

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 Major, Minor, and Dance Track curriculums 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 body as text, and performance as text. While the Theatre and/or 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 curricular structure, a combination of historical and critical analysis in relationship to the study of performance, resulting in the creation of the artist/scholar. The artist/scholar model also informs the departmental production season, and contributes to the diversity of traditional and non-canonical performance and course offerings.

The Theatre major consists of a minimum of 13 course credits, including Independent Study 40l, 45l, and 452, and English 220: Shakespeare. In addition, majors must take the following courses:

110. Text and Performance
111. Acting I
121. Theatre Workshop. Four Workshops (.250 credit each), with two Workshops taken under 121-2: Production/Management, for a total of one credit
130. Theatre Technology
213. Movement for the Actor
222. Directing I

Both of the following history/literature courses:

244. Origins of Western Drama
246. Realism and Beyond

One of the following history/literature courses:

201. Contemporary Dance History
242. African American Theatre History
245. Feminism and Theatre
248. Native American Performance

No more than fifteen course credits of the thirty-two required for graduation may come from the Department of Theatre.

The Theatre minor consists of six courses:

110. Text and Performance
111. Acting I or both 101. Modern Dance I and 102. Modern Dance II
121. Theatre Workshops. Four Workshops (.250 credit each) for a total of one credit
130. Theatre Technology. Two 200-level history/literature courses from among those listed for the major, one of which must be either 244. Origins of Western Drama or 246. Realism and Beyond.
MODERN DANCE TRACK IN THE THEATRE MAJOR

Students following the Modern Dance Track in the Theatre major must take a minimum of 13.50 course credits, including Independent Study 401, 451, and 452. Dance Track Theatre majors must also take the following:

101. Modern Dance I (.50 credit)
102. Modern Dance II (.50 credit)
103. Modern Dance III or 104. Ballet I (.50 credit)
110. Text and Performance
111. Acting I
121. Theatre Workshop. Four Workshops (.250 credit each), with two Workshops taken under 121-2: Production/Management, for a total of one credit
130. Theatre Technology
201. Contemporary Dance History
301. Dance Choreography
330. Design for the Theatre
398. Teaching Apprenticeship in Dance

One history/literature/theory/criticism course from the following:

218. Masterpieces of Musical Theatre
220. Shakespeare
221. Classical Mythology II
232. Modern Comparative Drama
242. History of African American Theatre
244. Origins of Western Drama
245. Feminism and Theatre
246. Realism and Beyond
248. Native American Performance

The Dance Track Theatre minor consists of:

101. Modern Dance I (.50 credit)
102. Modern Dance II (.50 credit)
111. Text and Performance
121. Theatre Workshop. Four Workshops (.250 credit each), with two Workshops taken under 121-2: Production/Management, for a total of one credit
130. Theatre Technology
Two 200-level history/literature courses from among those listed for the major, one of which must be either 244. Origins of Western Drama or 246. Realism and Beyond.

HISTORY, LITERATURE, THEORY, AND CRITICISM

110. TEXT AND PERFORMANCE  This course is designed to introduce students to the fundamentals of textual and movement analysis, as well as provide a foundation upon which artists might explore the development of this analysis as it applies to the production of theatre and/or dance in performance. By moving from “page to stage,” students begin to make clear connections between the textual and dramaturgical work the artist (dancer, choreographer, actor, director, designer) must undertake in order to reach a realized production. No prerequisite. Annually. Spring. [*]

200. WRITING FOR THE THEATRE  A writing intensive course intended to engage the students in theatre by giving them the opportunity to write about the discipline within the structures of various genres, including essays, reviews, articles, and research papers. The specific subject of the course will change based on the interests and strengths of the instructor and on current trends and interest areas associated with the discipline. No prerequisite. Annually. Spring. [W, *]
THEATRE

201. 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. No prerequisite. Alternate years. Fall 2005-2006. [C, *]

MUSIC 218. 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 frequently included Don Giovanni, The Magic Flute, The Barber of Seville, La Traviata, Otello, La Boheme, Tosca, Madame Butterfly, Tannen, 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. No prerequisite. A few special assignments for music majors. Fall. Not offered 2005-2006. [*]

ENGLISH 220. 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 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] Not offered 2005-2006. [*]

CLASSICAL STUDIES 221. MYTH AND GRECO-ROMAN DRAMA (See Comparative Literature) An introduction to the principal myths and legends of Greece and Rome through the traditions of ancient drama: the tragedies of Aeschylus, Sophocles, and Euripides; the comedies of Aristophanes, Menander, Plautus, and Terence. Emphasis on the origins of tragedy and comedy in myth, ritual, and festival; the understanding of the plays in their literary, political, and historical context; and the production and performance of the plays as living theater. Spring. Not offered 2005-2006. [*]

PHILOSOPHY 224. 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. Not offered 2005-2006. [*]

COMPARATIVE LITERATURE 232. 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. Spring. Not offered 2005-2006. [C, *]

242. HISTORY OF AFRICAN AMERICAN THEATRE (See 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. The course fulfills in part the writing requirement for graduation. The course requires five formal writing assignments as well as weekly informal writing. The assignments will include response papers, position papers, and research papers. Three of these assignments will be revised over the course of the semester. Peer review and discussion are also a featured segment of the course. No prerequisite. Alternate years. Spring 2005-2006. [W, C, *]

244. ORIGINS OF WESTERN DRAMA This course introduces students to the major developments in western theatre from the Greeks and Romans to the late seventeenth century, stressing the relationships between history, criticism, and dramaturgy. No prerequisite. Alternate years. Fall 2005-2006. [*]

245. FEMINISM AND THEATRE (See Women's 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). Students will also explore practical applications of feminism in relation to the roles of the director and the actor. No prerequisite. Alternate years. Not offered 2005-2006. [C, *]

246. REALISM AND BEYOND This course traces the various theoretical movements found in the development of world theatre from the introduction of Realism to Grotowski’s ritual theatre, emphasizing the relationships between history, theory, criticism, and dramatic literature. No prerequisite. Alternate years. Not offered 2005-2006. [*]

248. NATIVE AMERICAN PERFORMANCE The performance traditions within Native American cultures are extremely rich and diverse, embracing ritual, myth, spirituality, oral literature, art, music, dance, 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 playwrights such as Tomson Highway, Drew Hayden Taylor, and Hanay Geiogamah. No prerequisite. Alternate years. Not offered 2005-2006. [C, *]

249. INDIGENOUS IMAGES 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 native cultures of North American, (Native American, Inuit), Northern Europe (Sami), Australia (Aborigine), New Zealand (Maori), Africa (Senegal). We will examine traditional culture, stories and performance practices as a means to gain an awareness as to how a culturally specific indigenous film genre, free from colonial domination, develops its own voice and unique visual language. Alternate years. Fall 2005-2006. [C, *]

440-5. ADVANCED SEMINAR IN THEATRE HISTORY/LITERATURE/THEORY Prerequisites: Three History or Literature courses, or permission of the instructor. Not offered 2005-2006.

**PERFORMANCE**

101. MODERN DANCE I A dance technique class which is geared to the creative development and appreciation of the aesthetics of dance. The emphasis will be on Modern Dance principles and technique, improvisation, and composition in order to introduce the student to contemporary dance. Included will be an introduction to Modern Dance history and criticism. No prerequisite. One-half course credit. Annually. Fall.

102. MODERN DANCE II A more advanced application of the skills learned in Modern Dance I in terms of technical ability and perception. Included will be an introduction of the principles of choreography. Prerequisite: Modern Dance I or permission of instructor. One-half course credit. Annually. Spring.

103. MODERN DANCE III A course which continues to develop the technical skill of Modern Dance combined with Classical Ballet technique. Emphasis will be on refining individual placement and advanced movement patterning. Prerequisite: Modern Dance II. One-half course credit. Annually. Spring.

104. BALLET I Designed for the student with little or no training in ballet, the course introduces the fundamentals of ballet technique and terminology and establishes a solid foundation in barre and center work. Included will be an introduction to ballet history and criticism. No prerequisite. One-half course credit. Annually. Spring.

111. ACTING I A seminar/laboratory study. Recommended for students intending to major or minor in Theatre. The seminar segment will concentrate on approaches to acting and analyses of modern and contemporary plays from the actor’s point of view. The laboratory section emphasizes self-exploration of the voice, body, mind, and imagination to develop expressiveness. Activities include exercises, improvisations, monologues, and/or short scenes. Students will use an acting text and will be required to keep an acting journal. No prerequisite. Annually. Fall and Spring. [*]

121. THEATRE WORKSHOP

121-1. PERFORMANCE Performing in either a faculty-directed production or an I.S. project. Rehearsal and performance time must total a minimum of 40 hours. One-fourth course credit. Permission and arrangements through the instructor. Annually. Fall and Spring.

121-5. DANCE Performing in either a faculty-directed dance production or a student dance project. Rehearsal and performance time must total a minimum of 40 hours. One-fourth course credit. Permission and arrangements through the instructor. Annually. Fall and Spring.
121-6. AFRICAN AMERICAN THEATRE (See Africana Studies) Performing in a faculty-directed production that focuses on the black experience. Rehearsal and performance time must total a minimum of 40 hours. One-fourth course credit. Permission and arrangements through the instructor. Spring 2005-2006.

All 121 Workshop courses are open to theatre and non-majors. Students are not eligible for Theatre Workshop credit if: the production for which the student is seeking credit is a prerequisite for a scholarship, the student is paid for participating in the production, or the production is part of a required assignment for another course. The Workshop must be added before the last week of the classes in the academic year in which the production occurs. No late fee will be assessed. All of the above are open to both Theatre majors and non-majors and carry one-fourth course credit. Please see Degree Requirements (E) on page 187 for a full explanation of fractional credits.

211. ACTING II (See Film Studies) A seminar/laboratory study. The seminar segment will concentrate on a more advanced study of approaches to acting and analyses of plays from the actor’s point of view. In the laboratory section, students will continue to develop the voice, body, mind, and imagination, but more emphasis will be placed on building skills leading to a solid acting technique applicable to a variety of performance styles, including acting for film and television. Activities will include exercises and an increased number of monologues or short scenes. Students will use an acting text and will be required to keep an acting journal. Prerequisites: Text and Performance, Acting I, and permission of the instructor. Alternate years. Fall 2005-2006.

212. VOICE FOR THE ACTOR A course in vocal production, articulation, and interpretation. Study and exercises will focus on breath control, resonance, and voice placement; phonetics and stage diction; and interpretive dynamics, verse scansion, and figurative language as applied to poetic and dramatic texts. Prerequisite: Acting I. Not offered 2005-2006.

213. MOVEMENT FOR THE ACTOR A course designed to increase the actor’s ability in the nonverbal realm of acting technique. Characterizations, principles of movement, and improvisation will all be utilized in order to develop an awareness of movement styles. No prerequisite. Annually. Fall. [*]

222. DIRECTING I (See Film Studies) An in-depth study of the director’s role in film and theatre, including the procedures of script selection, play selection, research and script analysis, auditions, and rehearsal techniques. Communication skills with actors, designers, and production crews will be developed. Selected modern plays will be analyzed, and students will direct short scenes from these plays using student actors. The final project will be a ten-minute play and film festival presented for an audience. Prerequisites: Text and Performance, Acting I, and Theatre Technology, or permission of the instructor. Annually. Spring. [*]

243. WRITING FOR THE STAGE AND SCREEN (See English, Film Studies) A writing workshop in which students learn the process of developing scripts for both the stage and the screen. Emphasis will be placed on pitching the idea, developing structure through mini-treatment and scene breakdown, and creating interesting and provocative characters. By the end of the semester, students will have completed both a ten-minute play and the first ten pages of a screenplay. No prerequisite. Alternate years. Fall 2005-2006. [*]

301. DANCE CHOREOGRAPHY A movement class designed to emphasize compositional forms and manipulation of motifs, enabling students to form their own expressive vocabulary in the making of dances. Prerequisite: Modern Dance II. One course credit. Alternate years. Not offered 2005-2006. [*]

322. DIRECTING II An advanced directing course which concentrates on theories of directing and the use of a variety of staging techniques. Students will also study the development of the director in the twentieth century and will direct scenes from a variety of genres. Prerequisite: Directing I. Annually. Spring. Not offered 2005-2006.

440-1. ADVANCED SEMINAR IN ACTING Prerequisites: Acting I, Acting II, Voice for the Actor, and Movement for the Actor, or permission of the instructor. Not offered 2005-2006.

440-2. ADVANCED SEMINAR IN DIRECTING Prerequisites: Acting I, Acting II, Directing I, Directing II, Voice for the Actor, Movement for the Actor, Theatre Technology, and three of the Theatre History/Literature courses listed for majors, or permission of the instructor. Not offered 2005-2006.

440-3. ADVANCED SEMINAR IN PLAYWRITING Prerequisites: Playwriting, Acting I, Directing I, Theatre Technology, two of the Theatre History/Literature courses listed for majors, or permission of the instructor. Not offered 2005-2006.
THEATRE DESIGN AND TECHNOLOGY

121. THEATRE WORKSHOP

121-2 PRODUCTION/MANAGEMENT  Practical experience in the production or management of a play or dance concert, including scene, costume or prop construction, lighting, box office, assistant directing, stage managing, or working on the stage crew, etc. A minimum of 40 hours during the semester is required. One-fourth course credit. Permission and arrangements through the instructor. Annually. Fall and Spring.

121-3 COSTUME  Students spend one period per week researching period and contemporary costumes, learning about fabrics and textures, and learning how to draft simple patterns. Program demands and student needs will, in part, determine the frequency of this workshop. One-fourth course credit. Permission and arrangements through the instructor. Annually. Fall and Spring.

121-4 MAKE-UP  Students spend one period per week learning about the various kinds of stage make-up and gain practical experience in the application of make-up for straight and character roles. Program demands and student needs will, in part, determine the frequency of this workshop. One-fourth course credit. Permission and arrangements through the instructor. Not offered 2005-2006.

All 121 Workshop courses are open to theatre and non-majors. Students are not eligible for Theatre Workshop credit if: the production for which the student is seeking credit is a prerequisite for a scholarship, the student is paid for participating in the production, or the production is part of a required assignment for another course. The Workshop must be added before the last week of the classes in the academic year in which the production occurs. No late fee will be assessed. All of the above are open to both Theatre majors and non-majors and carry one-fourth course credit. Please see Degree Requirements (E) on page 190 for a full explanation of fractional credits.

130. THEATRE TECHNOLOGY  An introduction to the fundamentals of theatre technology. This course will include discussions of performing spaces, production organization, construction materials and hardware, tools, two and three-dimensional scenery, lighting mechanics, safety, rigging, and stage management. Special attention will be paid to the current practical application and historical development of these practices. The course follows a lecture/laboratory format, including a required 30-hour participation in college productions. No prerequisite. Annually. Fall and Spring. [*]

330. DESIGN FOR THE THEATRE  Theatre is a collaborative art, bringing together the combined expressive skills of playwriting, acting, directing, technical production, and design. Theatrical Design employs a scenographic approach, encompassing the design of scenery, costumes and lighting. The course examines these areas, serving not only as a foundation for those interested in further study in design, but for students of acting, directing, choreography and theatre history. The course will focus on textual interpretation, design theory and aesthetics, the development of specific design concepts, and the means to express and communicate the design. Prerequisites: Theatre Technology, Text and Performance or permission of the instructor. Alternate years. Spring 2005-2006.

331. SCENE DESIGN TUTORIAL  Focuses on an in-depth study of scenic design theory, the history of scenic design and contemporary design styles. The course is taught as a tutorial. The student will serve as the assistant to a faculty designer on a major production. Additional advanced design projects will be determined. Prerequisites: Text and Performance, Theatre Technology, Design for the Theatre, and permission of the instructor. Annually. Fall. [*]

332. STAGE LIGHTING TUTORIAL  An in-depth study of lighting design theory and contemporary lighting design styles, taught as a tutorial. The student will serve as the assistant to a faculty designer on a major production. Additional advanced design projects will be determined. Prerequisites: Text and Performance, Theatre Technology, and Theatrical Design and permission of instructor. Annually. Fall. [*]

400. TUTORIAL  Individual study of a topic developed in consultation with the faculty member of the department supervising the project. Prerequisite approval of both the chairperson and supervising faculty member.

440-4. ADVANCED SEMINAR IN SCENIC DESIGN, LIGHTING DESIGN, OR COSTUME DESIGN  Prerequisites: Theatre Technology or permission of the instructor (Scenic Painting). Alternate years. Not offered 2005-2006.
OFF-CAMPUS STUDY

391, 392. 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. Students must turn in a journal at the conclusion of the course. Prerequisite: Permission of the department. One or two course credits.

407, 408. PROFESSIONAL THEATRE INTERNSHIPS All courses are worth one semester credit, except when otherwise listed. See Registrar for details in how to register for these courses.

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.

Other internships with established professional theatres may also be 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. See the Off-Campus Study section of this catalogue for additional opportunities.

INDEPENDENT STUDY

401. JUNIOR INDEPENDENT STUDY An introduction to methods of research pertinent to theatrical matters, with emphasis on bibliographies and major resources in the library as well as the development of writing style. Requirements include short reports, a long documented paper, and a detailed proposal for the Senior Independent Study project.

451, 452. SENIOR INDEPENDENT STUDY A thesis or a project. The project can be in 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.

URBAN STUDIES

J. Burnell, Ch., Urban Studies Curriculum Committee: Camou, Moskowitz

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 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.

Urban Semester provides field placements for both majors and non-majors in Philadelphia and Portland (Oregon). Contact Charlotte Wahl, coordinator of the Urban Semester about the opportunities and arrangements for the Urban Semester.

A major in Urban Studies consists of the following:

1) Six core courses are required from the Urban Studies Program and the sponsoring departments. The courses are:

Urb. S. 201. Special Topics in Urban Studies
Econ. 101. Principles of Economics
Econ. 261. Urban Economics
Pol. Sci. 205. Urban Politics [C, #]
Soc. 206. Urban Process and Change

2) Two research methodology/statistics courses are required for the major. One course must be chosen from Econ. 110, Pol. Sci. 250, or Soc. 240. The second course must be chosen from Econ. 210 or Soc. 342.

3) A semester of off-campus study is required for the major. To be eligible for the Urban Semester, the major must complete either (a) Urban Studies 101 or (b) one of the following: Econ. 261, Pol. Sci. 205, or Soc. 206.

For the Urban Semester, the students enroll in Urb. S. 291-292: Urban Field Study. This is the field placement for which the students receive two course credits. In addition, they enroll in Urb. S. 293: Urban Field Seminar, a course designed to familiarize the student with the particular problems of the host city. Urb. S. 291, 292, 293 are graded S/NC.

4) Independent Study. Urban Studies majors shall complete a Junior Independent Study (401) (one course credit).

Majors shall also complete a two-semester thesis (451-452). The student shall have two faculty members from different departments as readers for the thesis, at least one of whom must be from one of the sponsoring departments. The thesis should provide a clearly interdisciplinary analysis of an urban topic.

5) S/NC evaluation is not permitted for courses in the major, except for the Urban Semester (291-293).

A minor in Urban Studies consists of either:

1) Urb. S. 101, Econ. 101, Econ. 261, Pol. Sci. 205, Soc. 206, and one of the methodology/statistics courses listed in Part B above;
   or

Participation in the Urban Semester is also available to non-majors.

1) The prerequisites for Urban Semester for the non-major are either (a) Urb. S. 101 or (b) two of the “core courses,” one of which must be at the 200-level.
2) The Urban Semester for the non-major consists of Urb. S. 291-292: Urban Field Study and the additional options as provided for majors.

101. 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. One of the approved interdepartmental courses for distribution in Social Sciences. Annually. Fall. [#]

201. SPECIAL TOPICS IN URBAN STUDIES (See Women’s 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: 101 or any course in Economics, Political Science, or Sociology. Annually. Spring. [#]

291, 292. 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. Two course credits. On location in various cities.

293. 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.

**401. 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.

**451, 452. INDEPENDENT STUDY THESIS** A significant, independent, interdisciplinary analysis of an urban-related topic. Prerequisites: the eight “core courses” and the semester of off-campus urban study.

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**WOMEN’S STUDIES**

_Hults, Ch., Women’s Studies Curriculum Committee: B. Burnell, Grace, Lehman, Muellner_

Women’s Studies is an interdisciplinary area of study based on feminist scholarship, both within traditional disciplines and in response to questions that cannot be answered within the framework of a single discipline. It is concerned with examining previously unavailable information about the lives and contributions of women, analyzing the effects of cultural attitudes and social structures on the experiences of women, demonstrating the importance of gender as a category of analysis, generating alternative understandings of women’s and men’s lives, and developing a more equitable society. Each course within the program addresses these concerns from a feminist perspective and makes central the relationship between theoretical and experiential understandings. The program as a whole also undertakes an examination of the diversity of women’s lives and the complex intersections of race, class, and gender in culture and society.

The operative premises of a feminist perspective in all of these courses are five: 1) gender is an important category in all known forms of human social organization; 2) within our own society and most known societies, women are denied power and privilege because of their sex; 3) women are a diverse group of people whose experiences are shaped by multiple cultural and social factors but whose sex has been a recurrent basis for subordination; 4) women’s own interpretations of their lives and experiences are themselves an appropriate source of knowledge; 5) knowledge generated from women’s own understandings is an important part of an effort to eliminate social inequities.

A major in Women’s Studies consists of 14 courses, to include the following:

3 courses in interdisciplinary Women’s Studies:
- 120: Introduction to Women’s Studies
- 310: Seminar in Women’s Studies
- 320: Special Topics in Women’s Studies

In addition, 402: Independent Study Practicum is strongly recommended.

7 courses from among the Women’s Studies offerings cross-listed with other departments. At least 2 of these must be from one College division and two from another, at least 1 of these must focus directly on either race or class or a culture other than the United States. Wom. S. 402 and/or a second Wom. S. 320 may be substituted for one or two of the cross-listed courses.

1 course that includes some discussion of methodological questions in a traditional discipline in which the student also takes a Women’s Studies course; this course should be selected in consultation with the chairperson of the Women’s Studies program and should be integrated into the chosen focus on the major. It should be taken as early as possible prior to Wom. S. 401.
1 course in Women’s Studies Independent Study Methods: Wom. S. 401.
2 courses of Senior Independent Study, developing a feminist perspective on a woman-centered topic that uses an interdisciplinary approach: Wom. S. 451-452.

In declaring a Women’s Studies major, the student and the Women’s Studies Coordinator will work together to identify a focus by which to plan the selection of courses in the major and integrate the examination of women’s lives and of the structuring of gender. The focus will be derived from the student’s own questions about women and/or gender and shaped by a feminist perspective. The student may develop an individualized focus or base a focus on one of the following relationships: ideology and culture; self-definition and social circumstance; or power and social change. The focus will serve not as a category but as a conceptual structure through which the student examines information and integrates courses from several different disciplines into the interdisciplinary understandings that are central to Women’s Studies. Upon enrolling in Junior Independent Study Methods, the student will write a brief statement identifying the relationship among the courses in the major and explaining how each course contributes to an understanding of the focus.

A minor in Women’s Studies consists of six courses, to include the following:

1. Wom. S. 120: Introduction to Women’s Studies
2. Wom. S. 200: Perspectives on Gender
3. Wom. S. 310: Seminar in Women’s Studies
4. 4 courses from among the Women’s Studies offerings cross-listed with other departments, at least one of which must be in the area of the humanities and one in the area of history and the social sciences. Wom. S. 320 may be substituted for one of these 4 courses.

Only the courses Women’s Studies 120 and 200 may count as Interdepartmental courses for the purposes of fulfilling Learning Across the Disciplines requirements. Women’s Studies courses cross-listed with other departments count as departmental courses in the relevant area of the department and are not Interdepartmental courses.

120. INTRODUCTION TO WOMEN’S STUDIES
Examines the diversity of women’s lives and the complex intersections of race, class, and gender in culture and society. Explores varieties of women’s experience, the ways in which that experience has been socially constructed, and how women have developed their own understandings of their lives. Introduces some of the tools for both evaluating and generating knowledge about women and gender. Annually. Fall and Spring. [W†, *, #]

200. PERSPECTIVES ON GENDER
A topical course drawing on the resources of at least two distinctive disciplinary fields to explore issues of gender. Designed to offer a context in which the theoretical and methodological assumptions of specific disciplines can be identified, analyzed, and evaluated in relation to the kinds of knowledge about gender, race, class, and culture they are likely to produce. For 2005-2006 the topic is Gender and Globalization. Spring 2005-2006. [W, depending on the topic, * or #]

310. SEMINAR IN WOMEN’S STUDIES
A re-thinking of students’ previous work in Women’s Studies through readings in feminist theory and in women’s personal writing. The seminar is required for both the major and the minor in Women’s Studies and is also open to other interested students. Prerequisites: Women’s Studies 120 and at least two other Women’s Studies courses. Course grade S/NC. Annually. Fall.

320. SPECIAL TOPICS IN WOMEN’S STUDIES
An advanced seminar exploring current theory and research on selected interdisciplinary issues in Women’s Studies. Topics announced in advance by the faculty member teaching the course. Prerequisite: 120 or permission of instructor. For 2005-2006, the topic is Motherhood. Spring 2005-2006.

401. INDEPENDENT STUDY METHODS IN WOMEN’S STUDIES
Analysis and discussion of the bases for knowledge distinctive to Women’s Studies and of the relationship between the interdisciplinary methods of inquiry in Women’s Studies and some of the methods used in disciplinary frameworks. Particular
attention to the relationship between theory and practice and to research strategies in Women’s Studies. The course involves an independent project defined by the student within the framework of the seminar. Annually. Spring.

402. INDEPENDENT STUDY PRACTICUM Supervised participation in practical efforts toward understanding and/or improving the conditions of women’s lives; to be undertaken through either 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 Women’s Studies. Prerequisites prior to registration: 120 and at least one other Women’s Studies course. Permission of Women’s Studies chairperson required. Students interested in a practicum experience are also urged to explore the Antioch Women’s Studies Semester in Europe (Fall) or the GLCA Philadelphia Center Urban Program. Annually. Fall and Spring.

451, 452. INDEPENDENT STUDY THESIS A two-semester 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 of the focus they are defining within the major.

AFRICANA STUDIES 240. BLACK WOMEN IN CONTEMPORARY AMERICA A study of the ways in which our society has shaped the lives of Black women and how these women have influenced our society. The course examines such issues as family life, education, career opportunities, political activities, Black male/female relationships, societal constraints on their lives, and Black women’s roles in the civil rights and feminist movements. Fall 2005-2006. [C, #]

ANTHROPOLOGY 225. GENDER IN WORLD CULTURES Deals with the ways in which the boundaries of gender constructs 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: Anthropology 110 or permission of instructor. Every three years. Not offered 2005-2006. [C, #]

ART 216. GENDER IN TWENTIETH-CENTURY ART Explores the ideologies and implications of significant gender issues in Western visual culture since the early twentieth century. The goal of this 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. Art 120 or Women’s Studies 120 is recommended as a prior course. Alternate years. Fall 2005-2006. [*]

ART 322. THE AGE OF THE WITCH HUNTS This seminar course will explore the development and waning of the idea of witchcraft and the phenomenon of witch-hunting in Europe, from the late fifteenth through the eighteenth centuries. Focus will be on the misogyny of Renaissance and Baroque culture, particularly evident in artistic imagery of the period, that made these persecutions possible. Prerequisite: Any of the following courses — Women’s Studies 120, Art 208, Art 212, History 207, or permission of the instructor. Every third year. Fall 2005-2006.

CHINESE 222. WOMEN IN CHINESE LITERATURE A survey of women’s experience as represented in Chinese literature ranging from philosophical texts, poetry, song lyrics, short narrative works, music, 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. The secondary readings that establish connections and comparisons among the different works include: Descent to the Goddess by Sylvia Perera, Aspects of the Feminine by Carl Jung, Feminine Sexuality by Jacques Lacan, and Goddesses in Everywoman by Jean Bolden. The theoretical focus is on the construction of femininity in a patrilineal society. Alternate years. Not offered 2005-2006. [C, *]

COMPARATIVE LITERATURE 230. COMPARATIVE SEXUAL POETICS 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. Spring. Not offered 2005-2006. [W, *]
ECONOMICS 245. ECONOMICS OF GENDER  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: Economics 101. Alternate years. Not offered 2005-2006. [#]

ENGLISH 210. BLACK WOMEN WRITERS  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 2005-2006. [*]

ENGLISH 210. GENDER, RACE, AND THE CONSTRUCTION OF EMPIRE  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. Not offered 2005-2006. [*]

ENGLISH 210. GENDER, SEX, AND TEXTS, 350-1500  In order to come to grips with what one writer has called “the image of women” 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]. Spring 2005-2006. [*]

ENGLISH 210. WOMEN, THE NOVEL, AND CULTURAL CHANGE  Examines the relationship between women’s lives and the formal conventions of the novel, with special attention to the significance of historical and social contexts of writers and readers and to the possibilities of a specifically female literary tradition. Works by writers such as Jane Austen, Charlotte Brontë, George Eliot, Virginia Woolf, Doris Lessing, Tillie Olsen, Toni Morrison, Margaret Laurence. Not offered 2005-2006. [*]

ENGLISH 220. CHARLOTTE BRONTË  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 2005-2006. [*]

ENGLISH 220. TONI MORRISON  This course examines the novels of Toni Morrison (b. 1931) in the context of the late twentieth century U.S. culture in which they were written and the events of U.S. history upon which they draw. We will give special attention to the lives of African American women as we probe the intersections of race, class, gender, and sexuality in the novels. We will examine Morrison’s distinctive uses of language and narrative form and their relationship to African American music, sense of community, and oral traditions. Not offered 2005-2006. [*]

ENGLISH 220. VIRGINIA WOOLF  The course examines the writings of Virginia Woolf (1882-1941) in the context of her personal history and the social history and literary culture of her period, with special attention to her distinctive uses of language and form. We will analyze her writings as both expressions of and resistance to prevailing cultural assumptions. The course considers Woolf’s own developing feminist perspective and its pertinence to feminist issues in the late twentieth century. Spring 2005-2006. [*]


GERMAN 228. TOPICS IN GERMAN SOCIETY AND CULTURE: WOMEN IN GERMAN SOCIETY AND CULTURE  A study of the changing social roles in the German-speaking world, both in their historical context and in terms of their portrayal in the literature and other media. Taught in English. Fall 2005-2006. [C]

HISTORY 101. HISTORY OF MEN IN AMERICA  
Fall 2005-2006. [W, some sections count toward C, #]

HISTORY 247. WOMEN'S HISTORY IN THE UNITED STATES  
An exploration of women’s experience as it was limited by their roles as daughter, wife, and mother; and 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. Fall 2005-2006.

HISTORY 301. WOMEN IN THE MIDDLE AGES HISTORY  
An examination of the lives and experiences of women in pre-industrial Europe through documents left by the women who lived those lives. Special attention will be given to women heretics, mystics, witches, and healers. The goal of the seminar will be to see the lives of medieval and early modern women from their perspective and to appreciate their impact on modern Western life and culture. Not offered 2005-2006. [W, #]

MUSIC 219. WOMEN IN MUSIC  
Examination of the history of women in Western music, focusing on 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 2005-2006. [C, *]

PHYSICAL EDUCATION 200. WOMEN IN SPORTS  
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 2005-2006.

POLITICAL SCIENCE 210. WOMEN, POWER AND POLITICS  
A critical examination of the impact of gender on the forms and distributions of power and politics, with primary reference to the experience of women in the United States. Major concerns in the course include the following: what we mean by “sex,” “gender,” “women,” “power,” and “politics,” the relationship between women and the state, how women organize collectively to challenge state policies, and how the state responds to organized women. Alternate years. Spring. Not offered 2005-2006. [C, #]

POLITICAL SCIENCE 235. CONTEMPORARY FEMINIST POLITICAL THOUGHT  

POLITICAL SCIENCE 247. SPECIAL TOPICS IN COMPARATIVE POLITICS  
Women’s Movements. Not offered 2005-2006. [W†, C, #]

PSYCHOLOGY 215. PSYCHOLOGY OF WOMEN AND GENDER  
A course focusing on the societal construction and significance of gender, as well as the psychological implications of events unique to women, and a critical examination of theories and evidence concerning differences between women and men. Prerequisite: 100 or 110. Annually. Spring. [#]

RELIGIOUS STUDIES 229. WOMEN AND RELIGION  
An investigation of the position of women in world religions, the lives and thought of prominent women in religious history, and central issues in feminist theology. Alternate years. Fall 2005-2006. [C, R]

RUSSIAN STUDIES 210. GENDER AND IDENTITY IN RUSSIAN CULTURE  
An introductory and interdisciplinary study of fundamental aspects of Russian culture from medieval Russia through the post-Soviet era, with emphasis on the changing construction of gender identity over the centuries. A broad range of texts will include folktales, memoirs, fiction, poetry, film, and interviews. No prerequisite. Every three years. Not Offered 2005-2006. [C, *]

RUSSIAN STUDIES 250. MEN WRITING WOMEN  
An examination of the nineteenth century canon (authors include Pushkin, Lermontov, Gogol, Tugenev, Dostoeyevsky, Tolstoy, Chekhov), with special emphasis on a feminist critical approach. No prerequisite. Every three years. Spring 2005-2006. [W, C, *]

SOCIOLOGY 207. SOCIOLOGY OF GENDER  
Examines 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 experience of women and men within social institutions such as family, work, and education. Prerequisite: Sociology 100 or permission of instructor. Annually. Fall. [#]
SPANISH 211. TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE  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. Depending on the topic, this course may be counted in Women’s Studies. Fall. Not offered 2005-2006. [depending on the topic, C, *]

THEATRE 245. FEMINISM AND THEATRE  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). Students will also explore practical applications of feminism in relation to the roles of the director and the actor. No prerequisite. Alternate years. Not offered 2005-2006. [C, *]

OFF-CAMPUS STUDY

Off-campus study is a vital dimension of international education at the College and an integral part of our academic offerings. 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 International Programs Office (IPO) and the Director of International and Off-Campus Study. The IPO advises students interested in an off-campus experience and serves as a resource center for information about international and domestic off-campus programs in general.

Many off-campus programs are available through Wooster’s membership in various organizations and academic consortia, such as the Great Lakes Colleges Association, Inc. (GLCA, which with some programs works in conjunction with the ACM, Associated Colleges of the Midwest), the Institute for the International Education of Students (IES) the Institute for Study Abroad (ISA), and the School for International Training (SIT). Such programs typically involve an academic council or an advisory committee, and as an institutional affiliate the College offers direct input to the administration of these programs and shares in their assessment and evaluation. Students’ plans for off-campus study should indicate how the program will contribute positively to their Wooster educational experience.

The prerequisites for eligibility to study off campus for a semester or full year are the following: 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 grade point average of 2.5 (some programs require a higher GPA); and completion of the Off-Campus Study Application forms by the College deadline for each semester. Students on academic probation may not be permitted to participate in an off-campus study program.

The application deadline to study off-campus during Spring Semester 2006 is October 1, 2005. For the academic year 2006-2007, the following application deadlines are in effect for all programs (fall semester, spring semester, or full year):

- December 1 — Declaration of Intent to Study Off-Campus
- March 1 — Off-Campus Study Application (for anytime during the following academic year).

Application forms are available at the International Programs Office. Petitions for any exceptions to these requirements must go to the Dean of the Faculty.

Many programs involve additional requirements and specific course prerequisites. Students should check the literature on the program and consult with the Director of International and Off-Campus Study.
To insure proper transfer of credit from off-campus study programs to The College of Wooster, a student must, before leaving, formulate a suitable academic program including arrangements for completion of any Independent Study included in the program. Approval of the Registrar, the Treasurer, and the faculty adviser is required. Grades earned on most off-campus study programs are not calculated into a student’s grade point average. Grades below C earned in courses completed on approved off-campus study programs will not be accepted for transfer to Wooster.

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. 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. In exceptional circumstances, and on a one-time only basis, other programs may be endorsed through a petition to the Dean of the Faculty. These special endorsements may be granted only for a single one-semester study abroad program. For further information, consult Jenifer Cushman, Director of International and Office Campus Study.

INTERNATIONAL PROGRAMS

For many students, off-campus study provides an opportunity for an intense academic and cultural experience in another country. Wooster encourages students to incorporate a study abroad program into their educational experience, and approximately 30% of each graduating class has participated in off-campus study. Wooster offers abundant opportunities for students for such study. Some programs are run by the College under the direction of Wooster faculty members. Wooster programs like Wooster in Besançon are offered approximately every three years, while others, like Wooster in Besançon, are available every semester.

Wooster in Besançon  Established in 1986, Wooster in Besançon is offered each semester, and provides intensive language study at the Centre de Linguistique Appliquée of the University of Besançon. The program attempts to advance students quickly in their understanding of French by living in a French-speaking environment and studying French intensively and systematically for four months. Participants earn up to four Wooster credits in French. Courses may help to satisfy major requirements in French, International Relations, Cultural Area Studies, or International Business. In France, the program is administered through a College of Wooster graduate. For further information, contact Sharon Shelly, Chairperson, Department of French.

Wooster in Thailand  This semester-long program is based at Payap University, a Presbyterian Church-related institution in Chiang Mai, Thailand. The program begins in late August and ends in early December. A College of Wooster program, it is limited to 12-14 sophomores and juniors of good academic standing. The academic focus of the study is religion and culture through such courses as Hinduism, Buddhism, Islam, and the Cultural Foundations of Thai Society. It combines regular classroom instruction with several major field trips essential for the study of religion and society. Some of the trips planned include such places as Sukhutai, an ancient city famous for its temples and monasteries in Northern Thailand, a trek to the hill tribes, Bangkok, and Southern Thailand. In addition there are several educational trips to local temples, monasteries, mosques, museums, theatres, and places of cultural interest. Payap University provides students with housing, dining room, classroom space, library, and other facilities. The program will be offered in fall 2006-2007. For further information, contact the Director of Wooster in Thailand, Ishwar Harris, Department of Religious Studies.

Many international programs involve requirements and pre-requisites in foreign language and sensitivity to respond to another cultural environment. Internships also have become a frequent and important component of off-campus study. Many of the
programs endorsed by Wooster offer internships for which students can receive academic credit.

In addition to our directly sponsored programs, the College is affiliated worldwide with more than 50 different endorsed programs from virtually every region in the world. Students from Wooster may participate in the following Wooster-led and Wooster-endorsed programs.

**Europe**
- Barcelona (IES)
- Berlin (IES)
- Central European Studies (ACM)
- Cordoba, Spain (PRESHCO)
- College Year in Athens
- Dijon (IES)
- European Union (IES)
- Europe in Transition (Antioch)
- Freiburg (IES)
- Krasnodar, Russia (ACM)
- Madrid (IES)
- Mathematics in Budapest
- Milan (IES)
- Nantes, France (IES)
- Netherlands-Amsterdam (IES)
- Paris (IES)
- Rome (IES)
- St. Petersburg (CIEE)
- Salamanca, Spain (IES)
- Strasbourg, France (IES)
- Sweet Briar College Junior Year in France
- Toulouse, France (Dickinson College)
- Vienna (IES)
- Women’s Studies in Europe (Antioch)
- Wooster in Besançon

**Canada**
- Laval University–Quebec

**Central and South America**
- Border Studies Program (GLCA-recognized)
- Brazil (SIT)
- Buenos Aires (IES)
- Costa Rica (OTS)
- Ecuador (SIT)
- Dominican Republic (CIEE)
- Nicaragua (SIT)
- Santiago, Chile (IES)

**United Kingdom and Republic of Ireland**
- Dublin (IES)
- University of Glasgow (Arcadia/Butler)
- Glasgow School of Art (Arcadia/Butler)
- Ireland: Peace and Conflict Studies (SIT)
- London (IES)
- The Scotland Program-Aberdeen (Wabash)
- University of York, England (Butler)

**Africa**
- Cameroon (SIT)
- Ghana (SIT)
- Kenya (GLCA-recognized)
- Senegal (Kalamazoo)
- South Africa-Cape Town (SIT)
- South Africa-Durban (SIT)

**Australia**
- Adelaide (IES)
- Melbourne (IES)
Asia
Beijing (CIEE) Nanjing (CIEE)
Beijing (IES) Shanghai (CIEE)
Hong Kong (Yale) Taipei (CIEE)
India (ACM) Tokyo (IES)
India and Nepal (University of Wisconsin) Waseda (ACM)
Nagoya (IES) Wooster in Thailand

DOMESTIC OFF-CAMPUS STUDY: PROGRAMS AND INTERNSHIPS
For many students, off-campus study provides an opportunity to apply their knowledge in businesses, public and private agencies, governmental and international organizations, scientific research centers, or cultural institutions in order to prepare for further work in the major. Various opportunities exist for off-campus study in the United States, including Duke University Marine Biology Laboratory, Marine Biological Laboratory (Woods Hole), United Nations Semester (Drew University), Washington Semester (American University), Oak Ridge Science Semester, Newberry Library Program, New York Arts Program, Philadelphia Center, and a Wooster Urban Studies Semester in Portland, Oregon. Interested students should consult the International Programs Office and the appropriate department chairperson.

An internship or practicum is a supervised work situation in which students may test concepts learned in the classroom and at the same time extend their knowledge through experience. The aim is to provide a laboratory-like experience to explore the multiple dimensions of complex problems. 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 (and during the Summer Session, pay the tuition fee). 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.

Many internship experiences are available to majors in particular departments and programs. Internship opportunities available to students more generally are described here.

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 semester 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.

Students choose from among the following different seminars that are connected to their internship experience: American National Politics, U.S. Foreign Policy, Public Law, Peace and Conflict Resolution, Justice, Economic Policy, Journalism, International Business and Trade, International Environment and Development, and Museum Studies and the Arts.

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
For the student with a special interest in international relations, the Drew University United Nations Semester is an exciting educational opportunity. Students on this program live on the Drew 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 Matthew Krain, International Relations.

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 a four-course credit semester at Pittsburgh Theological Seminary or Louisville Seminary. The program involves a two-course credit internship. Two courses of the student’s choice will also be taken at the seminary. 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 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, 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 Shirley Huston-Findley, Chairperson, Department of Theatre.
THE BUSINESS ECONOMICS INTERNSHIP

Students of any major who have junior standing, a 2.75 cumulative grade point average, and who have completed at least Economics 101 and 202 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 the Internship Director, 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 Wayne-Holmes Mental Health Center, 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 Susan Clayton, Chairperson, Department of Psychology.

THE URBAN SEMESTER

The Urban Semester is the core of the urban studies major. However, participation is not limited to urban studies majors. Urban Semester internships may be arranged in Portland, Oregon. Students experience life in the city for the semester, work 32 hours a week in their internship (two credits), and participate in the seminar (one credit). They experience firsthand the problems of life in a city and the rigors of a full-time job.

Eligible students are those who have completed Urban Studies 101 or are urban studies majors. Student performance is evaluated by the internship supervisor and the faculty adviser to the program. Students may elect to earn two credits for the internship alone or three credits for the internship and seminar. For further information, contact Charlotte Wahl, coordinator of Urban Semester.

PRACTICUM IN WOMEN’S STUDIES

The Practicum in Women’s Studies provides students with the opportunity to participate in efforts toward understanding and/or improving the conditions of women’s lives. The practicum requires approved placement in a social service agency or another applicable organization that serves the interests of women, or it may take the form of a student-defined project. Students are expected to work a minimum of 10 to 12 hours weekly, under the supervision of a representative of the agency and the faculty adviser, and students will receive one course credit. The work will culminate in a written analysis of the practicum experience in relation to course work in Women’s Studies. Prerequisites: Women’s Studies 120 and at least one other Women’s Studies
course. Permission of the Women’s Studies chairperson is required, and students must make arrangements for the practicum prior to the beginning of the semester in which they are enrolled in the practicum. Students interested in a practicum experience are also urged to explore the Antioch Women’s Studies Semester in Europe (Fall) or The Philadelphia Center Urban Program. For further information, contact Linda Hults, Coordinator of the Women’s Studies Program.

THE PHILADELPHIA CENTER
This experiential education program furnishes students the opportunity to grow professionally, academically, and personally within an urban environment. Comprised of a four day 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 grade point average. For further information contact Charlotte Wahl, coordinator of Urban Semester.

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. The program is not a substitute for but rather a supplement to on-campus study. In order to establish the highest possible standards, the program encourages participants to see themselves as novitiate professionals. The program is recognized by the GLCA.

The vast cultural resources of New York City are well known, and the benefits derived from daily access to these resources are self-evident. Less familiar is the milieu of the professional artist — that mix of people, places, and events which constitute the artist’s world and immediate audience. Students accepted into the program share this milieu through working apprenticeships with painters, sculptors, theatre and dance companies, art museums, etc., and through this involvement develop an understanding of the intentions, problems, and means of the arts as currently practiced.

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.

OTHER INTERNSHIPS
Other internship programs at the College are available in chemistry, education, music therapy, sociology, communication, and physical education. For details, see the relevant department and contact the appropriate department chairperson. No more than two internships and a maximum of four Wooster course credits will count toward graduation.
PRE-PROFESSIONAL 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 a variety of programs, including 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 professions, and information regarding the process of selecting and applying to graduate and professional schools.

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 should be taken, or three introductory studio classes and one upper-level class)
- one or both of the architectural history courses (Art 124 and Art 224) are highly recommended

While this pre-architecture curriculum can be undertaken in conjunction with the requirements of any major, many students interested in architecture tend to 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 adviser for the pre-architecture program is John Sievert, Department of Art.

PRE-BUSINESS

The liberal arts can 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 courses offered as part of the Business Economics major, 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 (MBA, DBA, or PhD) can select any undergraduate major but are encouraged to include courses in mathematics (calculus or above), statistics (Economics 123), 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

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 as a junior to complete the last two years of the undergraduate engineering program.

The bachelor degree programs in engineering available at one or more of the cooperating universities include aerospace, atmospheric, and oceanic science; biomedical, chemical, civil, and computer science; electrical and environmental science; fluid and thermal, industrial, material and metallurgical, mechanical, naval architecture and marine, nuclear, polymer, and systems science; technology and human affairs.

Students who are considering this program should consult with the chairpersons of the departments of Biology, Chemistry, Mathematical Sciences, or Physics before arranging their schedules.

The adviser for the pre-engineering program is James Hartman, Department of Mathematics and Computer Science.

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 (MEM) or a Master’s of Forestry (MF) 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 persons 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. The Duke programs are: Coastal Environmental Management; Environmental Toxicology,
Pre-Professional Programs

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 Marilyn Loveless, Department of Biology. Students aspiring to this program are encouraged to discuss their goals with Dr. Loveless early in their first year.

HEALTH PROFESSIONS (DENTISTRY, MEDICINE, NURSING, AND VETERINARY MEDICINE)
The Pre-Health Advising Program has four components: 1) a strong curriculum in the sciences, which includes undergraduate research; 2) courses in the social sciences and humanities that address ethical, economic, and social issues in the health care field; 3) practical programs that focus on themes such as how to plan for a career in medicine and how to apply to medical and dental school; and 4) lectures by physicians and leaders in the health care professions. Through this range of activities, the Pre-Health Advising Program aids students in both their intellectual and career development.

Pre-Health Advising involves faculty from across the natural sciences, social sciences, and the humanities. This approach to pre-health advising is in keeping with the nature of the problems facing medicine and health care professions today. In order for the health care professions to deal effectively with the scientific, technological, economic, social, and ethical problems that they currently face, those entering the professions must be trained broadly in the liberal arts. The American Association of Medical Colleges encourages undergraduates to take a balanced distribution of courses from the natural sciences, the social sciences, and the humanities. Wooster’s curriculum provides a strong foundation for students interested in a career in medicine, dentistry, nursing, veterinary medicine, and other allied health fields. In addition to the strong programs the College offers in biology, biochemistry, and chemistry, many courses in the social sciences and humanities also address current issues in medicine and other health care fields. Research and clinical experiences are strongly encouraged for students pursuing a career in the medical professions, and Wooster students are provided with an excellent opportunity to do undergraduate research through the College’s Independent Study program. The Pre-Health Advising Program assists students in several important ways. Students are given practical advice, assisted in choosing the most appropriate courses, informed about the range of health career options, educated about the importance and methods of preparing for graduate admissions exams (e.g., MCAT, DCAT, VCAT, and GRE), and guided in the application process. Moreover, students are also provided with the chance to engage intellectually with health care issues through hands-on experiences, such as Medic Aid in which Wooster students volunteer at a local hospital, and through lectures presented by doctors and scholars in the health care field.

The College of Wooster also participates in various dual degree programs in the health care field. In medicine and dentistry, the dual degree option applies to any properly accredited medical or dental school that admits students with three years of pre-medical preparation. The College has established with Case Western Reserve University School of Dentistry a combined seven-year or 3-4 program for Wooster students. 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 course. The College has also established a cooperative 3-4 program with the Frances Payne Bolton School of Nursing (Case Western Reserve University), which requires the completion of three years at Wooster and four years at Case Western Reserve. While at Wooster, a
student must meet the requirements for the dual degree program and complete two courses each in biology, chemistry, psychology, and sociology, and one course each in statistics, literature, and logic. Upon the successful completion of the first year in the nursing program at Case Western Reserve, the student will earn a B.A. from Wooster, and upon the completion of the nursing curriculum an N.D. and R.N. from Case Western Reserve. The R.N. is awarded upon passing the state certification examination. Details of these programs and specific course requirements are available from the chairperson of the Pre-Health Advising Program.

For further information, contact Thomas Tierney, 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.” Students are also aided 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 our 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 Program in Interdisciplinary Legal Education (AILE) 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 Henry Kreuzman, Chairperson of the Pre-Law Advising Committee.

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 graduate study in religion as preparation for religious vocations or other person-oriented professions. The Association of Theological Schools recommends a broad liberal arts program that includes courses in English language and literature, foreign language, history, philosophy, natural science, social science, and the fine arts. Courses in religion, 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 Biblical studies. 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 Charles Kammer, 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 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 Pamela Frese, Chairperson of the Department of Sociology and Anthropology.

DUAL DEGREE PROGRAMS
In addition to the pre-professional advising programs, the College also has established formal cooperative programs with a number of leading universities to offer dual degrees in liberal arts and specific graduate/professional programs. 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. The Upperclass Programs Committee will exercise its judgment as to which graduate and professional programs are consistent with a baccalaureate degree and will set conditions for awarding the 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 general conditions under which approval of participation in a combined program is granted are as follows:

1. 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 (2) transfer
courses may be offered, if approved, in fulfillment of degree requirements for participation in a Combined Professional Program. **Note:** Approved off-campus study and internship, advanced placement, and international advanced placement credits are exempt from this transferred course limit. The minimum grade point average required for work completed at Wooster is B (3.0 on a 4.0 scale).

2. 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 Independent Study Thesis, 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.

A candidate for the *in absentia* privilege should apply in writing to the Dean of the Faculty by the end of the second semester of the sophomore year and must receive the recommendation of the major department and the approval of the Upperclass Programs Committee.

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**DEGREE REQUIREMENTS**

Three Baccalaureate degrees are offered: Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.) and Bachelor of Music Education (B.Mus.Ed.). 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. In addition to these requirements, to be eligible for graduation a student must be in good standing under the Codes of Academic Integrity and Social Responsibility as administered through the judicial system of the College.

**DEGREE REQUIREMENTS: BACHELOR OF ARTS**

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** (1-2 courses)
In coordination with the First-Year Seminar Program and the Program in Writing:

a. Students will demonstrate basic writing proficiency in their first year, through placement examination or completion of the *College Writing Tutorial*.

b. 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** (1-3 courses)

a. *Foreign Language.* Students will demonstrate proficiency in a foreign language through the second-level course in a given language sequence, through placement examination or course work.
b. Studies in Cultural Difference. 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 (*), History and Social Sciences (#), Mathematical and Natural Sciences (+). [An individual course may be counted toward only one of these three areas.]

Learning in the Major (7-9 courses in one department)
Students will complete a major in a department or program. The number of courses required in the major, excluding Independent Study, shall be no less than seven and no more than thirteen, of which no more than nine shall be in the same department. A maximum of twelve course credits in any one department, excluding Independent Study, may be counted toward graduation.

Independent Study (3 courses)
Students will complete three courses in Independent Study:

a. One course in Independent Study, normally taken in the junior year, that will focus on the development of research skills and methods in the discipline.

b. A two-course Independent Study Thesis, normally taken in the two semesters of the senior year.

OPTIONS

(1) 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 present a plan to the Upperclass Programs Committee for approval. The student will be expected to outline precise aims and a plan of procedure in accordance with established guidelines. This plan must be submitted to the Upperclass Programs Committee no later than one month prior to registration in the second semester of the sophomore year. In considering applications for special majors, the Committee shall make decisions based on the intellectual content and rigor of the proposed program, and its integrity as a major in the liberal arts. While the Committee may also take into consideration preparation for graduate education, certification, or licensing, these shall not be the determining factors in the Committee’s decision. Students interested in this option should consult the Dean of the Faculty. Once a major has been approved, any subsequent changes to the major must be submitted to the Dean of the Faculty for approval by the Upperclass Programs Committee.
(2) **Double Majors** — With the approval of the chairpersons of the two relevant departments and the Dean of the Faculty, 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. Students who declare double majors must complete two separate Junior I.S. courses (401) — one in each major department. Students who declare double majors must register for the Senior Independent Study Thesis in one major during fall semester and in the second major in spring semester. Students enrolled in student-designed majors, dual degree, pre-professional programs may not double major. Double majors are not permitted in International Relations and its participating departments (Economics, History, Political Science) nor in Urban Studies and its participating departments (Economics, Political Science, Sociology).

(3) **Minor** — A student may declare a minor, consisting of six courses in a department or program. See the appropriate listing in the *Catalogue*.

**Additional Requirements**

A. A minimum of 16 courses, including the Independent Study Thesis, must be completed at The College of Wooster. A maximum of 16 Wooster course credits completed at other accredited institutions and approved for transfer credit may be counted toward the 32 credits required for graduation.

B. The usual load is 4 courses for credit per semester, with 3 as the minimum for full-time status and 4 1/2 as the maximum permitted without the approval of the Dean of the Faculty. Students may register for up to 1/2 course credit in music performance groups beyond the maximum specified. For Bachelor of Music Education and Bachelor of Music Therapy majors the maximum course load is 4.875.

C. Students are required to be in residence for the two semesters preceding the fulfillment of their degree requirements and permitted to take no more than 4 1/4 (including 1/8 course credit in music performance groups) courses for credit per semester in the two semesters in which they undertake the Independent Study Thesis. The last 6 courses (including the two-course Independent Study Thesis) counting toward graduation must be completed in the College’s curricular program.

D. Two years of residence at Wooster are required for the B.A. degree, with one of them the senior year.

E. A maximum of two (2.000) course credits in performance and physical education activities may be counted toward the minimum of 32 courses required for graduation. These two courses 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 courses that count for one-quarter-credit make up the second 1.000 course credit that can be counted toward the minimum of 32 courses required for graduation. Students who participate on intercollegiate athletic teams may count only one graded varsity sports course, Physical Education 130, toward the four allowable physical activities courses.

F. To permit effective course selection, students will be permitted to add courses without penalty until the end of the second week of classes and to drop courses without record of registration through the end of the sixth week of classes.
G. Full-time students are permitted to audit one course without charge in any semester. Permission of the instructor must be obtained on an add/drop form during the first two weeks of the semester.

DEGREE REQUIREMENTS: BACHELOR OF MUSIC
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 Requirement (1-2 courses)
a. Students will demonstrate basic writing proficiency in their first year through placement examination or completion of the College Writing Tutorial.
b. 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.

Foreign Language (1-2 courses)
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. PERFORMANCE MAJOR
1. Applied Music — 6-8 courses
   This requirement includes a half recital of 25-30 minutes of music in the junior year (Music 401) and a full recital of 45-60 minutes of music in the senior year (Music 451-452), each to be performed after a successful jury examination covering preparation and competence. These recitals constitute I.S. for the performance major. The performance major must take one-hour lessons (200-level) for credit per week in the junior and senior years.
2. **Music Theory** — 8 courses  
101 (Theory I), 102 (Theory II), 201 (Theory III), 202 (Theory IV), 301 (Theory V), 302 (Form and Analysis), 303 (Conducting), and 304 (Counterpoint)

3. **Music History** — 4 courses  
210 (Basic Repertoire), 211 (History I), 212 (History II), 213 (History III)

4. **Group Music** — 1.25 courses  
Ten semesters (one-eighth course credit per semester per group) of participation in the following: 150-157 (Small Ensemble), 160 (Wooster Singers), 161 (Wooster Chorus), 162 (Wooster Symphony Orchestra), 163 (Scot Band), 164 (Wooster Jazz Ensemble), or 165 (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** — .500 course  
Instrumental Pedagogy (371) for instrumental majors or Vocal Pedagogy (370) for voice majors (one-half course credit)

6. **Music Technology** — .500 course  
280 (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. **COMPOSITION MAJOR AND THEORY/COMPOSITION MAJOR**

1. **Music Theory/Composition** — 13 courses  
101 (Theory I), 102 (Theory II), 201 (Theory III), 202 (Theory IV), 208 or 209 (Acoustic Composition or Electronic Composition; two semesters at one-half course credit each), 301 (Theory V), 302 (Form and Analysis), 303 (Conducting), 304 (Counterpoint), 305 (Orchestration), 401 (Junior I.S.), 451-452 (Senior I.S.)

2. **Music History** — 5 courses  
210 (Basic Repertoire), 211 (History I), 212 (History II), 213 (History III), 311 (Seminar in Music Literature)

3. **Applied Music** — 2 courses  
Four semesters at one-half course credit each on the same instrument.

4. **Group Music** — 1.250 courses  
Ten semesters (one-eighth course credit per semester per group) of participation in the following: 150-157 (Small Ensemble), 160 (Wooster Singers), 161 (Wooster Chorus), 162 (Wooster Symphony Orchestra), 163 (Scot Band), 164 (Wooster Jazz Ensemble), or 165 (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** — .500 course  
280 (Introduction to Music Technology)

6. **Music Electives** — 2.250 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. **MUSIC HISTORY/LITERATURE MAJOR**

1. **Music History/Literature** — 10 courses  
210 (Basic Repertoire), 211 (History I), 212 (History II), 213 (History III), 401 (Junior I.S.), 451-452 (Senior I.S.), and three from 112 (African American Folklore), 214 (History of African American Music), 215 (Music of the United...
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States), 216 (The Art of Rock Music), 217 (Survey of Jazz), 218 (Masterpieces of Musical Theatre), 219 (Women in Music), or 311 (Seminar in Music Literature)

2. Music Theory — 9 courses
101 (Theory I), 102 (Theory II), 201 (Theory III), 202 (Theory IV), 301 (Theory V), 302 (Form and Analysis), 303 (Conducting), 304 (Counterpoint), and 305 (Orchestration)

3. Applied Music — 2 courses
Four semesters at one-half course credit each on the same instrument.

4. Group Music — 1.25 courses
Ten semesters (one-eighth course credit per semester per group) of participation in the following: 150-157 (Small Ensemble), 160 (Wooster Singers), 161 (Wooster Chorus), 162 (Wooster Symphony Orchestra), 163 (Scot Band), 164 (Wooster Jazz Ensemble), or 165 (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 — .500 course
280 (Introduction to Music Technology)

6. Music Electives — 1.250 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.

BACHELOR OF MUSIC EDUCATION
Two majors are offered under the B.Mus.Ed. 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.

DEGREE REQUIREMENTS:
BACHELOR OF MUSIC EDUCATION (PUBLIC SCHOOL TEACHING)
36.75 to 39.00 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 enrolled in the Bachelor of Music Education program in Public School Teaching will complete 14.50 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 Requirement (1-2 courses)
a. Students will demonstrate basic writing proficiency in their first year through placement examination or completion of the College Writing Tutorial.
b. Students will complete a course designated as Writing Intensive (W) in any semester between the completion of the First-Year Seminar and second semester of the junior year.

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 (*). [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 to 1.25 courses)
Students will complete one to one and one-quarter courses in the Mathematical or Natural Sciences (+). [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 (#). [A student may not use this course in fulfillment of the Studies in Cultural Difference requirement or Religious Perspectives requirement.]

Psychology 110 (1 course) [This course may not count toward the History and Social Sciences requirement.]

Education (2.5 courses)
Students will complete Education 100, 120, and 300.

Non-Music Elective (1 course)

Independent Study (3 courses)

Learning in the Major (22.250 courses)
A. MUSIC THEORY — 7.5 courses
   101 (Theory I), 102 (Theory II), 201 (Theory III), 202 (Theory IV), 301 (Theory V),
   303 (Conducting), 305 (Orchestration), 306 (Choral Conducting)
B. MUSIC HISTORY/LITERATURE — 3 courses
   210 (Basic Repertoire), 212 (History II), 213 (History III)
C. PERFORMANCE — 7.75 courses
   1. Group Music — 1.25 courses
      Ten semesters (one-eighth course credit per semester per group) of participation in the following: ensemble, band, choir, orchestra, accompanying, including at least two semesters of participation in Wooster Singers.
   2. Class Instruments and Voice — 2.500 courses
      170 (Class Voice), 171 (Brass I), 172 (Brass II), 173 (Strings I), 174 (Strings II), 175 (Woodwinds I), 176 (Woodwinds II), 177 (Percussion), 372 (Functional Piano)
   3. 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.

D. MUSIC TECHNOLOGY — .500 course
280 (Introduction to Music Technology)

E. MUSIC EDUCATION — 3.500 courses
290 (Introduction to Music Education), 370 (Vocal Pedagogy), 390 (Methods in Music Education), and 391 (Special Topics in Music Education)

DEGREE REQUIREMENTS:
BACHELOR OF MUSIC EDUCATION (MUSIC THERAPY)
38.750 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 enrolled in the Bachelor of Music Education program in Music Therapy 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 Requirement (1-2 courses)
a. Students will demonstrate basic writing proficiency in their first year through placement examination or completion of the College Writing Tutorial.

b. Students will complete a course designated as Writing Intensive (W) in any semester between the completion of the First-Year Seminar and second semester of the junior year.

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 (R).

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 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 Psychology 100, 212, and 299.

Mathematical Sciences (1 course)
Students will complete one course in the Mathematical Sciences.
Degree Requirements

Natural Sciences (1.25 courses)
Students will complete Biology 116.

Sociology (2 courses)
Students will complete Sociology 100 and one from Sociology 200, 204, or 213. [A student may not use these courses in fulfillment of the Religious Perspectives requirement.]

Education (1 course)
Students will complete Education 200.

Non-Music Electives (1 to 2 courses to complete 14.25 courses outside the major)

Independent Study (.250 course)
Students will complete Music 407-408 (a six-month, full-time clinical experience in a facility approved by the American Music Therapy Association).

Learning in the Major (24.5 courses)

A. MUSIC THEORY — 7 courses
   101 (Theory I), 102 (Theory II), 201 (Theory III), 202 (Theory IV), 301 (Theory V), 303 (Conducting), 305 (Orchestration)

B. MUSIC HISTORY/LITERATURE — 2 courses
   210 (Basic Repertoire) and either 212 (History II) or 213 (History III)

C. MUSIC THERAPY — 6 courses
   190 (Introduction to Music Therapy) and 191 (Recreational Music—Programming and Leadership), each for one-half course credit; 291 (Music Therapy in Psychiatry and Rehabilitation); 292 (Music Therapy with the Developmentally Disabled); 293 (Practicum I in Music Therapy), 294 (Practicum II in Music Therapy), and 295 (Advanced Practicum in Music Therapy), each for 1/4 course credit; 392 (Psychology of Music I) and 393 (Psychology of Music II), each for one-half course credit; and 394 (Program Development and Administration in Music Therapy) and 407-408 (Internship) (one-fourth course credit)

D. MUSIC EDUCATION — 2 courses
   290 (Foundations of Music Education), 390 (Methods in Music Education)

E. MUSIC TECHNOLOGY — .500 course
   280 (Introduction to Music Technology)

F. PERFORMANCE — 7.000 courses as follows:
   1. Group Music — 1 course
      Eight semesters (one-eighth course credit per semester per group) of participation in the following: ensemble, orchestra, band, choir, accompanying, including at least two semesters of participation in Wooster Singers.
   2. Class Instruments and Voice — 2.5000 courses
      170 (Class Voice), 171 (Brass I), 173 (Strings I) and 174 (Strings II), 175 (Woodwinds I), 177 (Percussion), 370 (Vocal Pedagogy), and 372 (Functional Piano)
   3. Applied Music — 3.500 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.
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 of the Faculty.

COMMENCEMENT

To be graduated from The College of Wooster, a student must complete all College requirements and all requirements in the major, have a minimum of 32 courses with a cumulative grade point average of 2.0 or higher, and be in good standing under the Codes of Academic Integrity and Social Responsibility as administered through the judicial system of the College.

Students who have completed eight semesters of college-level coursework, including at least 16 College of Wooster courses, and who have met the College’s degree requirements will be awarded the appropriate degree at the next scheduled Commencement. 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.

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.

Only students who have successfully completed 31 of the 32 required courses will be allowed to participate in graduation and only if the following conditions are met:

1. All other requirements and electives, except one course, have been completed.
2. The student arranges through the Office of the Registrar to complete the outstanding course credit whether at the College or at another institution.
3. There are no outstanding obligations under the Codes of Academic Integrity and Social Responsibility.
4. The commencement program includes a notation that the student has not yet completed the degree. Students will participate in only one commencement ceremony.
REGISTRATION

The Office of the Registrar is the principal source of information about registration procedures. Students who are admitted to the College are required to pay a $350 enrollment and security deposit, which is held until graduation or withdrawal from the College in accordance with the policy outlined in the section on Expenses. The deposit is refundable prior to May 1.

Registration entry is based upon completed course credits. The procedure for adding and dropping courses is available from the Registrar; the faculty have established the following policies concerning changes in registration:

1. 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. Failure to confirm registration will result in a late fee of $50.

2. A student may add a course only during the first two weeks of the semester and only with the permission of the faculty member teaching the course and the approval of the faculty adviser.

3. With the approval of the faculty adviser, a student may drop a course before the end of the sixth week of the semester. Students should take care that at no time their registration exceeds or falls below a normal course load — see Degree Requirements.

4. A student must declare the S/NC grading option with the approval of the academic advisor and course instructor no later than the end of the fourth week of classes in any semester.

5. 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.

6. Students who are given permission to make changes in their course schedules after the stated deadlines are subject to a late registration fee of $25 for each course change transaction.

Each student is assigned a faculty adviser to supervise his or her academic program at the College. However, it is the student’s own responsibility to make final decisions about his or her education and academic program.

CLASS STANDING

The minimum number of courses which must be satisfactorily completed for class standing are as follows: Sophomore — 7 courses, Junior — 15 courses, Senior — 24 courses. Class standing is determined by the Registrar at the beginning of the fall semester of each academic year. 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 courses.

THE GRADING SYSTEMS

A. There are three grading systems:

1. A letter system using the marks and grade points: A = 4.000, A- = 3.667, B+ = 3.333, B = 3.000, B- = 2.667, C+ = 2.333, C = 2.000, C- = 1.667, D = 1.000, and F = 0.000.
2. A two-level system using the marks S and NC.
A four-level system using the marks H, G, S, and NC for the Independent Study Thesis — see the Handbook for Independent Study for details.

B. The significance of the grading notations is as follows:
A grade in the A range indicates an outstanding performance in which there has been distinguished achievement in all phases of the course.
A grade in the B range indicates a good performance in which there has been a high level of achievement in some phases of the course.
A grade in the C range indicates an adequate performance in which a basic understanding of the subject has been demonstrated.
A grade of D indicates a minimal performance in which despite recognizable deficiencies there is enough merit to warrant credit.
A grade of F or NC indicates unsatisfactory performance.
A grade of L indicates satisfactory performance in an audit course. An unsatisfactory audit performance does not appear on the transcript.

H   Honors   G   Good   S   Satisfactory   NC   No Credit

C. The 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 grade point average is calculated by totaling the number of points acquired for all courses that are letter graded (A-F) and dividing that total by the number of courses. The marks H, G, S, and NC are not calculated in the cumulative average. The F grade is calculated into the cumulative GPA. Only grades received in courses taught by Wooster faculty are included in the 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 average. For transfer students, only academic work completed at Wooster is included in the cumulative average.

D. In addition to Senior Thesis, which is graded H, G, S, or NC, students are permitted to elect the equivalent of 8 courses graded S/NC out of 32 courses required for graduation. First-Year Seminar will not be graded S/NC. Transfer students are permitted to have one-fourth of the courses remaining to be taken at Wooster graded S/NC. Courses taken S/NC are not permitted in either the major or minor unless specific exceptions to this regulation are stated by individual departments.

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 on written petition to the Dean of the Faculty. Such withdrawals are approved only in exceptional circumstances, such as medical ones.

F. Requests for such medical withdrawal from a course must be submitted in writing to the Dean of the Faculty 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 granted by the Dean of the Faculty after consultation with counseling and medical staff.

G. 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.

H. Final examinations or other integrating assignments are mandatory in all courses, except in Independent Study and fractional courses. 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. No examinations are to be given on reading days. Exceptions to the above must be approved by the Dean of the Faculty.

I. The *Handbook for Independent Study* contains the details on the criteria for evaluating Independent Study.

J. The student must attain a grade of S or C- or higher in the minimum number of required courses in the major. Courses that are repeated cannot be counted twice when computing the 32 courses required for graduation. For transfer students, at least seven of the courses in the major, including the Independent Study Thesis, must be taken at Wooster.

K. An “Incomplete” mark (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. Other arrangements are authorized in writing by the Dean of the Faculty. If the work is not completed by the time specified, the I automatically becomes F or NC. Credit for a course completed at the College will not normally be awarded after the deadline for changing incomplete grades, as indicated above.

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 at the end of each term to students, advisers, and the parent or guardian of any student who is legally defined in Section 152 of the Internal Revenue Code of 1954 as being dependent. In distributing student grade reports, the Registrar will assume that the College students are dependent as defined in Section 152 of the Internal Revenue Code of 1954 unless the Registrar is notified to the contrary by both student and parent.

N. 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 Vice President for Academic Affairs 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 Vice President for Academic affairs to share with the Committee on Teaching Staff and Tenure.
REGULATIONS CONCERNING GOOD ACADEMIC STANDING

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 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.

In order to maintain good academic standing, a student regularly enrolled as a degree candidate must meet the following criteria:

1. earn at least three full course credits in any semester;
2. earn at least seven full course credits in two consecutive semesters;
3. maintain each semester a cumulative grade point average of 2.0.

A student who does not meet these criteria will be judged to be making less than satisfactory progress toward graduation. Whether a student is asked to withdraw or is placed on academic probation will depend on the extent of the deficiency. A student who is placed on academic probation for two consecutive semesters, and who is deemed not to be making satisfactory progress toward a degree, may be withdrawn.

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 which may be secured from the Office of the Deans or on the College’s web site at: www.wooster.edu/deanofstd/. The completed application, including any necessary transcripts, references, and/or medical/counseling statements, must be received, together with a payment of a $350 enrollment and security deposit, by the Office of the Dean of Students at least one month prior to the beginning of the semester in which the person wishes to re-enter the College.

VETERANS’ 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.
Admission to The College of Wooster is open to qualified students regardless of age, sex, race, creed, national origin, disability, handicap, 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

<table>
<thead>
<tr>
<th>First Year Candidates</th>
<th>Application Due</th>
<th>Decision Announced</th>
<th>Candidates' Reply Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision I</td>
<td>December 1</td>
<td>December 15</td>
<td>January 1</td>
</tr>
<tr>
<td>Early Decision II</td>
<td>January 15</td>
<td>February 1</td>
<td>February 15</td>
</tr>
<tr>
<td>Regular Decision</td>
<td>February 15*</td>
<td>April 1</td>
<td>May 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer Candidates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>June 1</td>
<td>within 2 weeks</td>
<td>within 2 weeks</td>
</tr>
<tr>
<td>Spring Term</td>
<td>December 1</td>
<td>of completion</td>
<td>of admission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of application</td>
<td>notification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Candidates</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>February 15</td>
<td>April 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring Term</td>
<td>November 15</td>
<td>within 2 weeks</td>
<td>within 2 weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of completion</td>
<td>of admission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>if application</td>
<td>notification</td>
</tr>
</tbody>
</table>

*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 Application should be made according to the timetable above. The College of Wooster asks that students submit the Common Application form. The Common Application can be obtained from the Office of Admissions, or you may submit it online through www.commonapp.org. For further information on applying to Wooster, contact the Office of Admissions at 800-877-9905 or visit our Web site at http://admissions.wooster.edu/.

2. Application Supplement The Application Supplement should be submitted to the Office of Admissions with the Common Application. This form can also be downloaded from our Web site at http://admissions.wooster.edu/default.

3. High School Transcript A transcript should be furnished by the secondary school at the time the student makes 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.
4. 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.

5. Teacher Evaluation   At least one of the teacher evaluation forms 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.

6. Application Fee   A non-refundable application fee of $40 must be sent to the Office of Admissions by the stated application deadline. 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.

7. 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.

8. Financial Aid   Over ninety percent of all students at The College of Wooster receive some form of financial aid. Candidates who are applying for aid should note this in the appropriate space on the Common Application. Applicants for financial aid based on need should file the Free Application for Federal Student Aid (FAFSA) and the Wooster Supplementary Institutional Aid Application 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 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 through the Office of Admissions, 800/877-9905, or http://admissions.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 Faculty Admissions Committee suggests, as a minimum, the following distribution of entrance units:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>History and Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Plus at least one elective from the above categories for a total of sixteen academic units</td>
<td></td>
</tr>
</tbody>
</table>

*A student who wishes to continue mathematics in college should have a minimum of two units of algebra. An appropriate level of proficiency in algebra, as determined by the Department of Mathematical Sciences from the placement test required of all students, is necessary for admission to any mathematics course given for credit.

ADVANCED PLACEMENT
The College Entrance Examination Board offers Advanced Placement Examinations in many subjects, and students may receive credit in some of these – see the statements
Admission

on AP credit under individual department listings. Typically, a score of 4 or 5 on the Advanced Placement test will result in credit. In some cases, credit may be given for a score of 3; students should consult the Registrar and the chair of the relevant department.

Upon the applicant’s request at the time the examination is taken, papers and scores will be sent to the College. The College does not grant credit based on performance on the College Level Examination Program (CLEP).

EARLY DECISION

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 one of the College’s Early Decision options:

Early Decision, Option I — Candidates must submit all of the application credentials (application, application supplement, school report and transcript, recommendations and standardized test results) no later than December 1. By December 15, 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 Decision, Option II — Candidates must submit all of the application credentials (application, application supplement, school report and transcript, recommendations and standardized test results) no later than January 15. By February 1, Early Decision II 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 February 15 to pay a non-refundable enrollment and security deposit.

HOME-SCHOOLED STUDENTS

In addition to the standard application requirements, home-schooled students are also required to interview with a Wooster admissions counselor. Home-schooled students should also submit detailed course descriptions and/or syllabi for academic work completed through the home-schooling program and three letters of recommendation, including one from a person who has provided academic instruction to the student and at least two from persons outside the student’s school instruction. A copy of a recent academic paper and an essay or statement describing why the student and/or family chose the home-schooling option should also be included.

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 Dean of Admissions. To secure a place in the class, the enrollment and security deposit
must be submitted at the time the student requests to be deferred. Students must confirm in writing their intention to enroll no later than May 1, 2006.

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), the $40 application fee, transcript from each college or university attended, ACT and/or SAT I scores, and the Dean’s Reference form.

Applicants are required to have official transcripts of record from each institution at which they have studied sent to the Office of Admissions. Normally, courses completed at another accredited institution will be accepted if the grade is C or better, if the cumulative grade average is a 2.5 or better, and if the courses are equivalent to those offered at Wooster. The Registrar will make final determination of transfer course credit upon receipt of the official transcript.

The College will accept up to a maximum of 16 Wooster course equivalents completed elsewhere and transfer students must complete at least 16 courses at Wooster to graduate, including four (4) courses for the general education requirements and seven (7) courses in the major, including the Independent Study Thesis. Approved off-campus study, internships, Advanced Placement credits, and international advanced placement credits are exempt from this transferred course limit. The First-Year Seminar in Critical Inquiry (see Interdepartmental Courses) is a requirement for graduation for transfer students who enter with fewer than 7 course credits.

INTERNATIONAL STUDENT ADMISSION

The College of Wooster has made a commitment to serving the needs of the international student. These students comprise approximately seven 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 grades of A, B, C, or D will automatically receive credit for two Wooster courses 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 5, 6, or 7 will receive two courses toward graduation in the subjects included in the Wooster curriculum. Students passing with a grade of 4 will transfer one course toward graduation. Students submitting the International Baccalaureate examination results are subject to the same procedures that govern granting of credit for A-Level results.

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 Director of International Admissions 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 (FAPSA), 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 them only partial financial assistance. International candidates must be able to contribute at least 60% or more of their annual expenses, not including travel, while studying at The College of Wooster. It is not possible to award funds beyond this level of assistance. All financial aid awards are final and represent the College’s maximum level of support offered to the student. According to United States Immigration law, non-U.S. citizens who are not permanent residents must submit a Declaration of Finances whether or not they are applying for financial aid.

English Language Proficiency

All foreign candidates must prove competency in the English language by submitting results of the Test of English as a Foreign Language (TOEFL) or the Advanced Placement International English Language Examination (APIEL). No application will be processed or evaluated without official TOEFL or APIEL examination results, regardless of the language of instruction. A minimum score of 213 (550 on the written format) on the TOEFL exam is required for admission.

International Students and the Foreign Language Requirement

International students whose primary language is other than English may satisfy the College’s foreign language requirement by achieving an appropriate TOEFL (at least 550 on the written test; 213 on the computer-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 of the Faculty. The same conditions apply for American students who have studied or lived in a non-English speaking environment for an extended period.

APPEAL OF AN ADMISSIONS DECISION

Any applicant who is denied admission may appeal that decision by filing a written request for review with the Dean of Admissions 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.

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 Registration “Regulations Concerning Good Academic Standing”); (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 Vice President for Academic Affairs upon the recommendation of faculty members or deans for sufficient reasons.

3. Students may be asked by the Vice President for Academic Affairs to terminate registration for financial reasons upon the recommendation of the Vice President for Finance and Business after consultation with the Deans of Faculty and 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.

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 delegated 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. The deposit is refundable prior to May 1 (with the exception of Early Decision candidates).

*Medical Data* Before matriculation each new student will receive a Medical Questionnaire which must be completed and returned before registration is final.

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
SUMMARY OF EXPENSES FOR THE YEAR 2005-2006
(Fall and Spring Semesters)

Comprehensive Fee .................................................. $35,290
Tuition and Fees .................................................. $28,230
Room ................................................................. $3,210
Meals ............................................................... $3,850

The Comprehensive Fee includes tuition, room, 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 $1,400 per year. For Summer Session charges, ask for the Summer Session brochure. With respect to private music lessons, a fee of $353 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 $350. 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 Student Health section. 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 $210 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 additional course without charge. 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 2005-2006. 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, which is held until graduation or withdrawal from the College, 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 8 unless enrollment in the Key Monthly Payment Plan (administered by Key Education Resources) for some or all of the entire year’s expenses is completed prior to the August 8 due date. For families who do not enroll in the Key Monthly Payment Plan, full payment of the spring semester fees, to be billed mid-November, is due by December 15. 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 residence and 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). A monthly carrying charge equal to 1% of any unpaid student account balance will be assessed on any past due balance. 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 will be assessed to students who complete their payment requirements after the first day of classes. Students will not be permitted to participate in pre-registration or housing selection, or receive transcripts of grades until all student account balances have been paid in full.

The Key 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 anticipated deposits, direct payments, and applicable financial aid grants and loans, must be estimated and noted on a Key Monthly Payment Plan application form; such estimates may be subsequently revised by contacting Key, to avoid the assessment of carrying charges and/or other penalties. Although applications will be accepted by Key until the fall semester payment due date, those received after June 1 must include the full payment of any missed monthly installments. A $50 non-refundable application fee applies for applications received by July 31; the fee increases to $125 for applications received by Key after July 31. Families may contact Key at 1-800-KEY-LEND for applications or further details.

WITHDRAWAL

To withdraw from the College, a student must arrange an interview with a member of the Dean of Students staff and complete an official withdrawal form. Failure to attend class or merely giving notice to the instructor will not be regarded as an official notice of withdrawal. Students who withdraw unofficially will be considered to have left the College at the mid-point of the semester.

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 following schedule:

<table>
<thead>
<tr>
<th>Week of the Semester</th>
<th>Percentage of the Full Semester’s Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week of a semester</td>
<td>10% of the full semester’s charge</td>
</tr>
<tr>
<td>2nd week of a semester</td>
<td>20% of the full semester’s charge</td>
</tr>
<tr>
<td>3rd week of a semester</td>
<td>30% of the full semester’s charge</td>
</tr>
<tr>
<td>4th week of a semester</td>
<td>40% of the full semester’s charge</td>
</tr>
<tr>
<td>5th week of a semester</td>
<td>50% of the full semester’s charge</td>
</tr>
<tr>
<td>6th week of a semester</td>
<td>60% of the full semester’s charge</td>
</tr>
<tr>
<td>7th week of a semester</td>
<td>80% of the full semester’s charge</td>
</tr>
</tbody>
</table>

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 considered 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.

DEFERRED PAYMENT OPTIONS
As part of the College’s continuing effort to provide affordable and convenient payment options, the Key Alternative Loan program is offered by Key Education Resources to help families meet their payment obligations by the fall semester payment due date. Please note that only one-half of an approved loan is disbursed each semester. Applications must be received by July 15 to allow adequate time for processing prior to the fall semester payment due date. Families may contact Key at 1-800-KEY-LEND for applications or further details. This loan is made in the student’s name, usually with a cosigner. The loan amount is limited to the total cost of education each year, subject to a $100,000 aggregate loan limit. No principal repayment is required while the student is in school, and repayment may be made over a 10-20 year period. The interest rate, which varies quarterly, is equal to the 3-month LIBOR (London Interbank Offered Rate) plus 3.30% for cosigned loans or 3.85% for non-cosigned loans. A processing fee of 4% (9% if no cosigner) will be added to the loan principal after the final disbursement.
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 2004-2005, financial aid from all sources, totaling over $32 million, was awarded to 1,850 Wooster students.

### 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:

**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 Grants**

**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).

**Ohio Instructional Grant Program:** OIG awards are determined by level of family income and number of dependent children. The program is intended to assist Ohio families in lower and middle income brackets. The Free Application for Federal Student Aid (FAFSA) is the OIG application.

**Ohio Student Choice Grant Program:** The Choice Grant Program provides grant funds to Ohio residents enrolled full-time in private Ohio colleges without regard to need.

**Other State Scholarship Programs:** Several states offer scholarships which can be used at The College of Wooster.

**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 Dining Services, 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.

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 church offices or from: Presbyterian Church (USA), Office of Financial Aid for Studies, 100 Witherspoon, Room M052, Louisville, KY 40202-1396. [http://www.pcusa.org/financialaid/program_finder.htm]

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 from high school guidance offices and 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 (for a maximum of 8 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.

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/financialaid/
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 with no grade point requirement.** Typically a student may hold only one merit scholarship from the College.

The following information regarding scholarships is relevant for the 2004-2005 application season. Specific details such as scholarship application deadlines, dollar amounts, and minimum criteria are subject to change annually. For up-to-date information, please contact the Office of Admissions at 800-877-9905, or log onto http://admissions.wooster.edu/admissions/scholarships.

**College Scholar Awards:** College Scholar Awards ($16,000, $18,000, or $20,000 per year) are awarded to exceptionally promising students who participate in a scholarship competition evaluated by a special faculty committee. Students must meet the following criteria by December 10 of their senior year to compete for a College Scholar Award: 3.50 GPA and a 29 ACT, or 1950 SAT, or 680 SAT critical reading, or 680 SAT writing.

**Clarence Beecher Allen Scholarships:** Honors the first black graduate of the College, a member of the class of 1892. Awards of $16,000 or $20,000 per year are awarded to entering students with a demonstrated record of academic achievement and promise of continued success in college. Awards are based on merit without regard to financial need. Students who would like to be considered for Clarence Beecher Allen Scholarships must submit their application for admission to Wooster by January 15.

**Compton Scholarships:** Honoring Nobel laureate Arthur Holly Compton, ’13, Compton Scholarships are awarded to applicants who demonstrate unusual aptitude for Wooster’s program of Independent Study. Sixty-five awards of $10,000-$16,000 are made each year must submit the Common Application and Compton essay to Wooster by February 1.

**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 $750 to $2,000. Detailed information regarding application procedures and selection criteria is available from secondary school counselors.

**Multicultural Scholarships:** Multicultural Scholarships are awarded to students of color with a demonstrated record of academic achievement and intellectual promise. Awards of $11,000 to $18,000 are made each year.

**Music Scholarships:** Music scholarships are awarded on the basis of an audition with the Music Department as well as other academic credentials. These $2,000-$8,000 scholarships are renewable for four years based on the recommendation of the Music Department.

**Theatre Scholarships:** Students with demonstrated interest and experience in theatre and/or dance may audition for $2,000-$8,000 scholarships in performance and technical areas. Awards are renewed on the basis of continued participation in College theatre productions.
Scottish Arts Scholarships: Pipers, dancers, and drummers are eligible to audition for these $2,000-$8,000 scholarships. Awards are renewed on the basis of participation in Scot Band activities.

Note: Music, Theatre, and Scottish Arts winners who also qualify for another merit scholarship may hold both scholarships, with the performance award set at a maximum value of $4,000.

Science and Mathematics Scholarships: These $9,000-$15,000 scholarships reward achievement and interest in the sciences and mathematics.

Covenant Scholarships: Wooster applicants who are members of the Presbyterian Church (USA) are eligible for these awards of $9,000-$15,000 per year. Awards are made on the basis of a recommendation by the student’s minister or youth minister and academic achievement.

Alice Powers Scholarships: Students from Trumbull and Mahoning Counties in Ohio may be eligible for scholarships of $5,000 per year, awarded on the basis of academic achievement and extracurricular activities.

Wayne County Scholarships: Students from Wayne County, Ohio, are eligible for these $9,000-$15,000 awards. Awards are made on the basis of academic achievement and extracurricular activities.

Byron Morris Scholarships: 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. Scholarships are awarded for amounts of $2,500 or $4,000.
STUDENT LIFE

CAMPUS COUNCIL
In the spring of 1969, a Campus Council was created, which joined in its membership students, faculty, 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 College Code of Social Responsibility.

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 College Judicial system serves as the adjudicating agency for academic violations as well as social violations.

CODE OF ACADEMIC INTEGRITY
The College of Wooster has operated under an academic honor code since the beginning of 1962-63 when it was initiated by students. “... 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
Preamble
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 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, including funding for some student organizations, transportation to/from Cleveland-Hopkins International Airport at College breaks, and summer storage. The officers each have specific responsibilities and participate in Senate meetings and weekly Cabinet meetings.

WOMEN’S CLUBS AND MEN’S SECTIONS (Greek Life)
There are six local social clubs for women and five 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 15 percent of the student body is involved in sections and clubs. Sections and clubs may apply for College housing each year. Currently, eight groups are housed as units in College housing.
CAMPUS CULTURAL LIFE

Each year the College offers a wide variety of cultural events, organized and supported by faculty, students, and other organizations. A highlight each fall is the Wooster Forum, an impressive series of lectures and events that has in the past featured Apollo’s Fire, The California Cajun Orchestra, Jane Goodall, Brian Greene, Lani Guinier, David Halberstam, Robyn Helzner Trio, Jonathan Kozol, Kronos Quartet, James McBride, Michael Moore, Anna Deavere Smith, Art Spiegelman, Susan Stamberg, Laura D’Andrea Tyson, Cornel West, George Will, Juan Williams, Terry Tempest Williams and a host of others. Faculty members offer presentations of their own work in a regular lecture series, “Faculty at Large,” which are open to the public, and many departments arrange for seminars and symposia by visiting scholars. The departments of Art, English, Music, and Theatre arrange for exhibits, poetry readings, recitals, and dramatic performances that often feature Wooster faculty and students, many of them in conjunction with Independent Study. Some of these regular events are described below. Several film series feature American and international films, and the Wooster Activities Crew also plan special events.

ART

The College of Wooster Art Museum  Located in Ebert Art Center, The College of Wooster Art Museum presents a series of rotating exhibitions each year in the Sussel Gallery and the Burton D. Morgan Gallery. These exhibitions feature internationally and nationally recognized artists, the Five Colleges of Ohio Juried Student Biennial, studio art faculty exhibitions, and exhibitions selected from the Permanent Collection of over 6,000 objects.

MUSIC

The Scot Band  An organization of about 170 musicians, the Scot Marching Band 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  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  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  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. (Ask the music department – I don’t know about this group.)

Wooster Symphony Orchestra  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  Participants for this advanced orchestra are selected each fall from the membership of the larger orchestra.
**Jazz Ensemble**  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**  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**  In addition to the above, smaller groups such as string, woodwind, brass, and percussion ensembles function as there is a demand or requirement.

**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. 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.

**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, which includes a dance track within the major and a minor in Theatre. Additionally, the Dance Concert is presented as one of the Theatre Department’s main stage productions. Opportunities for students to dance, choreograph, and coordinate for the Company provide excellent experiences and college credit.

**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 offers special programs, such as live Saturday afternoon Metropolitan Opera broadcasts from New York. Any student interested in the various fields of broadcasting — engineering, programming, news, or sports — is invited to participate.

**STUDENT PUBLICATIONS**  
The **Voice** is the College weekly newspaper, staffed by men and women from all classes.

**Goliard** is the College literary and art journal. It is published annually and is staffed by men and women 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 upperclass students under the guidance of the Director of the Writing Center.

The **Index** is the College yearbook, published annually and staffed by men and women from all classes.
The New Student Directory is the annual August publication of pictures and data concerning new students. This publication is distributed by the Student Government Association.

SPECIAL INTEREST GROUPS
Approximately 100 student organizations are chartered by Campus Council. These special interest organizations, open to any interested students, include departmental clubs, international/diversity groups, political organizations, club sports, and volunteer groups.

Some of the groups are as follows: Women’s Resource Center (WRC), Black Students’ Association (BSA), Don’t Throw Shoes, The Men of Harambee, International Student Association (ISA), Allies and Queers, WOODS, Amnesty International, Tri Beta Biological Society, Circle K International, Environmental Concerns of Students (ECOS), Wooster Volunteer Network, South Asia Committee, Merry Kween of Skotts, the COW Belles, Scottish Art Society, and Wooster Cricket Club. Further information is available from the Director of Lowry Center and Student Activities.

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 eleven sports: basketball, cross-country, field hockey, lacrosse, swimming, soccer, softball, tennis, indoor and outdoor track, and volleyball.

Tuition includes free admission for students to all regularly scheduled intercollegiate contests held in Wooster.

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, 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 must obtain prior permission from the chairperson of the Department of Physical Education and Athletics.

RELIGIOUS LIFE ON CAMPUS
The religious community at The College of Wooster is diverse. A variety of opportunities are provided for religious expression and spiritual growth seeking to deepen the search for meaning.

The Office of Interfaith Campus Ministries coordinates religious life on campus, supporting existing student religious groups, initiating new groups as interest and need are indicated, and developing programs that challenge and nurture the spiritual life of students. The Campus Minister and the Associate Campus Minister are available for individual conversations and counseling with students, for programs dealing with issues and questions of faith, and as a resource for other religious activities. They can be reached at Ext. 2602. The office sponsors many programs and events that are open to the campus community. A newsletter is published monthly, and a web page is available at www.wooster.edu/campusmin. Interfaith Campus Ministries is located in Overholt House on the north end of campus.
Throughout the year, there are opportunities for interfaith dialogue and worship. The various Christian groups collaborate to meet the needs of Christian students. Linda Morgan-Clement, the Campus Minister, is the chair of the Interfaith Council, which helps to coordinate the activities of the student religious groups at Wooster.

**Worthy Questions** invites students 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.

There are several student-focused worship services on campus. The Newman Catholic students have a mass on campus once a month. En Route provides Protestant student-led worship each Sunday evening that classes are in session.

**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 serious vocational discussion and reflection. Involving a sense of “calling” distinct from career or work or academic major, vocation is a deep commitment to a life path grounded in authentic values, spirit, and service. 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? Through the five-year period, January, 2003 through December, 2007, 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. The Lilly House is located at 1452 Beall Avenue. Lilly Project initiatives include curricular, field experience, and co-curricular elements.

**Christian life on campus** includes a number of student groups.

*En Route* is a Protestant student group whose mission is to be a student-led Protestant Christian group, celebrating the presence of the Spirit, and pursuing a relationship with God in Christ. We are committed to being an open, accepting, affirming, and loving community where students can ask and explore questions of faith.

**Fellowship of Christian Athletes** is affiliated with the national organization, whose mission statement is to “Present athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationship and in the fellowship of the church.” The Wooster group meets regularly.

**The Newman Catholic Student Association** serves as the focus for Roman Catholic life. Its various services, activities, retreats, social justice programs, and speakers are open to all students at the College.

**Sisters in Spirit** is part of the National Network of Presbyterian College Women and is open to all who wish to attend. The group meets regularly to explore a variety of faith issues pertaining to college-age women. Two retreats a year are opportunities for women to engage in intentional reflection and spiritual growth.

**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.

**Word-Up** participants are a multicultural group of committed Christians. They meet for weekly Bible study, providing a network of believers focused on walking with integrity with the Lord Jesus while they are away from home.

**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 interest-
ed. 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 the *Muslim Student Association*. It 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 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. The pastor at Westminster Church is available for counseling at the Westminster Church House and may be reached by calling 330-263-2398.

**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 the Office of Campus Ministries.

**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.

The Wooster Activities Crew is comprised of the following committees: Coffeehouse, Comedy, Cultural Topics, Musical Entertainment, Films, Publicity, Public Relations, Special Events, and Travel and Recreation.

Lowry Center houses many multi-purpose areas including the bookstore, post office, information desk, bowling and billiards facility, main lounge, darkroom, art exhibit area, meeting rooms, the gallery of international flags, faculty lounge, dining facilities, 24-hour cyber café and printing center, and snack bar. Also located in the building are offices for the college newspaper, yearbook, Women’s Resource Center, Student Government Association, Wooster Activities Crew, and Campus Council.
STUDENT SERVICES

INFORMATION AND COUNSEL
Information and counsel regarding academic requirements are available through the Registrar, the Dean of the Faculty, the Dean of Students, and other members of the Office of the Deans, as well as through the faculty adviser to whom each student is assigned.

In addition, a wide variety of services are provided through the Office of the Deans to assist students in making their adjustment to college and in carrying forward their life plans. These include:

*Personal and medical counseling* available through the College physician and professional counselors and access to a psychiatrist upon referral by the physician.

*Career Services* is available to assist students in their search for self-understanding, appraisal of interest and abilities, and in their efforts to determine career objectives that are most meaningful and satisfying.

*Personal support services* through the availability of residence hall professional staff who serve as directors of the residence halls and houses, and peer counseling through a continuously trained student staff (R.A.s) serving in the residence halls and houses.

Students have access to any of the Deans at any time simply by request. Students are, however, responsible for their own decisions.

HOSPITALITY SERVICES STUDENT DINING INFORMATION
Meals are provided to students on the meal plan contract by the College-owned-and-operated Hospitality Services department. The meal plan provides students one “all-you-care-to-eat” plan allowing 3 entrances per day in either Lowry dining room or Kittredge dining room (weekdays Lunch & Dinner), or meal plan equivalency for daily Breakfast and weekday Lunch at the Java Hut. Students must present their College I.D. card in order to utilize their meal plan. Any student without a card may get a temporary replacement card at the Key and ID Office or from Lowry information desk when the Key and ID Office is closed. Students living off campus are welcome to subscribe separately to the meal plan contract. Meal tickets may be purchased at the Java Hut and at Mom’s Truckstop. Students may also utilize any money they may have in their COW card debit account for meal purchase at Lowry, Kittredge, and the Java Hut.

**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 Monday through Friday, Lunch and Dinner on Saturday and Sunday. Dining hours and menus are posted at the dining room entrance and can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/.

**Kittredge Dining Hall** features all-you-care-to-eat style meal contract service offering “No-Fry Zone” healthier style menu with cook-to-order concept Monday – Friday at Lunch, and Monday – Thursday at Dinner, as well as catering services to the community. Dining hours are posted at the dining room entrance and menus can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/.

The **Java Hut** coffee shop located on the ground floor of Lowry Center student union is open seven days per week and features freshly ground espresso drinks; coffees; fresh fruit smoothies; upscale pastries; fresh bagels and flavored cream
cheeses; jumbo muffins with butter and jellies; and a variety of dry cereals, fruits, and nutritional drinks. The Java Hut is a cash operation, which also offers meal plan equivalency for meal contract students at Breakfast every morning, and for Grab-n-go lunches Monday through Friday. Hours of operation can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/javahut.html.

Mom’s Truck Stop is a cash operation located on the ground floor of Lowry Center and features à la carte grill foods, cold salads and sandwiches, soups, fountain drinks, hot beverages, and ice cream. Mom’s offers meal plan equivalency for students on meal plan that have extraordinary meal period conflicts (as approved by the Director of Hospitality Services). Hours of operation can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/moms_woomart.html.

Woo-Mart convenience store is a cash operation located inside Mom’s and features pre-packaged snacks; dry, chilled and frozen convenience foods and confections; toiletries and cleaning supplies. Hours of operation can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/moms_woomart.html.

The Wooster Inn is a cash operation which is open to the public. The restaurant operation at the Wooster Inn is open for upscale/casual dining from 11:00 a.m. - 2:00 p.m. for Lunch Tuesday through Friday; Dinner from 5:00 p.m. - 9:00 p.m. Thursday, Friday, and Saturday; and Sunday Brunch from 11:00 a.m. - 2:00 p.m. The restaurant operation offers full-featured catering services including meetings, wedding receptions/rehearsal dinners, and fine dining events for the campus and community. Lunch and Dinner reservations are recommended and can be made by calling 330-263-2660. The Wooster Inn has 13 guest rooms and 2 guest suites, all handsomely decorated and featuring air conditioning, computer modem connections, and cable TV. Complimentary newspaper and a continental breakfast is provided daily for house guests. Menus can be viewed on the World Wide Web at http://www.wooster.edu/wooster_inn/.

The Catering Office can provide catering services and on-location catering in any campus building or on the campus grounds at a reasonable cost. The Catering Office also processes orders for student Birthday Cakes and Exam Care Packages. All catering requests must be placed with the Catering Office at least seven days prior to the requested service date. The Meal Plan/Catering coordinator administers all meal plans on the campus-wide card system and is located in the Catering Office. The Meal Plan/Catering Coordinator can answer questions and resolve problems with regards to the meal plan. The Catering Office is located on the lower level of Lowry and may be reached by calling 330-263-2358. More information about catering can be viewed on the World Wide Web at http://www.wooster.edu/hospitality/catering/default.html.

HOUSING
The College of Wooster is a residential college. 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-sex halls, and program-orien-
ted halls. Housing options include the International Program, the Sciences and
Humanities Program, Club and Section Housing. All College residence halls and pro-
gram houses have access to the computer network.

Residence hall rooms vary in size, configuration, and styles of the furnishings. Most
all rooms have a study desk, chair, bookshelves, bed, mattress, dresser, and
window shades. Bedding, pillows, rugs, curtains, and other equipment are provided
by the resident(s). Students must provide their own telephones while on-campus and
local service is available to all students. Individual students must contract long
distance service. 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.

Students provide and care for their own bed linen. Washers and dryers are pro-
vided for all College housing. 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 com-
plete 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 avail-
able 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, including Resident Directors and
Area Coordinators, also live within the residential community to provide assistance to
the residents. The Central Office Staff include the Director of Residence Life, the
Associate Director, two Assistant Directors, and a full-time Secretary/Receptionist.

For new students, a room reservation is made when an applicant has been accepted
for admission, paid the enrollment and security deposit and submitted a housing
application. 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 assign-
ments for new students will be completed in mid-summer by the Residence Life staff.

College residence 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 sec-
ond semester, those who are graduating may remain on campus until commencement
ceremonies have concluded.

Information on housing may be acquired by calling the Residence Life Office at
330-263-2498 or by visiting the Residence Life web site at www.wooster.edu/reslife/.
Information on fees may be found in the Catalogue section entitled Expenses.

STUDENT HEALTH SERVICES AND COUNSELING

The Longbrake Student Wellness Center is staffed 24 hours a day by registered nurses
and provides student rooms for overnight stays. Services include proactive programs
on student health concerns and wellness, treatment for illness, minor surgical prob-
lems, medical and psychological consultation, and cooperation with family physicians
in the student’s continuing medical care. The Cold Care Center, an educational mod-
ule for self-treatment of respiratory infections, and the First Aid Center, for treatment
of minor blisters and abrasions, are available without appointment during regular
clinic hours. Most of the health services that students require (including some med-
ications and health supplies) are provided at the Wellness Center. The College also
maintains a contractual arrangement with the Cleveland Clinic Wooster, a private
multi-specialty group of over thirty physicians located a short walk from the campus,
which provides full medical services and professional care. The services offered by the Wellness Center and the Cleveland Clinic Wooster are provided to students enrolled on a full-time basis.

The Wellness Center Medical Staff consists of four physicians from the Cleveland Clinic Wooster, a nurse director, nurse practitioners, an alcohol, tobacco and other drugs prevention specialist, registered nurses, a certified athletic trainer, and clerical assistance. The Cleveland Clinic Wooster physician is the chief health officer for the College and all services are administered under his/her supervision. The ambulatory clinic is staffed by registered nurses and is open 8:00 a.m. - 4:00 p.m., Monday through Friday, except the first and third Thursday of every month when it opens at 9:00 a.m. A physician sees students, by appointment, 9:00 - 11:30 a.m., Monday through Friday. The athletic trainer sees non-varsity student athletes at the Wellness Center, by appointment, one-half hour daily on Monday through Friday.

If a physician is needed at a time other than those indicated above, the student can be seen when referred by a physician on call in his/her office at the Cleveland Clinic Wooster.

A Student Accident and Sickness Plan supplements the health-service program of the College. The cost of Part I of the plan is included within the Comprehensive Unit Fee and is compulsory for all students. Part II of the plan provides additional benefits, including a major medical component for sickness or accident medical expenses. Part II is compulsory for students who do not furnish a waiver form indicating that they have health insurance coverage through a parent or individual plan. Details of the plan are contained in the brochure mailed to all students by the Business Office. Psychological and counseling services are also available at the Wellness Center. Two full-time and one part-time staff members (psychologist, counselor and social worker) provide professional counseling for students who wish to discuss personal concerns and difficulties. Counseling is also available for students with eating disorders. The service is completely confidential, and there is no fee for counseling received at the Wellness Center.

More information about health and counseling services may be obtained at www.wooster.edu/health.

CAREER SERVICES
Career Services, located in the Rubbermaid Center, 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, see our website at: www.wooster.edu/career.

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 the student’s academic needs in specific courses. Students may also take advantage of space for quiet study and computer use at the Learning Center.

The Center also works with students with identified learning disabilities to ensure equal access to courses and programs. The College recognizes that students with learning disabilities may require academic adjustments and these adjustments may be arranged through the Learning Center.

The Learning Center is open from 8:00 a.m. to 4:00 p.m. Monday through Friday, and the extension is 2595. There is no fee for this service, and students are encouraged to schedule their initial appointment with the Center early in the semester.

WRITING CENTER
The Writing Center, located in Andrews Library, L1, serves all students at The College of Wooster who wish to become better writers, readers, and thinkers. The Center is a resource for writers at every level, whether beginning or advanced. Experienced consultants and trained peer tutors provide one-to-one tutorial assistance in all aspects of the writing process: organization, sentence structure, style, revision, editing, research paper writing, grammar, punctuation, and spelling.

The Writing Center also offers workshops on a variety of topics (e.g., Drafting Papers, Revising Papers, Documentation) and provides regular tutorials for international students who wish to improve their language skills and for students working on Independent Study projects. There is no charge for attending the Center, nor are students required to be enrolled in a composition class to make use of the facility. The Writing Center is open Monday through Friday 9:00 a.m. to 12 noon, Monday through Friday 1:00 to 4:00 p.m., and Sunday through Thursday 6:00 to 10:00 p.m.

SERVICES FOR STUDENTS WITH PHYSICAL DISABILITIES
Students with physical disabilities who require special services should identify themselves and their needs to the Dean of Students’ Office and to the Secretary of the College.

HONORS AND PRIZES

ACADEMIC HONORS
The Dean’s List includes students meeting the following criteria during a semester: enrollment for at least four full credits in letter-graded courses, a semester grade point average of 3.50 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) an average of 3.5 in all courses taken in the major department; (3) an overall average of 3.2 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); *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 in 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 of 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 his 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 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 Lou Cramblett Christianson Prize in Education was established in her memory as a teacher in 1995 by her husband, Paul Christianson, and family and friends. The prize is awarded each year to a junior or senior student of high academic achievement who is planning a teaching career in early childhood or elementary education.

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 College of Wooster Academy of American Poets/Cora Owlett Latzer Prize was established in 1983 by Susan Donnell, a graduate of the class of 1971. It honors the memory of her grandmother, Cora Owlett Latzer. The prize is awarded annually to the student who, in the judgment of a panel composed of members of the Department of English, submits the best group of poems.

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 done 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 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 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 college 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. They provide for three prizes 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, and 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 have those scholarly and personality traits indicative of superior leadership potential in the field of Urban Studies.

**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 with the support of the Donaldson Fund. 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 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 Senior Independent Study paper.

**The John D. Fackler Award** (formerly the John D. Fackler Medals) is made each year to that College debater who in the estimation of the Department of Communication has done the most effective debating during the year.

**The Josh Farthing Endowed Prize** was established in 2003 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 James R. Finney Prize** was established in 1999 by his family and friends and honors the memory of James Finney, a 1975 Wooster graduate who went on to earn a Ph.D. in Theatre at Northwestern University. The prize is awarded annually to a student whose involvement in theatre has significantly enhanced Wooster’s program. First preference will be given to a student with a demonstrated interest in Elizabethan drama and stage combat.

**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.
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 Willard A. Hanna Prize in Asian Studies, established in 1994, is awarded to Wooster’s most outstanding student in Asian Studies. The prize is named for Willard A. Hanna, a graduate of Wooster’s class of 1932. 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 University Field Staff.

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 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 made 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 program of that department.

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, ’14 and ’14, 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 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 done 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 at The College of Wooster. 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 H. 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 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.Mus., or B.Mus.Ed.) who has been selected by the faculty committee of 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 over the age of 24 who has a minimum grade point average of 2.5 and who demonstrates leadership ability.

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 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 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 their 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 1873-83. 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 Thesis. The Women’s Studies Prize is awarded to the student completing the most distinguished Senior 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, 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 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 unflagging commitment to scientific inquiry and his appreciation of the value of higher education.

The Aylesworth Professorship of Classical Studies was the gift, in 1904, of 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 playing 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 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, 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 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 Brushan,” 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 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 An endowment for lectures, performances, commissions, or exhibitions in the humanities commemorating the contribution to The College of Wooster of John R. Carruth, Professor of Music (1952-72), 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 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. The appointment is held by an ordained Presbyterian minister, and the endowment was provided by the Foundation 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 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 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 Al 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 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 Vice President for Academic Affairs and two persons appointed by the President.

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 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. 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 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 Vice President for Academic Affairs.

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 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 on its faculty by enabling them to bring to completion works of major scholarly significance.

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 Barbara Ward McGraw Memorial Fund was established in 1999 by her family and friends. Barbara McGraw was a member of the class of 1953, a Communication/Theatre major, and a superb public speaker. Income from the fund is used annually by the Department of Communication to bring to the campus a guest speaker of exemplary abilities in connection with Communication Week.

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 will support programs each year that will make religious and ethical questions an integral part of the education program of the College.

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 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 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 Vice President for Academic Affairs.

**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 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 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. Stevens’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 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 ’62. The fund benefits The College of Wooster Nursery School, established in 1947, which 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 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, ’89, Johnson Professor of Mathematics and Astronomy, 1900-1907, for the encouragement of faculty research in the natural sciences and mathematics.

The Richard D. Yoder Fund for Music was established in 2001 through a generous bequest from Dr. Yoder. Income from the fund is used to support music performance programs within the Department of Music.

In 1987, the College received a challenge grant from an anonymous foundation to establish an endowment fund to support a tree conservation maintenance and replacement program at Wooster. Through 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 present site. This unusual tree endowment permits Wooster to preserve the beauty of the campus.
ENDOWED SCHOLARSHIPS

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 Presbyterian of St. Louis in 1895. These merit scholarships are awarded to African American students who demonstrate high academic achievement.

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 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. First preference is given to members of the College’s track and cross country teams.

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 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 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 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 a black 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 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 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 David L. Carpenter Scholarship was established in 1984 by David L. Carpenter, class of 1965. Following his lifetime 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 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 Clarke Family Scholarship Fund was established in 1996 through the generosity of James T. Clarke, Trustee, 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 abili-
ty 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 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 Financial Aid Director at Wooster.

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 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 the 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 1964-82. 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 Drushal Scholarship was established in 1977 by students of the College and other friends in honor of J. Garber Drushal, Wooster’s eighth President. It 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, 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 1991-2002 and has been an emeritus life member since 2000. This scholarship is awarded annually to students with demonstrated 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 Edgecomb Endowed Scholarship was established by Franklin, 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 Endowed Faculty Scholarship Fund is supported by contributions from individual members of the faculty. Initiated in 1970, 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 Katherine 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.

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 who has financial need.

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. Foster Endowed Scholarship was established by his family to honor Mr. Foster, class of 1935, who was a professor of physics at the University of Toledo (Ohio) and who served on the board of the Toledo Public Schools for fourteen years, including four years as President. The income from the fund is awarded to a graduate of the Toledo Public Schools or 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 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 until 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 will be 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 annually 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 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 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 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 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 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 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 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 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 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 is awarded to a student who has financial need and exemplifies the scholarly qualities that Mr. Hopkins demonstrated throughout his life.

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. These are known as the Lois Howland Memorial Scholarships.

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 **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 by his parents, 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 will give 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 Paul Evans Lamale Scholarship in the Social Sciences was established in 1947 by Charles E. Lamale x'07 and Mrs. Lamale in memory of their son, a member of the class of 1941, a U.S. Marine Corps aircraft pilot and captain who fell in the American attack at Rabaul, New Britain, January 30, 1944. It 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 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 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; preference will be 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 Abraham Lincoln Memorial Scholarship was established in 1964 by a committee representing students, faculty, and 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-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 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 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 Hewls 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 Abigail 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 Dean 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 students’ 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 men and women students.

The Albert Gordon McGaw Memorial Scholarship was established by Wilbert H. McGaw in memory of his father. It is administered by the Women’s Advisory Board of the College.

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 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 Mikkelson Endowed Scholarship was established in 2005 from the proceeds of a planned gift and honors the memory of Mary Bonsall Mikkelson, 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 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 that the fund provides 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 Mortensen Scholarship was established in 1981 by Mr. and Mrs. Norman P. Mortensen. Preference is given to students from the Greenville, Pennsylvania, school system.

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 schol-
arship 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 Ronald H. Neill 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 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 annually 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 stu-
dent 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. 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 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 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 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 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.

Presser Foundation Scholarship is awarded 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 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 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 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 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 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. They 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 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, awarded by the Women’s Advisory Board, is the gift of that organization in memory of Helen Secrest. It 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 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 this endowed 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 this 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 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 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 Kelty 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 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 have financial need.

The Timken Scholarship endowment was established in 1998 by John M. Timken Jr. '73. 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. It 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 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 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 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 need. A named scholarship in this fund honors Edward L. Buehler.

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 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 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 Williams, the Robert E. Wilson Professor of Chemistry, 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 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 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 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 and for students to be designated by the donors, 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 John R. Cresser 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 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 Scholarship Fund
(Awarded by the Women's Advisory Board)
The Arthur C. Baird Scholarship
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
Endowed Resources

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 1935 Scholarship Fund
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The Class of 1942 Scholarship Fund
The Class of 1944 Scholarship Fund
The Class of 1945 Scholarship Fund
The Class of 1948 Scholarship Fund
The Class of 1949 Scholarship Fund
The Class of 1950 Scholarship Fund
The Class of 1951 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
Endowed Resources

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 Hue Memorial Scholarship
The Ashley J. Huffman Memorial
The Winona Alice Hughes Fund
The Huguenot Society Scholarship
The John Schuyler Hughes 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 John McClellan Scholarship
The Adeline and Jay McDowell Scholarship
The Leon McDowell Endowed Scholarship
The John McSweeney Memorial Scholarship
The Ersie E. Miller Fund
Endowed Resources

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 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 Steigners 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 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 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 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 Award
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. The libraries seat more than 800 general readers, including 285 private study carrels available for seniors engaged in Independent Study and for retired faculty. In addition to housing the College’s library resources in the humanities and social sciences and its collection of United States government documents and electronic data, Andrews and Gault libraries contain Special Collections, the Education Resource Center for student teachers, the McCoy Computer Laboratory (with eighteen computer workstations and seating for twenty-seven students), and a variety of rooms for group study and classes. Computer workstations for accessing library catalogs and databases are located throughout the buildings. Instructional Media Center include the McCreight Learning Laboratory (a thirty-station facility for foreign language instruction and testing, individual or group use of video and audio tapes, and a variety of other multimedia applications), the Graphics Room, and video editing and other production facilities. The Writing Center and the offices of the Registrar and Financial Aid are also housed here.

The Armington Physical Education Center (1968, 1973). This building houses the Department of Physical Education and serves as a focus for instructional classes, intramural sports, recreational activities, and intercollegiate athletics. The Timken Gymnasium provides intercollegiate basketball seating for 3,420 and serves as a multi-station area for classes, intramural sports, and recreational activities. A wrestling room
Buildings and Facilities

and a conditioning room, which were built during the first phase, were completely renovated during the 1989-1990 academic year and converted into The Swigart Fitness Center of approximately 3,700 square feet. This facility was modernized and expanded in 1998. Phase II, completed in 1973, 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, locker rooms, equipment and laundry rooms, a classroom, the Women’s Recreation Association office, and an administrative wing.

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 Andrews Library for resources and services available in the two buildings.)

Kauke Hall (1902), the central building of the Quadrangle, was the 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 Studies. The office of the College’s literary magazine, The Artful Dodge, is here as well. Renovation of this building began in the summer of 1961 and was completed in the fall of 1962. In addition to a complete remodeling of the building, including the structural addition of the Delmar Archway (named after its donor, Charles Delmar), there are now facilities for sociology laboratory studies, computing for the humanities and social sciences, and offices for faculty. Beginning in May 2005, Kauke Hall will be closed for an extensive renovation and will reopen for classes beginning August 2006.

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. It is also the home of the College’s Information Technology Center.

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.

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 Offices of Financial Aid, Registrar, and 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 1990’s.

**Taylor Hall** (1902) was renovated in 1985. The building 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, the Delbert G. Lean Lecture Room, 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.
BUILDINGS AND FACILITIES

**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 Office of Public Information and the Business Office. On the first floor are the offices of the Vice President for Academic Affairs, Dean of the Faculty, and Dean of Students. The offices of the President, Secretary of the College, Director of Institutional Research, and Vice President for Finance and Business, including the 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 and the Associate Vice President for College Relations and Marketing.

**RESIDENCE HALLS AND HOUSES**

**Matthew Andrews Hall** (1954), housing 80 students, is the gift of Mrs. Matthew Andrews in memory of her husband. The accommodations include a lounge, a library, and two recreation rooms.

**Armington Hall** (1966) is a residence for 83 students. The residence hall, located on Wayne Avenue, was made possible through a gift of Mr. and Mrs. George Armington of Austintown, Ohio.

**Aultz House** (1987), 575 and 575 1/2 East University Street, accommodates 7 students.

**Avery House** (1990), 558 Stibbs Street, accommodates 7 students.

**Babcock Hall** (1935), the gift of Birt E. Babcock, of the class of 1894, is a program residence hall, housing 111 students who are interested in a cross-cultural living experience. Included in the building is the Ambassadors Program and the offices of Residence Life and International and Off-Campus Programs.

**Bissman Hall** (1966) is a residence for 136 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.

**Bontrager House** (1964), 1407 Beall Avenue, accommodates 10 students.

**Bornhuetter Hall** (2004), located on the northwest corner of Beall and Wayne Avenues, accommodates 183 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, study lounges on each floor, and a central courtyard.
Bryan House (1987), 1439 Beall Avenue, accommodates 12 students.

Calcei House (1971), 823 College Avenue, accommodates 10 students.

Colonial House (2001), 809 Beall Avenue, accommodates 9 students.

Otelia Compton Hall (1955), at the corner of Beall and Wayne Avenues, is a residence hall housing 111 students. Built in honor of Mrs. Elias Compton through funds in large measure given by citizens of Wooster and Wayne County, the building has a formal lounge, two social rooms, kitchenettes, and lounges on each floor. 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.

Corner House (2001), 819 Beall Avenue, accommodates 13 students.

Crandall Apartments (1963), 326 and 326½ Pearl Street, accommodate 6 students.

Douglass Hall (1929), the gift of E.P. Douglass of the class of 1877, houses 108 students. The facilities include a lounge and social hall.

Gable House (1959), 836 College Avenue, accommodates 9 students.

Hider Apartments (1985), 561 and 561½ East University Street, accommodate 10 students.

Hider House (1985), 567 East University Street, accommodates 9 students.

Holden Hall Main Building (1907) accommodates 162 students. Named for Dr. Louis E. Holden, fourth President of the College, it has several parlors and recreation areas. The Holden Addition (1961) is a wing added to the main building to accommodate 110 students. The Holden Annex (1921) houses 48 students.

Iceman House (1987), 1455 Beall Avenue, accommodates 9 students.

Johnson House (1972), 1419 Beall Avenue, accommodates 7 students.

Kate House (1968), 1440 Beall Avenue, accommodates 14 students.


Kennedy Apartments (1987), 1433 Beall Avenue, accommodate 16 students in four units of four persons each.

Kieffer House (1965), 829 College Avenue, accommodates 7 students.

Lewis House (1967), 828 College Avenue, accommodates 9 students.

Henry Luce III Hall (1990) is located just south of Scheide Music Center on Beall Avenue. The residence hall, housing 95 students and five Language Assistants, was made possible through the principal gift of The Henry Luce Foundation of New York City. Students live in suites which accommodate 6 to 12 residents, and the building’s facilities include a formal lounge, recreation and meeting rooms, a language laboratory, a computer room, and a fitness room. During the 2005-2006 academic year, Faculty from Kauke Hall will relocate their offices to Luce Hall.

McDavitt House, 924 Spink Street, accommodates 5 students.

Miller Manor (1872), 909 Beall Avenue, gift of Mrs. Alice Miller Eberbach of Ann Arbor, Michigan, houses 30 students and one staff member. For many years this building was the President’s Home.

Monyer House (1964), 522 East Wayne Avenue, accommodates 13 students.

Morris House (1992), 930 Spink Street, accommodates 4 students.

Reed House (1987), 1447 Beall Avenue, accommodates 11 students.
Richardson House (1976), 329 East Pine Street, accommodates 8 students.

Rickett House (1989), 942 Spink Street, accommodates 5 students.

Schlabach House (1999), 936 Spink Street, accommodates 5 students.

Scot Cottage (1941), 902 Beall Avenue, accommodates 15 students.

Shearer House (1966), 835 College Avenue, accommodates 9 students.

Stadium House (2001), 629 & 629½ East University Street, accommodates 8 students.

Stevenson Hall (1966) is a residence for 53 students. This living unit, 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.

Troyer House (1972), 822 Beall Avenue, accommodates 11 students.

Wagner Hall (1957), East Wayne Avenue, a residence for 131 students, was the gift of alumni Dr. and Mrs. Cary Wagner, of the class of 1915, in honor of their mothers.

Weber House (1999), 574 Stibbs Street, accommodates 11 students.

Westminster Cottage (1944), 904 Beall Avenue, accommodates 31 students.

Yost House (1971), 817 College Avenue, accommodates 7 students.

OTHER BUILDINGS

Culbertson House (1965), 1401 Beall Avenue, houses the offices of Campus Safety and Security, Keys and IDs, and Environmental Safety.


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.

Longbrake Student Wellness Center (2002), located on Wayne Avenue east of Human Resources and south of the Service Center, 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, Java Hut, Wired Scot, dining room, ballroom, lounges, meeting rooms, student government, activities and publications offices, Women’s Resource Center, pool tables, bowling lanes, reading and music listening rooms, postal center, The Florence O. Wilson Bookstore, H. William Tauesch Faculty Lounge, Office Services, and the Hospitality Services Office.

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.

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.

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.

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 the Director of Physical Plant Services, the building maintenance craft shops, the transportation department, custodial services, 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 Wooster Inn Guest House (2005) is a 5,000-square-foot facility located on Akron Road, just a few-minute drive from campus. The facility offers overnight accommodations for guests when the Inn is at capacity as well as meeting space to support groups of fifteen to thirty persons for social or business gatherings.
THE DIRECTORIES

PRESIDENTS

Willis Lord, D.D. .......................................................... 1870-1873
Sylvester Fithian Scovel, D.D., LL.D. ....................................... 1883-1899
John Campbell White, LL.D. .................................................. 1915-1919
J. Garber Drushal, Ph.D., LL.D., L.H.D. .................................... 1967-1977
Raleigh Stanton Hales, Jr., Ph.D., Sc.D. ..................................... 1995-

Emeritus


BOARD OF TRUSTEES

The Board of Trustees consists of 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 Life Trustees and Emerita 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 whose great service to the College is thus recognized, whether or not they have been members of the Board.

Officers

James R. Wilson ............................................................... Chairman
Marjorie M. Carlson .......................................................... Vice Chairman
Anne M. Gates ............................................................... Secretary
Stanley C. Gault ............................................................. 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 (*).

Through June 2006


Through June 2007

Through June 2008

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.

Emeritus and Emerita Life Members

Honorary Life Members
Mrs. George E. Armington, Lake Wales, Florida. 1979.

Standing Committees of the Board, 2005-2006
President of the College, Raleigh Stanton Hales, Jr., and Chairman of the Board, James R. Wilson, are members ex officio of all committees except the Audit Committee. In each instance, the individual first named is chairperson of the committee.


Academic Affairs: Jerrold K. Footlick, Diane L. Hamburger, Jennifer A. Haverkamp, H. Christopher Luce, Carol S. Pancoast, John P. Papp, Dale C. Perry, Debra A. Schwinn, Jeffrey A. Steiner, Robert L. Tignor, Clarence R. Williams. Max A. Lauffer, Emeritus; Henry Luce III, Emeritus; Steven A. Minter, Emeritus, Elizabeth S. Pocock, Honorary.


The Directories

Faculty Relations: Robert L. Tignor, Eugene C. Bay, Joan P. Carter, Jerrold K. Footlick, Jennifer A. Haverkamp, J. C. Johnston III, Solomon Oliver, Jr., Carol S. Pancoast, Debra A. Schwinn, Clarence R. Williams, Ruth W. Williams. John J. Compton, Emeritus; Elinor L. Ehrman, Emerita; Dwight C. Hanna III, Emeritus; Max A. Lauffer, Emeritus; Steven A. Minter, Emeritus; Frances G. Shoolroy, Honorary.


ADMINISTRATION

OFFICERS AND DEANS

Iain Crawford, Ph.D., Vice President for Academic Affairs, 2003.
Derek Gueldenzoph, M.A, Dean of Admissions, 2005.
Shila Garg, Ph.D., Dean of the Faculty, 1987.
Anne M. Gates, Ed.D., Secretary of the College and of the Board of Trustees and Executive Assistant to the President, 1990; 2001.
Timothy W. Tegtmeier, B.A., Treasurer and Director of Financial Services, 1983.

OTHER MEMBERS OF EXECUTIVE STAFF

John L. Hopkins, B.A., Associate Vice President for College Relations and Marketing, 2002.
EMERITUS


ADMINISTRATIVE STAFF

ACADEMIC AFFAIRS
Pamela B. Pierce, Ph.D., Associate Dean for the Class of 2009, 1994; 2005.
Sheila T. Wilson, M.S., Assistant to the Dean of the Faculty, 1991.

Art Museum

Learning Center

Libraries

Off-Campus Programs
Jenifer S. Cushman, Ph.D., Director of International and Off-Campus Programs, 2005.

Registrar
Robert B. Blair, Ph.D., Registrar, 1971; 2002.
Natalie Richardson, B.S., Systems Support Specialist and Assistant to the Registrar.

Writing Center
William J. Macauley, Jr., Ph.D., Director of Writing, 2005.

ADMISSIONS
Senior Associate Director: Richard J. Martinez, M.A.T., 1983.

FINANCIAL AID
Nancy Wright, Associate Director of Financial Aid, 1990.

STUDENT AFFAIRS

Career Services
James Butler, M.S., Assistant Director of Career Services, 2001.
Interfaith Campus Ministries
  K.P. Hong, M.Div., *Associate Campus Minister*, 2003.

Senior Associate & Assistant Deans of Students
Susan E. Lee, M.A., *Assistant Dean of Students and Director of Multi-ethnic Student Affairs*, 2002.

Health Services & Counseling
  Psychological Counselors: Michael Malmon-Berg, Ph.D., 1995;

Residence Life
  To Be Announced, *Assistant Director*

Safety & Security

Student Activities & Summer Programs
Robert Rodda, M.A., *Director of Lowry Student Center, Student Activities, and Summer Programs*, 1990.
  To Be Announced, *Assistant Director of Student Activities*

ATHLETICS

DEVELOPMENT, ALUMNI, AND COLLEGE RELATIONS
Alumni

Development

Public Information

Publications

Wooster Alumni Magazine
FINANCE AND BUSINESS

Bookstore and Administrative Services

Custodial Services

Fleet and Materials Management

Golf Course

Grounds
Beau Mastrine, A.A.S., Director of Campus Grounds, 1996.

Hospitality Services
Charles E. Wagers, Director of Hospitality Services, 1982.
   Carol Berkey, Restaurant Manager, 2001.
   Rebecca Booth, Restaurant Manager, 2004.
   Gladys Keegan, Production Manager, Hospitality Services, 1998.
   Richard Keyes, Catering Manager, Hospitality Services, 2002.
   Connie Leming, Beverage Manager, 1994.
   Lisa Todaro, General Manager of Lowry Center Student Union Dining Services, 2002.

Human Resources

Physical Plant
Peter Schantz, B.S., Director of Physical Plant Services, 2001.
   Donald Fisher, Facilities Project Coordinator, 1983.
   Fred Horst, Supervisor, Electric Shop, 1981.
   Mark Marini, Supervisor, HVAC and Plumbing Shop, 1993.

Treasurer
Sue R. Bennett, M.B.A., Manager of Budget and Internal Audit, 1996.

INFORMATION TECHNOLOGY
Monica Crawford, A.A.B., NGS Project Manager, 2005.
Tabitha Conwell, Team Leader, Application Development, 1996.
Deborah Kilbane, Senior Programmer/Analyst, 2005.
Zane Kissling, A.A., Senior Programmer/Analyst, 2005.
Yueqiang Ma, M.S., Database Administrator, 2001.
Janet Russell, Ph.D., Director of Instructional Technology, 2005.

INSTITUTIONAL RESEARCH

OHIO LIGHT OPERA

FACULTY
As of June 30, 2005

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.


Emeritus


Maria Sexton, Professor of Physical Education. 1953. Emerita since 1984. B.S. Western Michigan 1942; M.A. Ball State Teachers College 1951; Ed.D. Teachers College (Columbia) 1953.


Margaret Barnes White, Associate Professor of Psychology and Associate Professor of Education. 1961. Emerita since 1984. B.A. Wooster 1960; M.A. Kent State 1961.


Active


Judith C. Amburgey-Peters, Associate Professor of Chemistry. 1996. B.S. Georgetown College 1988; Ph.D. North Carolina, Chapel Hill 1993.


Dean Fraga, Associate Professor of Biology. 1994. B.S. Cincinnati 1982; Ph.D. Wisconsin, Madison 1990.


Shila Garg, Dean of the Faculty and Professor of Physics. 1987. B.S. Madras (India) 1970; M.S. Sussex (U.K.) 1972; Ph.D. Kent (U.K.) 1975.


Wingfield V. Glassey, Assistant Professor of Chemistry. 2001. B.S. Queen’s University of Belfast 1994, 1996; M. Phil. Queen’s University of Belfast 1997; M.S., Ph.D. Cornell 1998, 2000.


Thomas F. Tierney, *Visiting Associate Professor of Philosophy and Political Science and Chair of the Pre-Health Advising Program*. 1999. B.A. Moravian 1979; Ph.D. Massachusetts 1990.


Adjunct Teaching Staff


Affiliated Scholars


COMMITTEES OF THE FACULTY 2005-2006

The President is a member of all faculty committees except the Committee on Conference with Trustees.

ELECTED COMMITTEES

Teaching Staff and Tenure: President, Vice President for Academic Affairs, Judith Amburgey-Peters (3), Peter Havholm (3) Denise Bostdorff (2), Susan Clayton (2), Marilyn Loveless (1), David McConnell (1)

Educational Policy: Dean of the Faculty, President, Vice President for Academic Affairs, Nancy Grace (3), Cynthia Palmer (3), Dean Fraga (2), Walter Zurko (2), Paul Edmiston (1), Henry Kreuzman (1)

Conference with Trustees: Hayden Schilling (3), Debra Shostak (3), Shirley Huston-Findley (2), Kent Kille (2) Anne Nurse (1), Gregory Wiles (1)

Financial Advisory: Vice President for Academic Affairs, President, Vice President for Development, Vice President for Finance and Business, Dean of the Faculty, Dean of Students, Pamela Frese (3), John Russell (3), Donald Jacobs (2), John Sell (2), Pamela Pierce (1), Mark Snider (1)

Committee on Committees: President, Dean of the Faculty, Jeffrey Lantis (2), Amy Jo Stavnezer (2), Susan Lehman (1), Josephine Wright (1)
APPOINTED COMMITTEES

**Academic Standards:** Dean of the Faculty, Dean of Students, Associate Dean of Students, Registrar, Dean of Admissions, Michael Casey, Nancy Ditmer, Mark Graham, Charles Hampton

**Alumni Council:** James Hornsten, Virginia Pett

**Campus Council:** Vice President for Academic Affairs, Vice President for Finance and Business, Dean of Students, Garrett Thomson (3), Frieda Fuchs (2), Julia Gustafson (1), Ansley Valentine (1)

**Computing and Information Technologies:** Vice President for Academic Affairs, Dean of the Faculty, Chief Information Technology Officer, Director of the Libraries, Director of User Services, Registrar, Director of Instructional Technology, Lowell Boone, Mark Gooch, Bridget Milligan, Peter Pozefsky

**Cultural Events:** Claudia Thompson, Margo Curl, Dale Seeds

**Faculty Scholarship Fund:** Paul Gaus, Beth Ann Muellner

**Galpin Prize:** Dean of Students, Dean of the Faculty, Sharon Lynn, Jack Gallagher

**Honorary Degrees:** Josephine Wright, Karen Beckwith, Paul Bonvallet, Denise Monbarren, Jeffrey Roche, Terry Rowden, Alison Wellington

**Judicial Board:** Charles Kammer, Michelle Johnson, Elys Kettling (alternate), Amyaz Moldedina (alternate)

**Publications:** Donna Jacobs, Eric Moskowitz, Gregory Shaya

**Research and Study Leaves:** Larry Stewart, President, Vice President for Academic Affairs, Dean of the Faculty, Madonna Hettinger, Robert Varga, Thomas Wood

**Social Organizations:** Lisa Campanell-Komara, Matthew McGowan

**Upperclass Programs:** Dean of the Faculty, Gary Gillund, Linda Hults, Mark Weaver

APPOINTMENTS TO GREAT LAKES COLLEGES

ASSOCIATION COMMITTEES AND COUNCILS

**Academic Council:** Barbara Burnell, Rick Lehtinen

**Committee for Institutional Commitment to Educational Equity (ICEE):** Assistant Dean of Students and Director of Multi-ethnic Student Affairs, Boubacar N’Diaye

**Women’s Studies Committee:** Linda Hults, Karen Taylor

COMMITTEES APPOINTED BY THE DEAN OF THE FACULTY

**Graduate Scholarships and Fellowships Committee:**
- Jack Kent Cooke Foundation Scholarship: Alison Schmidt
- Fulbright-Hays Scholarship: David McConnell
- Luce Scholars Program: Pamela Frese
- British Marshall Scholarship: Hayden Schilling
- Mellon Fellowship: Jeff Roche
- National Science Foundation Graduate Research Fellowship: Shila Garg
- Ohio Board of Regents Graduate/Professional Fellowship: Rod Korba
- Rhodes Scholarship: Hayden Schilling
- Truman Scholarship: Thomas Tierney
COMMITTEES APPOINTED BY THE COMMITTEE: ON TEACHING STAFF AND TENURE

Interdepartmental Program Curriculum Committees:
- **Archaeology**: Nick Kardulias, Stephen Lucey, Gregory Wiles
- **Biochemistry and Molecular Biology**: Paul Edmiston, Judy Amburgey-Peters, Dean Fraga, Teresa Johnson (Sem. II), Mark Snider
- **Comparative Literature**: Debra Shostak, Matthew McGowan, Beth Muellner, Cynthia Palmer, Elena Sokol, Rujie Wang
- **Cultural Area Studies**: Elena Sokol, Pamela Frese, Mark Graham, Boubacar N’Diaye, Rujie Wang, Assistant Dean of Students for International Student Affairs, Director of International and Off-Campus Study
- **Film Studies**: Dale Seeds, Mareike Herrmann (Sem. I), Rod Korba, Debra Shostak, Elena Sokol, Rujie Wang
- **International Relations**: Matthew Krain, Frieda Fuchs, Kent Kille, Jeffrey Lantis, Amyaz Moledina, Peter Pozefsky, Gregory Shaya, James Warner (Sem. I)
- **Urban Studies**: James Burnell, Michelle Camou, Eric Moskowitz
- **Women’s Studies**: Linda Hults, Barbara Burnell, Nancy Grace, Susan Lehman, Beth Muellner

Assessment Committee:
- Lori Bettison-Varga, Nancy Grace, Simon Gray, Elys Kettling, John Neuhoff, Sharon Shelly, Vice President for Academic Affairs

Writing Advisory Board:
- William Macauley, Nancy Grace, Mark Graham, James Hartman, Stephen Lucey, Ansley Valentine, Director of the Learning Center

FACULTY MEMBERS ON LEAVE 2005-2006

<table>
<thead>
<tr>
<th>Africana Studies</th>
<th>Music</th>
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<tbody>
<tr>
<td>Charles Peterson</td>
<td>Brian Dykstra</td>
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<tr>
<th>Biology</th>
<th>Religious Studies</th>
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<tr>
<td>Teresa Johnson (Fall Semester)</td>
<td>Mary Bader (Spring Semester)</td>
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<tr>
<td>William Morgan</td>
<td>Ishwar Harris (Spring Semester)</td>
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<tr>
<th>English</th>
<th>Sociology and Anthropology</th>
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<tr>
<td>Henry Herring (Spring Semester)</td>
<td>Heather Fitz Gibbon</td>
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<th>French</th>
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<tr>
<td>Carolyn Durham</td>
<td>Mareike Herrmann (Spring Semester)</td>
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<td>Harry Gamble (Fall Semester)</td>
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<tr>
<th>Geology</th>
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<tr>
<td>Mark Wilson (Fall Semester)</td>
<td>David Gedalecia (Fall Semester)</td>
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<th>Spanish</th>
<th>Theatre</th>
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<tr>
<td>John Gabriele (Fall Semester)</td>
<td>Kim Tritt</td>
</tr>
<tr>
<td>Diane Uber</td>
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</table>
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
Mona Buehler, President
Jennifer Reynolds, First Vice President
Sue Mathur, Second Vice President
Pat Bare, Recording Secretary
Gennie Johnston, Corresponding Secretary
Heather Nicolozakes, Treasurer

Local Executive Committee
Wendy Barlow
Elsa Boen
Carol Briggs
Marie Cross
Cheryl Gooch
Mary Beth Henthorne
Jackie Kiefer
Beth Ladrach
Laura Neill
Cheryl Shapiro
Mary Zuercher

Associate Members
Mary Jane Beem, Berea
Jane Black, Mansfield
Mim Blair, Medina
Carol Brenner, Kirtland
Nancy Winder Carpenter, Cleveland
Peg Clay, Canal Fulton
Loretta Conrad, Westlake
Connie Garcia, Bellaire, Michigan
Ellen Bergantz Hunter, Medina
Barbara Kempf, Cleveland
Nova Kordalski, Brecksville
Elizabeth Lauber, Dover
Joan McAnlis, Wadsworth
Erdine Mellert, Charlotte, NC
Jean Nouse, Akron
Carol Pancoast, Bay Village
Mary Smith, North Canton
Ruth Steimel, Millersburg
Mary Ann Taylor, Shaker Heights
Bonnie Trubee, Millersburg
Lucinda Weiss, Akron
Helen Wright, Coshocton

Honorary Members
Elisabeth “Libby” Bruch, Wooster
Lolly Copeland, Montreat, NC
Julia Fishelson, Wooster
Lois Freedlander, Wooster
Flo K. Gault, Wooster
Catherine Graves, Wooster
Diane Moore Hales, Wooster
Marge Hoge, Wooster
Elizabeth Hooker, Wooster
Beverly Lacey, Nellysford, VA
Dr. Vi Startzman Robertson, Wooster
Shirley Ryan, Wooster
Judy Seaman, Wooster
Fran Shoolroy, Wooster
Jenny Smucker, Orrville
Janet Welty, Wooster
Kathy Zink, Wooster
## THE CALENDAR

### 2005-2006

#### SEMESTER I

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>24 - 28</td>
<td>Wed.-Sun.</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td></td>
<td>27 - 28</td>
<td>Sat.-Sun.</td>
<td>Upperclass students arrive</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Mon.</td>
<td>Classes begin at 8:00 a.m.</td>
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<tr>
<td></td>
<td>30</td>
<td>Tues.</td>
<td>136th Convocation at 11:05 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>7 - 9</td>
<td>Fri.-Sun.</td>
<td>Family Weekend</td>
</tr>
<tr>
<td></td>
<td>14 - 16</td>
<td>Fri.-Sun.</td>
<td>Homecoming Weekend</td>
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<tr>
<td></td>
<td>21</td>
<td>Fri.</td>
<td>Fall break begins at 4:00 p.m.*</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Wed.</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>November</td>
<td>22</td>
<td>Tues.</td>
<td>Thanksgiving recess begins at 4:00 p.m.*</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Mon.</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>December</td>
<td>9</td>
<td>Fri.</td>
<td>Classes end at 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>10 - 12</td>
<td>Sat.-Mon.</td>
<td>Reading Days</td>
</tr>
<tr>
<td></td>
<td>13 - 16</td>
<td>Tues.-Fri.</td>
<td>Examinations*</td>
</tr>
</tbody>
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#### SEMESTER II

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<td>January</td>
<td>16</td>
<td>Mon.</td>
<td>Classes begin at 8:00 a.m.</td>
</tr>
<tr>
<td>March</td>
<td>10</td>
<td>Fri.</td>
<td>Spring break begins at 4:00 p.m.*</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Sun.</td>
<td>Spring break ends</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Mon.</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Senior Independent Study Thesis due at 5:00 p.m.</td>
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<tr>
<td>May</td>
<td>5</td>
<td>Fri.</td>
<td>Classes end at 4:00 p.m.</td>
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<td></td>
<td>6 - 7</td>
<td>Sat.-Sun.</td>
<td>Reading Days</td>
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<td>8 - 11</td>
<td>Mon.-Thurs.</td>
<td>Examinations*</td>
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<td>14</td>
<td>Sun.</td>
<td>Baccalaureate</td>
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<tr>
<td></td>
<td>15</td>
<td>Mon.</td>
<td>Commencement at 10:00 a.m.</td>
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<tr>
<td>June</td>
<td>8 - 11</td>
<td>Thurs.-Sun.</td>
<td>Alumni Weekend</td>
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<td>May</td>
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<td>Mon.</td>
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<td>June</td>
<td>30</td>
<td>Fri.</td>
<td>Classes end at 4:00 p.m.</td>
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*Classes/examinations will be held at scheduled times. Plan travel arrangements accordingly.*
# THREE-YEAR CALENDAR

## SEMESTER I

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<td>08/23 - 27</td>
<td>08/22 - 26</td>
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<tr>
<td>Upperclass students arrive</td>
<td>08/26 - 27</td>
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<td>08/28 (Mon)</td>
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<td>09/29 - 10/1</td>
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<tr>
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<td>10/12 (Fri)</td>
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<td>10/17 (Wed)</td>
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<td>TBA</td>
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<td>11/27 (Mon)</td>
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<td>12/7 (Fri)</td>
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<td>12/9 (Sat)</td>
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<td>12/12 (Tues)</td>
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<td>01/15 (Mon)</td>
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<td>03/9 (Fri)</td>
<td>03/7 (Fri)</td>
<td>03/6 (Fri)</td>
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<td>05/3 (Sun)</td>
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<td>05/7 (Mon)</td>
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<td>05/4 (Mon)</td>
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<tr>
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<td>05/10 (Thur)</td>
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*Classes/examinations will be held at scheduled times. Plan travel arrangements accordingly.*
**TRAVEL DIRECTIONS**

**BY CAR:**

*From Canton:*
- Rte 30 W for 30 miles into Wooster
- In Wooster, Rte 30 becomes East Liberty St.
- Turn right 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.
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