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Wells College is approved by the New York State Education Department for the training of veterans and other eligible persons. Wells College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104.

Wells College welcomes students of every origin to all the privileges, programs, and activities available to every Wells student. Wells College does not discriminate on the basis of race, sex, color, creed, age, marital status, sexual orientation, disability, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, employment or other College administered programs. Inquiries may be directed to the Title IX and Section 504 Coordinator, Kit Van Orman at 315.364.3317.

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A MESSAGE FROM THE PRESIDENT



Since its founding over 140 years ago, Wells College has offered a rigorous, well-rounded liberal arts curriculum. As has been true since 1868, Wells students are educated to think critically, reason wisely, and act humanely in the cultivation of meaningful lives.

With the passage of time, much has also changed at Wells. Our curriculum has evolved with innovative new programs and exciting new course offerings; experiential learning opportunities abound; and there are myriad activities from which to choose. Nonetheless, the essence of what it means to be part of this community remains largely

unchanged over time. The Wells experience is grounded in active engagement in the learning process and in personal connections. It is an experience through which learning becomes a lifelong process, and classmates and professors become lifelong friends. At Wells we recognize the unique contribution of each individual and the great potential of the collective; both deserve honor and respect. We are a community that takes pride in fostering an environment in which individuals are invited to help shape our College into the kind of place we're proud to call home.

This catalog details the curriculum and academic expectations at Wells. I hope that as you spend some time exploring it, within its pages you're able to get a sense of the many exciting paths that might define your time at the College. As you join this wonderful community and move through your time at Wells, I hope that you begin to clarify your vision of both yourself and the wide world that we all share.

A handwritten signature in black ink that reads "Lisa Marsh Ryerson". The signature is fluid and cursive, with a long, sweeping tail on the "n" of "Ryerson".

— Lisa Marsh Ryerson, President

WELLS AT A GLANCE

Wells College is a nationally recognized liberal arts college known as an exceptional value, pairing top quality academic programs with affordable tuition. The rigorous academic environment emphasizes close faculty/student interaction, undergraduate research, off-campus study, internships, and active community service and involvement. Wells offers 20 majors and 39 minors, in addition to individualized programs. Historically a women's college, Wells became coeducational in 2005.

- **Enrollment:** For the 2010-11 academic year, Wells had a total enrollment of 559. Student/faculty ratio is 10:1; average class size is 12 students.
- **Founding:** Wells College was established in 1868 by Henry Wells, who also founded the Wells Fargo and American Express Companies.
- **Location:** Wells is located in the village of Aurora in the Finger Lakes region of central New York. Situated on more than 300 scenic acres overlooking Cayuga Lake, the College offers the simplicity and safety of village living and easy access to metropolitan and educational centers: 1/2 hour from Ithaca (home of Cornell University), 1 hour from Rochester and Syracuse, and 5 hours from New York City. The Finger Lakes are known for vast outdoor recreational opportunities and for a high concentration of outstanding colleges and universities.
- **Faculty:** 89% of Wells faculty members have doctorates or terminal degrees in their disciplines. Faculty members hold degrees from Harvard, Yale, Johns Hopkins, University of California-Berkeley, Brown, Cornell, and Stanford, among others. Approximately 82% are tenured or in tenure-track positions. Eighteen percent are persons of color; more than half are women.
- **3/2 and 4+1 Articulation Programs:** Within five years, both the B.A. from Wells and the professional degree from the affiliated university are granted. Wells has professional school affiliations with Cornell University (engineering); University of Rochester (teacher education); Clarkson University (business administration, engineering); and Columbia University (engineering).
- **Cross-Registration Programs:** Wells and nearby Cornell University share a close academic and social relationship. Wells students may register for courses offered by any of the seven undergraduate colleges at Cornell. The College also has cross-registration agreements with Ithaca College and Cayuga Community College.
- **Experiential Learning:** Wells takes a unique approach to higher education that puts experiential learning at the center of all we do. Classroom learning is directly connected to future careers in a global society. Our students have unique and diverse opportunities to conduct research with faculty members, hold internships, and study across the United States and abroad.

Off-Campus Study: The College offers affiliated programs in Australia, Belize, Chile, Costa Rica, Denmark, the Dominican Republic, France, Germany, Great Britain, Ireland, Italy, Japan, Kenya, Mexico, New Zealand, Senegal and Spain. We have additional affiliations with the Cornell cross-registration program, the Salt Center for Documentary Research (Maine), and the Women and Public Policy Program in Washington D.C.

January Intersession: During winter break, faculty members lead off-campus studies courses in a variety of settings. Recently, students and teachers have traveled to Hawaii, Salt Lake City, and London. January study abroad options include travel to England (London Theater Program), Hawaii,

and Spain.

Internships: Wells students have recently held internships at The Frick Art Reference Library (New York City), Wells Fargo Historical Services (San Francisco), NBC News (New York City), The Big Apple Circus (New York City), Spanish Action League (Syracuse), Finger Lakes Community Newspapers (Ithaca), NYS Division of Human Rights (Rochester), NYS Court of Claims (Rochester), Basic Books (New York City), American Red Cross (Auburn), New York Chiropractic College (Seneca Falls), Hudson Veterinary Hospital (Ossining, NY), Richmond Civic Theatre (Richmond, IN), Brooklyn Botanic Garden (Brooklyn), The Nature Conservancy (Albany), MGM Mirage-Bellagio (Las Vegas), State of Vermont Court System (Middlebury, VT), among others.

- **Athletics:** The College is a Division III member of NCAA and the North Eastern Athletic Conference. Wells offers the following intercollegiate teams—Women: basketball, field hockey, lacrosse, soccer, softball, swimming, tennis, cross country, and volleyball. Men: basketball, cross country, lacrosse, swimming, soccer, and volleyball. Mixed golf will begin its fourth year of varsity status this year. In addition, the Intramural Association offers intramural and club sports activities.
- **Financial Aid:** Wells students receive financial aid in the form of College grants, scholarships, loans, and College work-study. Currently, about 83% of Wells students receive need-based financial aid.
- **Scholarships:** Approximately 57% of Wells students are awarded merit scholarships. Among the many opportunities available, the College offers Henry Wells Scholarships for academically gifted students that provide \$3,000 to fund an internship experience in a setting that matches the student's academic interests. The prestigious Scholarships for Leaders are available to high school students demonstrating academic excellence and leadership potential.
- **Cost of a Wells Education in 2011-12:** Tuition—\$31,910; room and board—\$11,440; fees— \$1,500 for a total of \$44,850.

A black and white photograph of a large, mature tree in a park-like setting. The tree is the central focus, with its thick trunk and spreading branches. To the right, a white building with a prominent arched window and a column is visible. In the background, a body of water stretches across the horizon under a cloudy sky. A paved path leads towards the tree, and a bench is visible in the distance. The overall scene is peaceful and well-maintained.

Mission Community Standards History

WELLS COLLEGE MISSION STATEMENT

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

To fulfill this mission, Wells College has instituted institutional and program goals (see p. 28).

COMMUNITY STANDARDS STATEMENT

Wells College strives to become a diverse and inclusive community where individuals live, work, teach and learn with a goal of promoting and maintaining an atmosphere of respect. Membership is a privilege that requires all individuals to treat others humanely, and with mutual understanding and tolerance. Wells College fosters an environment in which free speech, openness, acceptance, and inclusion—even of those ideas or beliefs that may be controversial—are appreciated and considered in their appropriate settings.

Discrimination on the basis of (but not limited to) race, color, religion, ethnic or national origin, sex, age, varying physical or mental abilities, sexual orientation, gender identity, or political beliefs will not be tolerated. Verbally or physically abusive or harassing behavior that makes the College atmosphere intimidating, hostile, or threatening is unacceptable. All community members are subject to the laws that govern the rest of society.

Information about the implementation of the Community Standards Statement in the classroom, workplace and residence halls, as well as responding to violations of the Community Standards Statement, can be found in the *Community Handbook*.

CAMPUS CRIME REPORTING AND STATISTICS

The Wells College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education website is: www.ed.gov.

Wells College provides campus crime statistics on its website, www.wells.edu. Requests for a hard copy can be directed to the director of campus safety by phone at 315.364.3229 or in writing to the Director of Campus Safety, Wells College, 170 Main Street, Aurora, NY 13026.

HISTORY OF WELLS COLLEGE

During the 19th century in the wilds of New York State, young entrepreneur Henry Wells had a vision of limitless expansion westward. In 1841, he and two partners established an express line from Albany to Buffalo. They built a delivery network so reliable and efficient that it successfully competed with the U.S. Postal Service.

In 1850, following a 16-month grand tour of Europe, Henry formed the American Express Company, becoming its first president. In the wake of the success of American Express, he helped form the Wells Fargo Express in 1852 and went on to open the Wells Fargo Bank. Today, through the College's Corporate Affiliates Program, a Wells student is selected annually to hold an internship at the Wells Fargo Bank in San Francisco.

During the 1850s and 60s, Henry made Aurora his home and the center of his business activities. Glen Park, now a residence hall, was his home. His next dream was to establish a college to provide women with the same academic opportunities as men. On July 23, 1868 another of his visions became reality when the first building on campus was dedicated and Wells Seminary opened.

While he expressly stated that the school he founded was to be nonsectarian (and it is today), students in the early days of the College received a Christian-based education grounded in the Presbyterian faith. Henry also firmly believed rigorous physical training was a necessary part of quality education. In 1870, Wells was chartered as a four-year institution and began its ascendancy as a national liberal arts college. Historically a women's college, Wells became coeducational in 2005 and is committed to providing a gender-equal learning environment.

The growth of the College would not have been possible without the guidance and generosity of two other historic figures in 19th century America. In addition to being Henry Wells' friend, business partner, and neighbor in Aurora, Edwin B. Morgan was a founding member of the Republican Party, a member of Congress, president of both the Wells Fargo and American Express Companies, and a major stockholder in the *New York Times*. In 1873, he made a gift of \$100,000 to the College to establish its endowment. Following Henry Wells' death in 1878, he provided leadership as well as continuing financial support.

A self-taught inventor, Ezra Cornell of Ithaca became the largest stockholder in the Western Union Telegraph Company. He partnered with Henry to build the first commercial telegraph line and founded Cornell University. When Henry needed bricks (which were in short supply) to build his college, he wrote to his partner. Ezra's response contains a potentially history-changing proposition. He suggested, "Instead of building a Female Seminary at Aurora... build at Ithaca 'The Wells Female Department of Cornell University.'"

Of course, Henry chose to keep his college separate, and Ezra Cornell went on to play an instrumental role in ensuring the longevity of the college his friend established. Along with Morgan, he campaigned vigorously for the creation of the Wells endowment, pledging his own funds. Since the days when their doors first opened, Wells College and Cornell University have enjoyed close ties. Current students benefit from those connections today through partnerships and cross-registration between the two schools.

For 142 years, Wells' liberal arts curriculum and supportive campus environment have prepared students for leadership in their chosen fields. In an age of specialization, fragmentation, and constant change, a liberal education offers breadth of knowledge and adaptability. The College takes a unique, experiential approach to education by connecting classroom learning to career development through internships, off-campus study, research with professors, and community service. With new programs and learning tools for the 21st century, new generations are now preparing for leadership and success through the time-tested Wells tradition.

Students have abundant opportunities to learn about professions and fields that interest them. They can live and work in a variety of environments and then process the experience when they return to campus. This enables them to make informed decisions about their futures. They gain a competitive advantage in entering careers as well as top graduate and professional schools.

The Wells tradition is often associated with the westward movement of the pioneers, and that spirit is ingrained in the fabric of this College. Faculty members, students, and staff take pride in breaking new ground – in academic fields, in careers, and in building sustainable communities. Innovation and new ideas are encouraged by the community. Students join a truly great tradition ideally suited to those who seek to discover, explore, and create: It is the tradition of the liberal arts that can be traced in an unbroken line back into antiquity, and it is a tradition that also embodies the entrepreneurial spirit of America.

Student Life



STUDENT LIFE

Investment in the Wells College community requires courteous regard for self and others through words, actions, behaviors and choices. In accordance with the Wells College Mission, Community Standards Statement and Honor Code, the Division of Academic and Student Life aspires to cultivate a socially responsible community comprising knowledgeable students of integrity. Staff partner with students to design policies, programs, practices and opportunities to assist students in developing life skills, perspective, civility, competence, compassion, responsibility and vision for citizenship in an intercultural society. In addition, staff members in academic and student life strive to embody a collaborative, cooperative and sustainable team approach that expects personal and interoffice accountability.

The students of Wells College are impressively diverse in their academic interests, their choices of lifestyles, their co-curricular pursuits, and their political and religious concerns. They share, however, a high regard for student independence, responsibility, and self-governance. With the support of the faculty, administration, and board of trustees, the student body, under the leadership of the Collegiate Cabinet and the guidance of the dean of students, is responsible for creating policies and programs that benefit all Wells students.

HONOR CODE

Community Honor shall be the basis of student government at Wells College. The principle of Community Honor is based upon the pledge of each member of the student body to be honest and trustworthy in the conduct of her or his collegiate life as it is defined or encompassed by the Collegiate Rules. Wells College students are under community obligation and pledge not to lie, cheat, steal, deceive or conceal in the conduct of their collegiate life.

RESIDENCE LIFE AND LEARNING COMMUNITIES

The mission of the Office of Residence Life and Learning Communities is to provide a high quality living experience by which students and staff will create an inclusive and intellectual environment that promotes personal development, academic success, community development, citizenship and diversity. To successfully achieve our mission, we are dedicated to selecting the very best of our student leaders to serve as our resident advisors (RA). We are committed to providing each of our students with a safe, respectful, and educational living environment. Students are encouraged to take advantage of the countless opportunities we offer in the residence halls to learn more about themselves, others, and the world in which they live.

Students living in the residence halls at Wells College will participate in activities to achieve the following educational goals: (1) Personal Development—the examination and clarification of one's own beliefs, values and identities, (2) Academic Success—the utilization of resources and development of skills to achieve one's scholarly goals, (3) Community Development—the participation in an environment in which all members are mutually valued and supported, and members recognize the impact their decisions have on others, (4) Citizenship—the act of becoming an informed and active member of local and global communities in pursuit of a healthy economy, environment and society, and (5) Diversity—contributing to an inclusive and intercultural environment.

As part of Wells' commitment to the educational experience that residential living provides, all students age 21 or under are required to live on campus. Each of our residential communities has their own character, and each year its personality is determined by the residents. Our residence halls, houses, and apartments vary in size and architecture, some modern and some traditional; each has a living area, a TV lounge and gathering space, and laundry facilities. Students can bring their own computers. In addition, there are multiple computer labs across campus including ones in residence halls. All residence halls are self-governed—each hall agrees on its own quiet hours as discussed by the residents, has its own budget as set by the Office of Residence Life and Learning Communities so that the residents may plan their own activities, and establishes its own style and community standards.

Upperclass students select their rooms through an all-campus lottery called Room Draw. New students are assigned rooms and roommates by residence life staff, who take their preferences into account. Groups of friends have the opportunity to apply for suites, apartments or one of our learning communities if they wish to live together. Currently we offer four residential learning communities focused on healthy lifestyles, wellness, the performing arts, and social justice. Students have the opportunity to apply each year to live in these learning communities. Students who would like to request a housing exemption based on a documented medical or learning disability must complete the Housing Exemption Request form, available online and in the Office of Residence Life and Learning Communities.

Students eat their meals together in the majestic Tudor-style dining hall, and these occasions become social events in themselves. A student Dining Hall Committee serves as an active channel for suggestions. There are special dinners throughout the year, brunches on the weekends, exam treats, picnics, and holiday dinners. Students can also use their Wells Dining Dollars at The Fargo, Dories, The Aurora Inn, The Backstage Grille, the Village Market, and the Express Café.

STUDENT ACTIVITIES AND LEADERSHIP

The Office of Student Activities and Leadership focuses on the physical, emotional and social wellness of our student body. An inclusive range of activities is provided for a diverse student population while supporting the mission of the College. This office endeavors to support student initiatives as they enrich their lives on campus and within the community while preparing for a life of exploration and life-long learning.

Wells students govern much of their own collegiate life, and they organize many social activities, with administrative support from the Office of Student Activities and Leadership. Thus the social life on campus is as varied as the composition of the student body. The crowded calendar includes events ranging from dances, musicians and comedians, to a cinema series, semiformal events, and Spring Weekend, just to name a few. Additional social interaction takes place among Wells College students with nearby colleges and universities and at other local areas of interest. The choices are many and diverse—the decision of when and how frequently to participate is entirely an individual one.

Student Organizations

There are many clubs and organizations on campus, which adhere to the diverse needs of the student body at Wells College. The most prominent student organization is the student government, otherwise known as the Collegiate Association. Over time, Collegiate has instituted various committees to oversee the many aspects of collegiate life. Additionally, students at Wells are elected by the student body to serve on various faculty committees. Furthermore, students can be elected to the Student Affairs Committee of the Board of Trustees. The Collegiate Association's responsibilities are not limited to committees, however; this organization also handles the allotment of funds to the student clubs and serves as a voice to the rest of the campus community.

The Collegiate Association is just one of many opportunities for involvement at Wells College. A large percentage of the student body participates in over 40 clubs and organizations that cater to the overall diversity and community building of the campus. The categories include: educational, social activism, performance, and general interest. A complete listing of current student clubs and organizations can be found online on The Globe (under the Students tab). Students are encouraged to create a club or organization if there is enough interest to start one that is not already recognized.

Arts and Lecture

Each year, the College's Arts & Lecture Series brings professional artists to campus to perform, to speak on relevant issues, and to represent the disciplines of theatre, music, and dance. Groups and individuals are selected annually by a committee composed of Wells faculty, staff and students. The Series also offers an annual off-campus theatre experience to introduce students to live productions in central New York or New York City.

Religious Life

The College has no denominational affiliation, and religious activity is entirely a personal choice. As part of its ongoing support to students, the College has a chaplain who is available to all students for pastoral counseling, facilitating on-campus discussions and off-campus relationships with area religious communities. His office is in Main Building; office hours are announced and posted at the beginning of each semester. The chaplain is also available to officiate at special campus events.

The village has an ecumenical Protestant parish (The United Ministry of Aurora, a shared Episcopal-Presbyterian ministry), and is part of a Roman Catholic parish (Good Shepherd Catholic Community). Wells students are welcome to attend both. The Jewish community at Wells is welcome at synagogues in Auburn and Ithaca for religious services.

The College chaplain and other college staff work closely with the student-run Community Service and Activism Board to connect students with not for profit agencies in the surrounding communities that are in need of one-day or on-going assistance. Whether it is tutoring in local schools, working with the local Habitat for Humanity, or participating in an Alternative Spring Break program, our students work to contribute to the larger community in various ways.

Intercollegiate Athletics

The mission of the athletics program is to support the educational mission of Wells College. The Department of Athletics holds that participation in sport is an integral part of the culture in which we live and the values inherent in sport are parallel to those developed within the framework of a liberal arts education. We focus on providing an outstanding athletic experience that is designed to positively influence the life of every participant.

Wells College seeks to provide an equitable, diverse, and competitive intercollegiate athletic program that is properly administered, educationally sound, and a resource for enhancing community on campus. All members of the department of athletics and student athletes are expected to conduct themselves with the utmost integrity, ethical behavior and sportsmanship and comply with Wells College, NCAA and NEAC policies.

Wells College is a Division III member of NCAA and the North Eastern Athletic Conference. Wells offers the following intercollegiate teams — Women: basketball, cross country, field hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball. Men: basketball, cross country, lacrosse, soccer, swimming, and volleyball. Wells also offers mixed golf.

Intramurals

Members of the Wells community can participate in the College's active intramural program and in the wide range of activities it provides. The intramural program is open to the entire Wells community and sponsors a number of highly popular activities including tennis, indoor soccer, badminton, ultimate frisbee, basketball, and volleyball. Information about various intramural programs is announced each term and is available on the College's Web site.

In addition, recreational outings are provided throughout the year including bowling, camping, white water rafting, canoeing, kayaking, skiing/snowboarding, and hiking just to name a few. Our fitness programs focus on lifetime learning and include activities such as Yoga, Tai Chi, Pilates and other fitness related classes sponsored by the Wells College Fitness Center.

Lake Activities: Swimming and Boating

Passing the swimming test is required before a student may swim in the lake or use the College's boats (sailboats, canoes, kayaks). A Wells College lifeguard or other designated supervisor(s) must be on duty on the dock during swimming and boating activities. To use a Wells College watercraft, one must have passed the proficiency test of that boat or signed an appropriate waiver. Watercraft will only be available for use during designated recreational times. Any use of the Wells College watercraft requires the user to sign out and upon returning, sign in on the posted sheet at the Boathouse.

Boating is limited to the area within 400 yards of the Boathouse, and always within sight of the dock. There is no swimming or boating after sundown.

STUDENT SERVICES

Transportation

Wells College offers transportation services to the Wells community, including transportation shuttles to nearby locations in the Ithaca area where they find shopping, entertainment and cultural enrichment. The transportation shuttle service operates according to a pre-determined schedule to include route stops at the Ithaca Mall, Wegman's grocery store, Cornell University and Ithaca College. The Ithaca airport and bus station are also regular stops on the route.

Medical Center

Health care for students is available at the Community Medical Center located at the Northwest corner of the Wells campus. It is staffed by two physicians and a certified Family Nurse Practitioner, with day and evening appointments available. Routine health care at the Community Medical Center is covered by student health insurance. However, this may not cover outside laboratory tests, x-rays, consultations, or surgery. Please consult the Student Health Plan brochure for specifics.

Professional counseling services are available at the Community Medical Center. When a student requires extended counseling services (beyond six visits), the student and her or his family and/or guardian are responsible for making appropriate arrangements.

Entering students are required to submit the medical forms in the *New Student Enrollment Packet*; these include an immunization record and a consent form (for students under the age of 18) signed by the student's parent or guardian authorizing the Wells staff and its consultants to administer emergency treatment or surgery.

Disabilities Accommodation

If you have a documented disability and wish to request accommodation to ensure equal access to your education at Wells, you must disclose your disability and provide official documentation of the disability from a professional qualified to make the diagnosis and recommendations about accommodations that relate to your disability. You must also provide a signed Wells College Learning Disabilities or Other Diagnosed Disabilities Release Form so that the Coordinator of Learning Support Services can notify faculty and relevant people about your disability and approve accommodations. The Wells College Learning Disabilities or Other Diagnosed Disabilities Release Form is available online or in the Dean of the College and Dean of Students Office. The College's disabilities policy is located in the *Community Handbook* and online.

Experiential Learning



Domestic Violence

Domestic violence is a pattern of behavior used by one partner in a relationship to gain power and control over the other partner. It can include physical, sexual, emotional, and psychological abuse.

Physical Abuse

Physical abuse involves the use of force to cause harm or injury. This can include hitting, slapping, pushing, or restraining someone.

Sexual Abuse

Sexual abuse involves forcing someone into sexual activities against their will. This can include rape, sexual assault, or sexual harassment.

Emotional Abuse

Emotional abuse involves actions that harm someone's self-esteem or mental health. This can include gaslighting, name-calling, or constant criticism.

Psychological Abuse

Psychological abuse involves actions that cause someone to feel fearful, anxious, or confused. This can include threats, isolation, or manipulation.



Signs of Abuse

Signs of abuse include: frequent arguments, jealousy, controlling behavior, isolation from friends and family, and physical injuries.

Effects of Abuse

The effects of abuse can be severe and long-lasting. They can include low self-esteem, depression, anxiety, and difficulty trusting others.

How to Help

How to help someone who is being abused includes: listening without judgment, encouraging them to seek professional help, and providing a safe place to stay.

Resources

Resources for domestic violence include: National Domestic Violence Hotline, local shelters, and support groups.

Insights

Insights from the research include: domestic violence is a public health issue, and it affects people from all backgrounds.

Conclusion

Domestic violence is a complex issue that requires a multi-faceted approach to address it. Education and awareness are key to preventing it.

Affective Care (Cognitive/Heart)

- research appropriate clothing suitable logs
- final delivery (production) system
- support the plan in hand
- don't address the memory in (Adapted the life of)
- discussion (hand) in the specific to your work/phase
- research/training skills
- where they
- research getting (how well) (how)
- research your strategy program

DO

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DO

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TRICKS

They need to be actually doing kind of activities, where they have to have what a they need to be doing physically. They need to be doing physically. They need to be doing physically. They need to be doing physically.

TRICKS

They need to be actually doing kind of activities, where they have to have what a they need to be doing physically. They need to be doing physically. They need to be doing physically. They need to be doing physically.



EXPERIENTIAL LEARNING

Experiential learning occurs through engagement in and reflection on planned activities outside the classroom contributing to personal growth, intellectual development, and an awareness of community and culture. Wells College is committed to programs and activities that encourage students to connect their classroom studies with hands-on experiences. To this end, the College approved an experiential learning requirement for all students (four year and transfer) as part of the distribution requirements (see p. 30). Our students have opportunities to conduct research with faculty, hold internships, and study across the United States and abroad. Because these experiences may take place off campus and at times other than during fall and spring semesters, it is important that students plan their academic schedules carefully.

Experiences fulfilling experiential learning share the following objectives. They allow students to:

- Apply course-based learning to situations outside the classroom.
- Gain new perspectives.
- Interact with others effectively.
- Engage in on-going critical reflection of the experience.
- Develop oral and written communications skills.
- Develop individual outcomes for the specific learning experience that are realistic, intentional, and measurable.

OFF-CAMPUS STUDY

Off-campus study provides experiential learning opportunities for students to develop intercultural knowledge and competency. There are both domestic and international off-campus study options available. Most Wells students participate in either Wells College programs or affiliated programs. Those programs that are administered by Wells and enroll both Wells and non-Wells students are known as flagship programs. Flagship programs include Arts in Paris, Wells in Dakar, and Wells in Florence. More than 20 affiliated programs are available to Wells students, but Wells does not run these other programs on its own and instead helps students to access the educational offerings of an institution abroad or a program provider who offers courses abroad or elsewhere in the U.S.

A student who studies off campus is expected to maintain satisfactory academic standards. Grades earned on a Wells College program or on an affiliated program appear on a student's Wells transcript and are included in the Wells grade point average. If enrolled in a non-affiliated program the student is responsible for the submission of official transcripts to the registrar of Wells College and the work is treated at Wells as transfer work (minimum grade of C- required).

While acceptance into a program is dependent upon the specific program to which you apply, Wells College has some general regulations for approval to study off campus that must be met by all students. These include:

- A minimum cumulative GPA of 2.8.
- Applicant must have completed at least one year in residence at Wells College.
- In some cases, students may need to have junior or senior class standing.
- Student must be in good academic and behavioral standing at Wells.
- Student financial account must have no past-due balances.
- Enrollment in or completion of OCS 271 and OCS 272: Cross-Cultural Preparation and Cross-Cultural Reflection (if you are studying abroad).
- All students must plan to return to Wells for at least one semester after studying off campus.

Wells College Programs and Affiliated Programs

Students participating in Wells College or affiliated off-campus study programs pay Wells College tuition, room, board, and fees. Students receive their institutional aid when studying on a Wells College or affiliated program for one semester; should a student choose to study abroad for more than one semester on a Wells College or an affiliated program, they will be charged Wells tuition, room, board, and fees, but institutional aid will not be available. Wells will cover the cost of tuition and accommodation on the program. If meals are not included in the program fee and the cost of the program is less than the cost of tuition, room, and board at Wells, a meal stipend will be provided. When program fees exceed the cost of tuition, room, and board at Wells, students will be billed for the cost difference.

Sophomores Fall Study Abroad Program

A selected group of students, those achieving a 3.0 GPA in their first semester at Wells, will be invited to participate in a Full Study Abroad Program (currently, either the Belize Program or the Sevilla Program) during their sophomore year. Tuition, room, board, and airfare are included in this program. These students are also allowed to use their institutional aid on another Wells College or affiliated study abroad program, usually in their junior year, for a total of two semesters during their time at Wells.

WELLS COLLEGE PROGRAMS:

IN BELIZE

Galen University in San Ignacio, Belize

Program Director: Associate Professor McClusky

Galen University has particular strengths in archeology, anthropology, and sustainable development, but offers a wide-range of courses. Students may participate either in the spring or fall semester. When possible, Professor McClusky conducts a week-long orientation to introduce students to Belizean cultures and society before the program begins. A minimum GPA of 3.0 is required for students of sophomore standing. A GPA of 2.8 is required for students of junior standing or higher.

IN FRANCE

Arts in Paris

Contact: Off-Campus Study Coordinator

Students interested in the arts are encouraged to study in Paris where art history, studio art, and performing arts courses are offered in French and in English. Most students enroll in an intensive French language course and four arts courses; students with advanced French are encouraged to take courses at the University of Paris X-Nanterre. Course offerings in art history include introduction to the Louvre, history of impressionism and post-impressionism, history of modernism, history of photography, history of French fashion, and medieval art and architecture; studio art courses include painting, drawing, ceramics, sculpture, photography, fashion design illustration, bookbinding, printmaking, and *trompe l'oeil*. The program also offers a wide array of courses in dance. *Prerequisites*: minimum GPA of 2.8, at least sophomore standing, and a strong interest in the arts. At least one art history course and one year of French are recommended.

IN ITALY

Wells in Florence

Contact: Off-Campus Study Coordinator

Students enroll at the Italian International Institute Lorenzo de' Medici, where instruction is in English. Courses are available in history, politics, economics, business, archaeology, studio art, art history, Italian language at all levels, and many other areas. This program is open to students with a minimum GPA of 2.8.

IN SENEGAL

Wells in Dakar

Program Director: Associate Professor Siamundele

Located in Dakar, Senegal, in affiliation with the University Cheikh Anta Diop, this program focuses on West African cultures from a socio-economic point of view as well as the arts and Francophone literature. This program is open preferably to juniors in good academic standing who can communicate effectively in French and are interested in international studies, literatures, women's and gender studies, or social sciences. Fall semester requires one year of French or the equivalent, spring semester requires two years of French or the equivalent. Minimum GPA is 2.8.

IN SPAIN

Advanced Spanish in Sevilla

Program Director: Professor M. Gil

This program is designed to give Wells students the opportunity to study in Spain for one semester. At the beginning of each semester, Professor Gil conducts an orientation to introduce students to the culture and society of Andalucia; this includes visits to Granada and Cordoba, and guided visits to Sevilla's historical sites. The session at the University of Sevilla runs from the end of September to the middle of December (fall), and from the first Monday of February to the middle of May (spring). Courses are available in language, culture, history, art, political sciences, anthropology, film, geography, and literature. Open to sophomores and juniors, one 200-level course in Spanish is required. Minimum GPA of 2.8 (minimum GPA of 3.0 for the Sophomores Fall Study Abroad Program).

AFFILIATED PROGRAMS:

IN AUSTRALIA AND NEW ZEALAND

Australian National University

Contact: Off-Campus Study Coordinator

Australian National University (ANU) located in Canberra, Australia, has particular strengths in anthropology, economics, Asian studies, environmental science, and studio and performing arts. This program is open to students with a minimum GPA of 2.8.

University of Tasmania

Contact: Off-Campus Study Coordinator

Located in Hobart, Tasmania, the University of Tasmania has particular strengths in business, environmental science, music, studio arts, and biology. This program is open to students with a minimum GPA of 2.8.

Victoria University Wellington

Contact: Off-Campus Study Coordinator

Located in Wellington, New Zealand, Victoria University Wellington has particular strengths in women's studies, history, business, and environmental science. This program is open to students with a minimum GPA of 2.8.

IN BELIZE

Galen University in San Ignacio, Belize (see Wells College Programs)

IN CHILE

CIEE Valparaiso, Chile

Contact: Off-Campus Study Coordinator

This program is designed for students from all academic disciplines who have at least three years of college-level Spanish or the equivalent. It is designed for relatively independent students who seek to matriculate in regular university courses at the Universidad Católica de Valparaiso and who have a keen interest in contemporary Chilean coastal city life and society. This program is most appropriate for students who want to take courses in literature, history, environmental studies, oceanography and psychology, although coursework in other disciplines is also offered. Minimum GPA is 2.8.

IN COSTA RICA

CIEE Monte Verde, Costa Rica

Contact: Off-Campus Study Coordinator

This program is designed for students with biology-related majors who have completed at least one year of introductory biology and one elective in ecology and seek intensive, sophisticated tropical field and course work in Costa Rica. All biology courses are taught in English. Some college-level Spanish is recommended. Minimum GPA of 2.8.

IN DENMARK**Denmark International Study Program (DIS)**

Faculty Advisor: Professor Uddin

Located in Copenhagen, Denmark, DIS offers courses for upper division U.S. undergraduate students in subject areas including international business and economics, communication and mass media, biotechnology and biomedicine, European politics and society, history and European culture, psychology and child development, migration and identity, medical practice, policy and public health, and architecture and design. Instruction is in English. This program requires a GPA of 3.0.

IN THE DOMINICAN REPUBLIC**Dominican Republic Consortium (spring semester only; next offered spring 2013)**

Faculty Advisor: Off-Campus Study Coordinator

This program is for advanced level Spanish students who are motivated to gain a deeper appreciation of the realities of Dominican society, and the Caribbean region as a whole, especially issues of underdevelopment, through both academic and internship activities. Areas of academic focus are anthropology, community service, history, Latin American literature, Latin American studies, philosophy, political science and government, psychology, religious studies, social sciences, sociology, Spanish language and literature. The language of instruction is Spanish. Minimum GPA is 2.8 and students must have five semesters college coursework in Spanish or the equivalent.

IN FRANCE**Arts in Paris (see Wells College Programs)****IN GERMANY****The Freie Universität Berlin FU-BEST Program**

Faculty Advisors: Professors Koester and Larson

Located in the heart of Berlin, this program combines courses offered in English on history, sociology, philosophy, film, and art history combined with semi-intensive study of German. Courses take advantage of sites and museums in Berlin with weekly local field trips along with a week-long excursion inside Germany and other countries in Central or Eastern Europe. While not required, at least one semester of university-level German is recommended. GPA requirement is 3.0.

University of Bonn

Faculty Advisors: Professors Koester and Larson

Students with a strong background in German have the opportunity to join the Wells College Study Program at the University of Bonn. Courses are available in the full range of humanities, social sciences, natural sciences, etc. German is the language of instruction and interaction with on-site program support. Intensive or supplementary language/culture courses are provided for students requiring further language studies. The program includes a four-week introductory session, which prepares students for the regular semester, as well as an extensive cultural and social program of excursions, concerts and a one-week trip to a major German city. Program requirements: 2.8 GPA; permission of the faculty advisor(s); a 200-level course in German is preferred; students with outstanding performance in two semesters of intermediate level German language will be considered.

IN IRELAND**University College Cork in Cork, Ireland (fall semester only)**

Faculty Advisor: Professor O' Leary

Located in Cork City in the Republic of Ireland, University College Cork (UCC) offers a comprehensive list of course offerings in the arts, humanities, social sciences, and sciences. The program is of particular interest to students majoring in the biological, chemical, physical, environmental, mathematical, or computer sciences. An Early Start Program introduces students to living and studying in Ireland. GPA requirement is 3.0.

IN ITALY**Wells in Florence (see Wells College Programs)**

IN JAPAN

Doshisha Women's College of Liberal Arts (fall semester only)

Contact: Off-Campus Study Coordinator

Located in Kyoto, the Japanese Studies Program at Doshisha Women's College offers semi-intensive Japanese along with courses on Japanese culture and history offered in English. This program is available during fall semester only and is open only to women. Students must have a GPA of 2.8 and at least two semesters of Japanese.

JF Oberlin University

Contact: Off-Campus Study Coordinator

Located in suburban Tokyo, JF Oberlin offers semi-intensive Japanese as well as subject courses in English and Japanese depending upon an applicant's proficiency in Japanese. The program, known as Reconnaissance Japan, allows students to focus on Japanese language as well as the culture, politics, economics, and business of Japan and East Asia. Applicants should have one year of Japanese and a minimum GPA of 3.0.

IN SENEGAL

Wells in Dakar (see Wells College Programs)

IN SPAIN

Advanced Spanish in Sevilla (see Wells College Programs)

IN THE UNITED KINGDOM

Advanced Studies in England (Bath)

Faculty Advisor: Associate Professor Easter

The Advanced Studies in England program in Bath offers courses in the humanities, arts, and education, with periods of study in Stratford and at University College, Oxford. The program offers an integrated curriculum, course-related study trips, and a certificate of cultural enrichment. Specialized tutorials and internships are also available. Minimum GPA of 3.0.

The London Theatre Program at BADA

Faculty Advisor: Assistant Professor Easter

This program is offered on an exchange basis with Sarah Lawrence College. The British American Drama Academy offers Wells students who wish to study acting in depth the opportunity to work with some of the finest theatre professionals in London. Courses include in-depth scene study, period styles, voice, movement and dramatic criticism. Master classes, tutorials and trips to professional theatres are included. The program offers a 15-credit semester. Open to sophomores, juniors, and seniors with a GPA of 3.0. Acting audition in the previous semester is required. Recommendation of a Wells College theatre professor is required.

University of Stirling

Faculty Advisor: Professor Garrett

The University of Stirling, Scotland, is a comprehensive residential university located between Edinburgh and Glasgow. It has wide offerings in most fields, including business and management, economics, English, film and media studies, history, psychology, and sociology. The program is on the American semester system. Minimum GPA is 3.0.

York University

Faculty Advisor: Professor Garrett

The University of York, England, offers a wide range of courses, including archeology, economics, engineering, English and related literature, history, and philosophy. The program uses the British three-term module system. For credit comparable with a Wells semester, students should plan to attend during spring term, January-June. Minimum GPA is 3.0.

IN THE UNITED STATES

Documentary Field Studies at The Salt Center

Faculty Advisor: Professor Muñoz

The Salt Institute for Documentary Field Studies provides a semester of hands-on learning of documentary radio, writing, or photography. Salt is located in the heart of the art district in Portland, Maine. By documenting Maine people, culture, and landscape, students become writers of nonfiction—literate, proficient, ethical storytellers in the written word, sound, and images. Through fieldwork, collaborative critiques, and guided discussion of relevant work, students learn how to ethically research and gain access to a story, collect information, edit their work, and return to the field to refine the process. Borrowing from a variety of disciplines outside of journalism to tell stories—art, sociology, anthropology, oral history—students produce a professional, intimate, humanistic body of work and leave Salt better equipped to work in their chosen field. Applicants should have junior or senior standing, and a minimum GPA of 3.0.

Public Leadership Education Network: Women and Public Policy Program, Washington, D.C.

Faculty Advisor: Associate Professor Tabrizi

Wells College was one of the founders of the Public Leadership Education Network (PLEN), a national consortium of women's colleges working to prepare women for public leadership. The Women and Public Policy seminar is held for one week in January during which students have the opportunity to network with professional women working in the area of public policy in Washington, D.C. Students visit government and nonprofit agencies, meet with leaders, and attend seminars on topics such as environmental policy, educational policy and financial policy.

Public Leadership Education Network: Women and Science and Technology Policy Program, Washington, D.C.

Faculty Advisor: Associate Professor Tabrizi

The Women and Science and Technology Policy seminar is a one-week program in Washington, D.C., that offers students the opportunity to network with professional women working in fields related to scientific research. This seminar includes visits to government agencies and has included speakers who advise leaders in Congress and the Executive Branch (including the president), women who are leaders of federal agencies such as the National Institute of Health, and women who lobby for corporations and advocacy groups.

Washington Semester (American University)

Faculty Advisor: Associate Professor Tabrizi

Students interested in examining the government process in the nation's capital may take courses at American University in: American national government and politics, arts and humanities, economic policy, foreign policy, journalism, justice, or public administration. This is a semester-long program that includes seminars and courses at American University and an internship in the student's area of interest. Application may be obtained from Wells College political science faculty. Students should have at least two courses in political science and a GPA of 3.0. Preference is given to students in pertinent majors and special programs.

IN VARIOUS COUNTRIES

School for Field Studies

Faculty Advisor: Professor O' Leary

This program allows selected students to learn about environmental issues first-hand and to participate as a member of a team helping to solve a particular environmental problem. Semester-long opportunities are available at a number of field sites in Africa, Australia, the Caribbean, and elsewhere. Students should have a GPA of 2.8 and at least one college course in biology or ecology/environmental science. Some field sites have additional prerequisites.

Non-affiliated Programs

Any student whose academic progress would be enhanced by studying at another college or university, and whose record testifies to her or his ability to profit from such study, may request permission from the off-campus study coordinator to participate in a non-affiliated program. Students applying to a non-affiliated program must meet the same general regulations for approval as students on a Wells College or an affiliated program.

Completed off-campus study paperwork, program application forms, and supporting recommendations must be submitted to the off-campus study coordinator by April 1st for programs beginning in the fall semester and by October 1st for programs in the spring semester. Students participating in non-affiliated programs must pay the College an administrative fee of \$125. Please note that credits earned on non-affiliated programs will be treated as transfer credit. This means that credits only, not the grades, will

transfer, and that only courses in which grades of C- or better are earned will transfer. Students on non-affiliated off-campus programs will not receive any institutional financial aid. Students may not be approved for a non-affiliated program if Wells offers an affiliated program with similar learning objectives.

Interession Off-Campus Study

Students may also study off campus over January during interession through faculty-led courses. These short courses introduce students to areas of interest both aligned with and outside the faculty's normal course offerings. The topics, which change annually, have included genealogy research in Salt Lake City taught by a professor of chemistry, anthropology studies in Hawaii taught by a professor of anthropology, tutoring on a Navajo reservation led by a professor of education, and study of theatre in London led by a professor of performing arts.

(see off-campus study courses, p. 137)

OCS 110. January at the Art Students League — New York City

OCS 215. London Theatre

OCS 225. Off-Campus Study in Spain

OCS 275. Women and Public Policy Seminars

OCS 285. Topics in Experiential Learning

OCS 300. The Anthropological Experience in Hawaii

OCS 305. The Anthropological Experience in Belize

INTERNSHIPS

One of Wells' most successful and popular ways to meet the experiential learning requirement is through the Internship Program. Almost every Wells student will complete at least one internship during her or his years at Wells; many will complete more than one. Students may elect to participate in credit-bearing internships with individuals, organizations, or businesses. A student plans an internship by working closely with a faculty sponsor, the experiential learning and career services staff, and an on-site sponsor who supervises and evaluates the on-site work. In many cases, Wells alumnae/i help to arrange internships and act as sponsors. Internships may take place during January Interession, a semester, or summer. For each semester hour of credit, a student must work 40 hours. For students to earn academic credit for the internship, they must complete all necessary paperwork to register for the appropriate course. Students work with their faculty sponsors and on-site supervisors to develop learning contracts. The contracts as well as the internship agreement forms must be submitted to experiential learning and career services prior to registration. Deadlines are the last day of add/drop for internships occurring in the fall and spring semesters and the last day of classes of the preceding semester for January interession and summer internships. Students who turn in internship paperwork after the deadline may not be able to earn academic credit for their internship.

The purpose of the Wells Internship Program is to assist students to discover the relationship between the study of liberal arts and the application of knowledge or techniques from that study in an on-the-job setting. Internships provide an important link that allows a student to define and refine her or his career goals. Internships have frequently led to valuable career contacts and job offers. The Internship Program gives students the opportunity to explore careers in a wide variety of fields, such as advertising, publishing, human resource management, marketing, accounting, the arts, education, healthcare, international relations, banking, law, human services, and computer science.

Records of internship placements are maintained in the Experiential Learning and Career Services Office and are available for student use. Students may also generate their own internship placements with the advice of the career services staff and approval of their faculty sponsors. Students are assisted by the staff with job-seeking skills such as preparing a résumé, writing letters of inquiry, and interviewing. A student should be aware that an internship may entail extra expenses and should consult parents or guardians if appropriate.

During the 2010-2011 academic year, Wells students completed over 225 internships in 16 states, Bulgaria, Morocco, Russia, Spain, and Venezuela. Of the graduates in the Class of 2011, 95% completed at least one internship during their college careers.

Internships for First-Year Students

From the moment they arrive on campus, Wells students are encouraged to explore career options. First-year students can complete internships during January Intersession through either discipline-based internships or the course WLLS 190 (see p. 159) that allows students to explore their interests through individually-arranged field experiences. During January 2011, about 10% of first-year students were enrolled in a January intersession internship.

EXPERIENTIAL LEARNING AND CAREER SERVICES**Counseling**

The Office of Experiential Learning and Career Services offers both individual and group counseling sessions to help students identify career goals and explore options for graduate schools. Workshops on résumé writing, job search strategies, networking, interviewing skills, and applying to graduate school are held regularly and support students' experiential learning.

Experiential Learning and Career Services Resource Library

The Experiential Learning and Career Services Resource Library contains occupational information on a wide range of professional career areas. Library holdings and online resources include occupational outlook and salary data, catalogs, admissions examination materials for graduate and professional school study, directories of employers, and guides for job hunting, career exploration, and life planning. For students exploring internship possibilities, more than 2,000 internships can be found in the library files and database.

Post-Graduate Planning

Experiential Learning and Career Services provides opportunities for students to speak with representatives of graduate schools and other programs such as the Peace Corps, Americorps and Teach for America at the annual Wells College Graduate School Fair. In addition, Wells students are invited to participate in job fairs at Cornell University, Ithaca College, and in Rochester and Syracuse, N.Y. These provide opportunities for students to meet with representatives from business, government, and nonprofit agencies. Employment readiness programs are directed to students during their senior year, and special attention is given to students applying to graduate and professional schools. The office also provides information about summer job opportunities, internships, and scholarships and fellowships for graduate and professional school. In addition, job openings are regularly posted on the Experiential Learning and Career Services job and internship listservs.

Credentials Files

Experiential Learning and Career Services maintains confidential files of letters of recommendation for juniors, seniors, and alumnae/i. Standard recommendation forms are provided for letters from Wells College faculty and staff. Letters from internship sponsors and other employers may be included in the files. Letters of recommendation can be used to support applications to graduate or professional school or to enhance applications for employment. Credential files are kept on file with Experiential Learning and Career Services for a total of 10 years.

The Alumnae/i Network

Alumnae/i of Wells College are excellent sources of advice regarding experiential learning and career opportunities. Experiential Learning and Career Services helps link students with alumnae/i who have offered to provide career information, to sponsor internships, and to host students. Alumnae/i return to campus for discussions with students about their experiences in graduate school and with the job search. The connection continues after graduation as alumnae/i are put in touch with other alumnae/i in similar career areas. In addition, alumnae/i are welcome to use any of the services provided by the experiential learning and career services staff.



Academic Information



ACADEMIC INFORMATION

In 1866, at the laying of the cornerstone of Wells College's Main Building, Henry Wells gave his reason for building a college for women: "The necessities of the present age demand — and even more will those of coming generations call for — thoroughly educated women," he said, "in every sphere of activity which they may please to honor with their presence."

Now, Wells College has entered a new era in the College's history: remaining a woman-centered college while admitting men to the privilege of experiencing a fine liberal arts education.

The Purpose of a Wells Education

"To think critically, to reason wisely, and act humanely..." (from the Wells College Mission Statement, see p. 8.)

The Five Institutional Goals of Wells College

To support her mission, Wells College will:

- Provide an educational experience that supports students as unique individuals engaged in the study and practice of the liberal arts.
- Maintain an excellent faculty that is skilled in teaching, dedicated to rigorous intellectual development, and actively committed to pursuing new knowledge and learning strategies.
- Develop students' intellectual curiosity, analytical and critical capabilities, and aesthetic awareness and creativity.
- Provide a rich community environment that fosters awareness and sensitivity to social diversity and encourages responsible action in an interdependent world.
- Develop self-confident individuals who exercise sound judgment and have the knowledge and skills for thoughtful decision-making.

Academic Program Goals

A Wells College education enables students to:

- examine enduring and contemporary questions that shape human understanding
- use the scholarly and creative traditions of the liberal arts and contemporary technologies to locate and evaluate information
- communicate reasoned points of view to inform and persuade a variety of audiences
- incorporate an understanding of diversity in their academic work and as members of a learning community
- develop an appreciation of languages and cultures in a global context
- acquire knowledge based on scholarship and research about women
- engage in collaborative practices in the classroom, in campus life, and in the community at large
- develop thorough knowledge of basic principles, methods of inquiry, and current issues in an academic field of study

A Wells College education gives students opportunities to acquire the background for further study and careers and to develop self-discipline, creativity, and self-direction. Wells students acquire a lifelong appreciation for the accomplishments of the mind and the imaginative spirit.

Student Program Responsibilities

- A student shall be held responsible for observing the requirements for the degree.
- To reinforce individual student responsibility for fulfilling the College objectives, including the core requirements, each sophomore, prior to registration for the junior year courses, will discuss with an advisor her or his educational goals within the context of the objectives of a liberal arts education.

- Every student arranges her or his program and semester schedule in consultation with a faculty advisor. Prior to registration for the junior year courses, a student shall have decided upon a major in a discipline or including a discipline in which she or he has taken or is taking course work. In arranging the degree program, the student, with faculty advice, should see that the plans provide for fulfillment of the College objectives and requirements, including those of the major field. If any deviation in meeting any of these requirements is anticipated, the student must file a petition with the dean of the college.
- A student is expected to use clear and idiomatic English in all classroom work and examinations. If found deficient in this respect, the student may be required to take extra work in English composition or speech under the direction of the English faculty and Writing Center. This extra work shall not count toward the degree.

BACHELOR OF ARTS DEGREE

Wells College has an integrative liberal arts curriculum designed to prepare students for the leadership roles they will assume in all areas of life. The academic program includes a core curriculum, Sustainable Community, and majors that integrate related disciplines.

Liberal Arts Foundations: From the beginning to the end of their enrollment at Wells College, students participate in a liberal arts foundation sequence, Sustainable Community (SC), exploring what it means to be a member of interconnected communities. Four themed seminars enhance students' ability to communicate, both orally and through writing, using relevant technology. Students also learn quantitative skills and how to reason clearly while making logical arguments; they come to appreciate what is distinctive about scientific explanations; they develop an appreciation for languages and cultures in a global context; they develop awareness of the physical body and what practices help maintain health; they engage in experiential learning; and in the senior year, they explore different perspectives on a seminal idea or theory related to sustainable community in an interdisciplinary capstone experience.

To enhance the development of a sustainable academic community, Wells College sets aside five days in different weeks of the spring semester in which classes are not held and instead, we Celebrate Scholarship and Engagement. One day is an Activism Symposium with speakers and demonstrations from staff, faculty, students, and activists from communities outside the College; each of the other four days involves seniors from an academic division presenting their theses or senior projects and performances.

GENERAL REQUIREMENTS

In order to be recommended by the faculty for the degree of Bachelor of Arts, a student must successfully: 1) complete a minimum of 120 semester hours; 2) complete two years in residence at Wells (60 semester hours, which may include up to 20 semester hours in Wells College affiliated programs); 3) complete the College requirements, including those for the major; 4) maintain a minimum cumulative GPA of 2.0 and a minimum GPA in the major field of 2.0 undertaken during the sophomore, junior, and senior years; and 5) pass a comprehensive evaluation.

COLLEGE REQUIREMENTS

NOTE: This description of requirements assumes students are entering Wells as first-year college students. Information about how these requirements apply to transfer students, and more complete descriptions of each requirement, is provided in a document available through the College website (on the faculty and staff page of the Globe).

(1) Themed seminars (12 semester hours). Seminars on designated themes, described below, develop students' communication skills, both written and oral, their information literacy, and their knowledge of appropriate technology for group presentations. Students choose two seminars in the first year—SC 101 in the fall, restricted to first-year students, and a seminar on the designated first year theme in the spring semester; one in the sophomore year, either fall or spring semester; one in junior year, either fall or spring semester. Only one themed seminar can count toward a student's major. Faculty advisors will work with students to choose themed seminars that introduce them to the arts, humanities, and social sciences.

First year: Crafting Meaningful Lives

The first year Wells experience is designed to root students in the creative, transformative world of learning. These writing attentive seminars examine the way engagement in social issues, political action, creative work in the arts and sciences, and the pursuit of knowledge bring meaning and focus to individual lives.

Second year: Local & Global Interconnections

"Think Globally. Act Locally" is more than just a bumper sticker. Since the 1970s when the phrase originated, it's been argued that global problems can be turned into action only by considering variations in the ecology, economy, and culture of local surroundings. In these sophomore seminars, students will develop an understanding of interconnections between local and global experiences in the past, present, and future.

Third Year: Contemporary Challenges & Ethical Engagement

The world in which we live is full of challenges--poverty, war, political unrest, gender inequality, illness, illiteracy, and environmental degradation, to name a few. In third year seminars, students will examine the concepts and processes of ethical reasoning through focus on concrete social or global issues. The accompanying service learning component will encourage a deeper understanding of the impact of individual actions and choices as students engage with selves and others.

(2) SC 111 New Student Experience (1 semester hour). In this peer-led course, one-half in first seven weeks of fall semester, and the second half in first seven weeks of spring semester, students are introduced to College values, resources, and support services.

(3) Quantitative reasoning (QR) (3 semester hours). One course on mathematical concepts and skills develops students' understanding of how real-world problems are approached and solved. Most courses in mathematics, physics, and accounting, as well as designated courses in other disciplines, fulfill this requirement.

(4) Critical analysis and reasoning (CAR) (3 semester hours). Students choose one designated course in which they learn to apply higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions and to apply knowledge within and across academic disciplines.

(5) Scientific Literacy (3 or 4 semester hours). One laboratory course involving hands-on learning develops students' understanding of the reasoning involved in developing, supporting, and discarding scientific theories and elucidates the distinction between scientific and other types of explanations.

(6) Modern Languages (6 to 8 semester hours). Two courses at the college level in a single language other than English develop students' appreciation for languages and cultures in a global context. Students may also fulfill this requirement by placement through examination to the 200-level.

(7) Lifelong Wellness (4 semester hours). One course during students' first year, Lifelong Wellness 100 (2 semester hours), and at least one physical activity (1/2 semester hour) each year, develop students' bodily-kinesthetic intelligence (i.e., awareness of the body and what to do to take care of it) and encourage them to engage in healthy behaviors which facilitate the cultivation of meaningful lives.

(8) Experiential Learning (3-8 semester hours). Experiential learning, generally achieved through internships, off-campus study, or student teaching, enables students to apply course-based learning to situations outside the classroom. By critically reflecting on their experiences and sharing what they have learned with others, students deepen their knowledge of the liberal arts as well as their own career and personal goals. At least one experiential learning activity must be off campus and only one can be for one semester hour of credit.

(9) Senior year, Sustainable Community capstone (2 semester hours). All seniors in the first half of the spring semester will choose a designated multidisciplinary capstone that explores different perspectives on key ideas or problems such as climate instability, evolution, or globalism. Students will use a variety of critical approaches to focus on interdisciplinary connections, reflecting on and integrating liberal arts in the service of lifelong learning.

The Major

Each Wells student must elect a major to assure exploration of an area of interest in-depth, and to develop the knowledge and skills involved in the mastery of a field. The College offers majors in 16 areas, including disciplinary and interdisciplinary fields. If a student's educational goals are better met by developing an individualized major than by electing an established major, the student may, with the advice of her or his faculty advisor and other appropriate faculty members, develop an Individualized Major (see p. 46).

Transfer students must take at least six courses (18 semester hours) in the major at Wells College or in an affiliated program. All students must have six, 300-level or 400-level courses of three or four credits each (minimum of 18 semester credits) in the major. No more than six semester hours of courses graded "S/U" may be used toward the major. No major will require more than 65 semester hours. A student may not elect a double concentration within a major.

Semester Hour Limitations

No more than 45 semester hours in any one discipline will be included in the 120 semester hours required for the degree. There is a limit of eight semester hours of credit toward the minimum 120 semester hours of credit required for graduation for courses that bear fewer than three semester hours of credit in the following two categories: 1) physical education courses, and 2) arts and performance courses, except those taken to meet requirements toward the major or minor. A maximum of 12 semester hours of credit for internships and 12 semester hours of credit for independent study counts toward the 120 required for graduation. A maximum of 8 semester hours of credit for tutorials counts toward the 120 required for graduation. Semester hours in excess of the above stated limits will require the same number of semester hours in excess of 120 in order to graduate.

Guide to Major Fields and Concentrations

The following is a list of majors and concentrations that a student may elect at Wells.

African-American Studies

see American Studies: Concentration in African-American Studies (p. 60)

American Cultures

see American Studies: Concentration in American Cultures (p. 59)

American Studies Major (p. 58)

(HEGIS #0313)

American Cultures Concentration (p. 59)

African-American Studies Concentration (p. 60)

Anthropology

see Sociology and Anthropology: Concentration in Anthropology and Cross-cultural Sociology (p. 92)

Art

see Visual Arts: Concentration in Studio Art (p. 97)

Art History

see Visual Arts: Concentration in Art History (p. 97)

Biochemistry and Molecular Biology Major (p. 61)

(HEGIS #0414)

Biology Major (p. 62)

(HEGIS #0401)

Chemistry Major (p. 63)

(HEGIS #1905)

Computer Science Major (p. 65)

(HEGIS #0701)

Creative Writing

see English: Concentration in Creative Writing (p. 71)

Dance

see Theatre and Dance Major (p. 94)

Economics and Management Major (p. 68)

(HEGIS #2204)

Economics Concentration (p. 68)

Management Concentration (p. 69)

Education

(Program, not a major, in conjunction with another major, p. 35 and p. 69)

English Major (p. 70)

(HEGIS #1501)

Literature Concentration (p. 71)

Creative Writing Concentration (p. 71)

Environmental Studies Major (p. 72)	(HEGIS #0420)
Environmental Sciences Concentration (p. 73)	
Environmental Policies and Values Concentration (p. 74)	
Gender Studies	
see Women's and Gender Studies (p. 97)	
Government	
see:	
International Studies (p. 780)	
Health Professions	
(Programs, not majors, in conjunction with other majors, p. 34)	
History Major (p. 76)	(HEGIS #2205)
Individualized Major (p. 78)	(HEGIS #4901)
International Studies Major (p. 78)	(HEGIS #2210)
Management	
see Economics and Management: Concentration in Management (p. 69)	
Mathematics Major (p. 82)	(HEGIS #1701)
Molecular Biology	
see Biochemistry and Molecular Biology (p. 61)	
Philosophy Major (p. 83)	(HEGIS #1509)
Physics Major (p. 84)	HEGIS #1902)
Political Science Major (p. 85)	(HEGIS #2207)
Pre-law	
(Program, not a major, in conjunction with another major, p. 34)	
Psychology Major (p. 87)	(HEGIS #2001)
Science	
see:	
Biochemistry and Molecular Biology (p. 61)	
Biology (p. 62)	
Chemistry (p. 63)	
Environmental Studies: Concentration in Environmental Sciences (p. 73)	
Physics (p. 84)	
Sociology and Anthropology Major (p. 91)	(HEGIS #2299)
Sociology Concentration (p. 91)	
Anthropology/Cross-Cultural Sociology Concentration (p. 92)	
Spanish Major (p. 93)	(HEGIS #1105)
Studio Art	
see Visual Arts: Concentration in Studio Art (p. 97)	
Theatre and Dance Major (p. 94)	(HEGIS #1099)
Visual Arts Major (p. 96)	(HEGIS #1099)
Art History Concentration (p. 97)	
Studio Art Concentration (p. 97)	
Women's and Gender Studies Major (p. 97)	(HEGIS #2299)

Writing, Creative

see English: Concentration in Creative Writing (p. 71)

Double Major

If a student feels her or his plans necessitate a double major rather than a major and a minor, she or he must file a double major proposal form with the registrar no later than the end of advising week of the first semester of the junior year. This proposal must indicate how the student's proposed plan of study meets the College's goals for a sound liberal arts program, including courses that satisfy the Core Requirements. The proposal must be approved by an advisor from each major. The student must have a cumulative grade point average of at least 3.5 at the time of the proposal. A double major may not include an individualized major. Final approval rests with the Academic Standing and Advising Committee.

Individualized Major, see p. 78.

GPA Requirement

To declare a major a student must have completed at least two courses in the major with a GPA of at least 2.0 in work in the major. To be eligible for graduation, a student must have earned a GPA of at least 2.0 in the work in the major undertaken during the sophomore, junior, and senior years. If a student fails to maintain this average, she or he must either change majors or leave Wells College.

Comprehensive Evaluation

In the senior year, each student shall review the work of the major with the purpose of integrating and correlating such work and, where relevant, relating it to other fields. She or he shall then demonstrate grasp of the major (and related fields) to the appropriate faculty. Students must satisfactorily complete the comprehensive evaluation in order to receive the B.A. degree from Wells.

The Minor

Although minors are not required, a student desiring a minor shall declare it on a declaration of minor form, available in the Registrar's Office, no later than the last day of classes of the junior year. The declaration must be approved by the student's major advisor and the faculty coordinator for the minor. Requirements of the minors will be found in the section of the *Catalog* devoted to Majors and Minors. In order to have a minor noted on the transcript, a student must earn an overall GPA of 2.0 or better in courses used for the minor. No more than 50% of the semester hours to be applied to the minor may also be applied to the major.

A student may request to complete two minors by filing two minor forms, available in the Registrar's Office, no later than the last day of classes of the junior year. Each form must be approved by the student's major advisor and by the faculty coordinator for each minor. A minimum of 50% of the courses must be unique to each minor. A minimum of four courses (12 semester hours) must be taken at Wells College or in an affiliated program to complete a minor. No more than four semester hours graded "S/U" may be used toward the minor. *Wells does not offer individualized minors.*

The following minors are offered:

Advertising (p. 58)

Africana (p. 58)

Anthropology (p. 60)

Art History (p. 61)

Biology (p. 63)

Book Arts (p. 63)

Chemistry (p. 64)

Cognitive and Brain Sciences (p. 64)

Communication Studies (p. 65)

Computer Science (p. 66)

Creative Writing (p. 66)

Dance (p. 67)

Economics (p. 67)

Educational Studies: Childhood Education (Grades 1-6) (p. 70)

Educational Studies: Adolescence Education (Grades 7-12) (p. 70)

English (p. 72)

Environmental Studies (p. 74)

First Nations and Indigenous Studies (p. 75)

French (p. 75)

German (p. 75)

History (p. 77)

International Studies (p. 79)

Italian (p. 80)

Japanese (p. 81)

Management (p. 81)

Mathematics (p. 83)

Philosophy, Ethics, and Policy (p. 84)

Philosophy and Religion (p. 84)

Physics (p. 85)

Political Science (p. 86)

Psychology (p. 88)

Religious Studies (p. 88)

Science, Health, and Values (p. 89)

Social and Economic Justice (p. 89)

Sociology (p. 90)

Spanish (p. 93)

Studio Art (p. 93)

Theatre (p. 94)

Women's and Gender Studies (p. 99)

PRE-PROFESSIONAL PROGRAMS

Students may decide early in their College careers that they have a particular professional goal and that they wish to pursue this interest during their years at Wells. There are a number of programs described below that serve this end and offer the possibility of challenging future careers; some will give the student professional certification; others will lead to a second degree in addition to the Wells Bachelor of Arts degree.

Pre-law

Advisor: Associate Professor Frazier

Wells College is a member of the Northeast Association of Pre-law Advisors and offers counseling to students who wish to pursue the graduate study of law. The pre-law advisors assist students in planning their undergraduate programs, preparing for the LSAT, and completing law school applications. Students intending to prepare for law school may begin working with the advisors in their first year. Special programs held on campus will introduce students to representatives from law schools and to Wells College alumnae/i who have completed law school. Wells College also participates in Law School Day at Cornell University each fall.

The preparation for law school at Wells is based upon the Association of Law Schools' recommendation that a broad liberal arts curriculum, such as that at Wells, best prepares students for the multi-disciplinary study of law. In addition to the student's major area of study, the student is encouraged to participate in the Wells College internship program and gain practical experience in a law-related setting.

Health Professions (including medicine, dentistry, veterinary medicine, and other health professions)

Health Professions Advisor: Associate Professor Wahl

The Wells College Health Professions advisors provide advice to students interested in the health professions. As an adjunct to the regular academic advisor, a member of this group also serves as the student's individual advisor in all matters related to preparing for a career in the health sciences.

Medical schools recommend an undergraduate preparation that combines a thorough grounding in science, breadth and depth of study in the liberal arts, and a major that matches the interest and aptitude of the student. A course of studies that meets medical and dental school admissions requirements and prepares students for nationally administered admissions examinations normally includes two semesters each of general biology, general chemistry, organic chemistry, physics, and English. Pre-veterinary study would consist of these 10 courses and also a semester of microbiology and/or biochemistry. Schools of optometry, osteopathy, and chiropractic have similar requirements.

Wells College sophomores have taken advantage of *Early Assurance Programs* at the **University of Buffalo School of Medicine** and the **College of Medicine of the Health Science Center at Syracuse**. A student accepted to these programs is guaranteed a place in the medical school's entering class two years later.

The academic program at Wells includes extensive internship and abundant research opportunities both on and off campus. The combination of academic program, practical experience, and comprehensive individual advising has given Wells students an excellent record in admission to schools in the health professions.

In addition, Wells College has an early acceptance program with the University of Rochester School of Nursing. The purpose of this program is to facilitate educational and career mobility for students who earn a baccalaureate degree in any major at Wells College and who wish to pursue studies in the Accelerated Masters Program for Non-Nurses at the University of Rochester School of Nursing. Please see Associate Professor Wahl for more information.

Educational Studies Program

Director: Susan Talbot

The Wells education program is designed to train professional educators for the demands of the 21st century. Wells prepares teachers to have critical understanding of current theory and to be responsive and skilled practitioners. The program at Wells is registered with New York State and accredited by the Regents Accreditation for Teacher Education. Students who complete the program and pass the required New York State examinations qualify for initial New York State Childhood or Adolescence certifications.

Notes

- During the 2009-2010 academic year, 45 students were enrolled in Wells College's teacher education program. Nine of these students participated in student teaching during that academic year, teaching an average of 35 hours per week for a period of 15 weeks. Eight students completed the teacher education program at Wells during 2009-2010 and 100% of those who took the state ATS-W (Assessment of Teaching Skills-Written) passed the test. For the LAST (Liberal Arts and Sciences Test) as well, 100% of those who took it passed the test. The statewide pass rate for the ATS-W during this same period was 100%, while the statewide pass rate for the LAST was 98%. For the CST (Content Specialty Test), 100% of Wells students who took it passed the test. The statewide pass rate for the CST was 95%.

General Requirements

- Application for acceptance in the education program takes place in the second semester of a student's sophomore year.
- Students must have completed at least 40 semester hours of coursework with a minimum GPA of 2.7 and earned a B- or higher in EDUC 105 (Introduction to Teaching) or its equivalent at another college.
- In addition, students must provide the name of a faculty reference and a statement describing why they would like to complete the certification program.
- All candidates for certification are required to do an internship in an educational setting and take EDUC 408 Portfolio Development and Analysis along with EDUC 410 Student Teaching.
- Students must complete required course work and 100 hours of field experience in education prior to student teaching. In addition, to qualify for student teaching they must have a minimum GPA of 2.7 and earned a B- or higher in the required method courses (Childhood: EDUC 301, 302, 405 or Adolescence: EDUC 331, 332, 406). Student teaching placement will be determined by Wells faculty in cooperation with regional school personnel. No placement will be approved without the Wells faculty involvement. Student teaching requires 15 weeks full-time in two classrooms suitable to the certification area sought. NOTE: Student teachers will be expected to provide their own housing, if necessary, as well as transportation.
- Students will be required to attend seminars on substance abuse, child abuse, and school violence.
- Candidates for initial teaching certification will be required to take standardized tests sponsored by the New York State Education Department in addition to the courses required by the program and submit to a fingerprint check prior to student teaching.

Childhood Education, Grades 1-6

The childhood education minor/teacher initial certification program is open to any qualified Wells student. Students who choose childhood education can major in a variety of academic areas including English, mathematics, history, psychology, and sociology. Each childhood education course at Wells is designed in collaboration with cooperating teachers, and therefore the program is field-based in all respects.

REQUIREMENTS FOR CHILDHOOD CERTIFICATION (GRADES 1-6)**General Content Requirements:**

- Six semester hours of English
- Six semester hours of Mathematics
- Six semester hours of Science
- Six semester hours of Social Studies (History/Political Science/Anthropology/American Studies)
- Six semester hours of a modern language

General and Education Course Requirements:

- EDUC 105 Introduction to Teaching (3 sem. hrs.)
- EDUC 275 Using Children's Literature in the Classroom (3 sem. hrs.)
- EDUC 301 Balanced Literacy I (3 sem. hrs.)
- EDUC 302 Balanced Literacy II (3 sem. hrs.)
 - EDUC 301 and 302 must be taken in sequence
- EDUC 315 The Inclusive Classroom (3 sem. hrs.)
- EDUC 325 Managing and Motivating Classrooms (3 sem. hrs.)
- EDUC 405 Elementary Methods: Teaching Math and Science (3 sem. hrs.)
- EDUC 408 Portfolio Development and Analysis (2 sem. hrs.)
 - Taken concurrently with student teaching
- EDUC 410 Student Teaching: Preparation and Analysis (12 sem. hrs.)
- PSY 210 Childhood Development (3 sem. hrs.)

One of the following:

- EDUC 320 Teaching for Diversity and Social Justice (3 sem. hrs.) (offered occasionally)
- SOC 350 The Sociology of Education (3 sem. hrs.)

One of the following:

- EDUC 290 Internship in Education (2-3 sem. hrs.)
- EDUC 390 Internship in Education (2-3 sem. hrs.)

Additional recommended electives (not required):

- PHIL 240 Ethics (3 sem. hrs.)
- PSY 322 Educational Psychology (3 sem. hrs.)
- SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

Additional requirements for BOTH Childhood and Adolescence Certification:

- Child Abuse Seminar (0 sem. hrs.) (\$39)
- Alcohol and Drug Awareness Seminar (0 sem. hrs.) (Free)
- Violence Prevention and Intervention Seminar (0 sem. hrs.) (\$49)
 - These seminars are offered on campus annually in a workshop format*
- 100 hours of field experience prior to student teaching (embedded in all Wells education courses)

Teaching Exams:

- NYS - given in October, February, April, May and July (\$88 each)
- ATS-W (Assessment of Teaching Skills - Written)
- LAST (Liberal Arts and Sciences Test)
- CST (Content Specialty Test)
- Praxis series for individuals wishing to teach outside of NYS - given February, March, May and July
- Fingerprinting must be completed and processed prior to student teaching (\$94.75)

Adolescence Education, Grades 7-12

The adolescence education minor/teacher initial certification program is open to any qualified Wells student. Students who choose adolescence education will normally major in the subject area most closely related to the field they will teach. Certification in biology, chemistry, English, mathematics, physics, social studies, and Spanish is available.

REQUIREMENTS FOR ADOLESCENCE CERTIFICATION (GRADES 7-12)**Registered Majors for Initial Teaching Certification:**

- Biology
- Chemistry
- Spanish
- English
- Mathematical and Physical Sciences: Math
- Mathematical and Physical Sciences: Physics
- History

General and Education Course Requirements:

- Six semester hours of a modern language (other than English)
- EDUC 105 Introduction to Teaching (3 sem. hrs.)
- EDUC 315 The Inclusive Classroom (3 sem. hrs.)
- EDUC 325 Managing and Motivating Classrooms (3 sem. hrs.)

EDUC 331	Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332	Reading and Writing in the Content Areas II (3 sem. hrs.)
	EDUC 331 and 332 must be taken in sequence
EDUC 406	Instructional Strategies for Secondary Education (3 sem. hrs.)
EDUC 408	Portfolio Development and Analysis (2 sem. hrs.)
	Taken concurrently with student teaching
EDUC 410	Student Teaching: Preparation and Analysis (12 sem. hrs.)
PSY 318	Adolescent Development (3 sem. hrs.)

One of the following:

EDUC 320	Teaching for Diversity and Social Justice (3 sem. hrs.)
SOC 350	The Sociology of Education (3 sem. hrs.)

One of the following:

EDUC 290	Internship in Education (2-3 sem. hrs.)
EDUC 390	Internship in Education (2-3 sem. hrs.)

Recommended for all, REQUIRED for English certification:

ENGL 240	Literature for "Young Adults" (3 sem. hrs.)
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Additional requirements for BOTH Childhood and Adolescence Certification:

Child Abuse Seminar (0 sem. hrs.) (\$39)

Alcohol and Drug Awareness Seminar (0 sem. hrs.) (Free)

Violence Prevention and Intervention Seminar (0 sem. hrs.) (\$49)

These seminars are offered on campus annually in a workshop format

100 hours of field experience prior to student teaching (embedded in all Wells education courses)

Teaching Exams:

NYS - given in October, February, April, May and July (\$88 each)

ATS-W (Assessment of Teaching Skills - Written)

LAST (Liberal Arts and Sciences Test)

CST (Content Specialty Test)

Praxis series for individuals wishing to teach outside of NYS - given February, March, May and July

Fingerprinting must be completed and processed prior to student teaching (\$94.75)

Additional Recommended Electives (not required):

PHIL 240 Ethics (3 sem. hrs.)

PSY 322 Educational Psychology (3 sem. hrs.)

SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

Military: Air Force Reserve Officer Training Corps (ROTC)

Wells College students are eligible to participate in the Air Force ROTC Program at Cornell University, and in some cases qualified students can earn a full or partial scholarship. The objective of the Air Force ROTC Program is to prepare students for positions as officers in the United States Air Force. The program is designed to teach students about the mission and organization of the Air Force, the historical development of air power, leadership, and management. Students study national security policy and the role of the military in a democratic society. Wells College students register and receive credit for these courses through the Cornell Extramural Office. Anyone interested in pursuing this program should consult with the director of academic advising or the registrar.

3/2 AND 4+1 ARTICULATION PROGRAMS

General Requirements:

- Application for acceptance into an articulation program must be made to the appropriate major program, and a Major Declaration must be filed no later than the end of the first year at Wells College.
- Major requirements and Comprehensive Evaluation commitments should be arranged through the major program faculty at the time of declaration.
- The approval of the Academic Standing and Advising Committee is required for participation in the program. A major GPA of 3.0 or better is generally required.
- Graduation arrangements should be completed during the fourth year; students in articulation programs may march in Commencement at the end of their fourth year.
- Although the Wells degree includes the work of the fourth year, no Wells financial aid is available the fourth year. It is the student's responsibility to see that all official transcripts are sent to the Registrar's Office prior to receipt of the Wells degree.

Education (4+1): B.A. Wells/M.A.T. or M.S. University of Rochester

Advisor: Director Talbot

Wells College has a formal agreement with the Margaret Warner Graduate School of Education at the University of Rochester. We have developed a 4+1 program (4 years at Wells and 1 year at the Warner School) for Wells College undergraduates that would result in a B.A. from Wells College and a Master's degree from the Warner School. This program would also meet all the academic requirements for obtaining Professional Teaching Certification from New York State. It is appropriate for two groups of Wells students:

- those who will have completed their initial certification within their bachelor's degree program, but who need a master's degree for professional certification, and
- those who decided to pursue a teaching career too late in their program at Wells to enable them to get their initial teaching certification as part of their bachelor's degree. The Warner program offers these students the option of completing both their certification and their master's degree at the same time.

Wells students can apply either during their junior or senior year. One advantage of the program is that Wells students may apply for early admission during their junior year, an opportunity not afforded to students from other undergraduate colleges. Wells students admitted to the program may begin taking classes at the Warner School during the summers after both their junior and senior years.

Engineering (3/2): B.A., Major in Physics or other approved major/B.S. in Engineering

Advisor: Professor Heinekamp

The student interested in engineering may combine technical courses with the more broadening experience of study at a liberal arts college by undertaking our 3/2 program in engineering at Wells.

The arrangements with **Cornell University** in Ithaca, **Clarkson University** in Potsdam, New York, and **Columbia University** in New York City, lead to the Bachelor of Arts from Wells College, as well as the Bachelor of Science in engineering from these universities. A student may easily arrange, with the approval of the Engineering Committee, a program with engineering colleges other than those with formal 3/2 arrangements with Wells.

The major at Wells is ordinarily physics, followed by study in the area of interest within the engineering field at the coordinate institution (in some cases, an alternative Wells science major would be more appropriate). After three years at Wells, a student transfers to the coordinate institution. There, in the fourth year, any remaining Wells B.A. requirements are completed as part of the engineering curriculum. At the end of the fifth year, the Bachelor of Science in engineering from the university will be awarded, along with a degree from Wells. Exceptionally talented students may earn the master's degree in engineering at Columbia University by completing additional courses during summer sessions.

Students will complete all major and distribution requirements of Wells College before entering Columbia. They may seek an exception to this requirement by writing to the SEAS Dean (School of Engineering and Applied Science). The request must be accompanied by a letter of support from the dual-degree engineering director at the participating institution. Exceptions will be made at the sole discretion of the SEAS's dean.

Business Administration (4+1): B.A., Major in Economics and Management or other approved major/M.B.A.

Advisor: Professor Uddin

Wells has a formal articulation (transfer) agreement with **Clarkson University** in Potsdam, New York, under which Wells students graduating with a B.A. and who have taken the required business foundation courses specified in the agreement may apply for a one-year M.B.A. program at Clarkson and, if accepted, can complete the program within one academic year. (One or all of the foundation courses may be taken in the Summer Business Concepts Program at Clarkson in the summer prior to beginning the M.B.A. program.) The Clarkson M.B.A. program is intensive and rigorous with an integrated curriculum that focuses on the global environment, technology in the work place, teamwork, leadership, and integrity. Tracks within the M.B.A. program other than the general M.B.A. are global supply chain management, environmental management, and innovation and new venture management.

CROSS-REGISTRATION AGREEMENTS

A student may register for one course a semester at no extra charge, up to a total of four courses, at one of the area institutions below. Courses taken under these agreements will appear on the Wells transcript and will be included in the Wells grade point average. (Summer work taken at these institutions is not included in the cross-registration agreements.)

Cornell University — Undergraduate Cross-Registration Program

Wells full-time matriculated students may register for courses offered by any of the seven undergraduate colleges of Cornell University that do not duplicate a Wells course. This option is open to students in good academic standing after completing the first semester. Wells students may register for four courses during their years at Wells, taking one course per semester after approval by the academic advisor and the Wells registrar. Except with prior approval from the advisor and the registrar, students should not expect to fulfill College distribution or major requirements by taking courses under this program. For summer work taken at Cornell, or any work during the semester for which the student pays Cornell tuition, the courses will be treated as any other transfer work. Students taking a course at Cornell under the exchange agreement may not take a course in the same semester at Cayuga Community College under the exchange agreement with CCC, nor at Ithaca College under the exchange agreement with IC. Please see "Transportation" on p. 39.

Students interested in engineering can undertake a 3/2 program with Cornell University. This leads to a Bachelor of Arts from Wells College, as well as a Bachelor of Science in Engineering from Cornell (see 3/2 and 3/4 Articulation Programs).

Cayuga Community College Cross-Registration Program

As part of the Wells College-Cayuga Community College Exchange Program, full-time matriculated students may register for courses offered by CCC that do not duplicate a Wells course and are acceptable for transfer to Wells College. This option is open to students with a minimum cumulative grade point average of at least 2.0 and after completing the first semester. A student may take one course a semester at CCC, but no more than four throughout her or his career at Wells, and must be granted permission by the academic advisor and the registrar. Except with prior approval from the advisor and the registrar, students should not expect to fulfill College distribution or major requirements by taking courses under this program. For summer work taken at CCC, or any work during the semester for which the student pays CCC tuition, the courses will be treated as any other transfer work. Students taking a course at CCC under the exchange agreement may not take a course in the same semester at Cornell University under the exchange agreement with Cornell, nor at Ithaca College under the exchange agreement with IC. Please see "Transportation" below.

Ithaca College — Undergraduate Cross-Registration Program

Under the Wells College-Ithaca College Exchange Program, full-time matriculated students may register for courses offered by Ithaca College that do not duplicate a Wells course and are acceptable for transfer to Wells College. This option is open to students with a minimum cumulative grade point average of at least 2.0 and after completing the first semester. A student may take one course per semester at IC, but no more than *12 semester credits* total (CU and CCC programs each allow four **courses**) throughout her or his career at Wells, and must be granted permission by the academic advisor and the registrar. A student should not expect to fulfill College distribution or major requirements by taking courses under this program, except with prior approval from the advisor and the registrar. For summer work taken at IC, or any work during the semester for which the student pays IC tuition, the courses will be treated as any other transfer work. Students taking a course at IC under the agreement may not take a course in the same semester at Cornell University under the agreement with CU, nor at Cayuga Community College under the agreement with CCC.

Transportation

Please note: The Wells College Transportation Department offers daily scheduled shuttles to Ithaca College and Cornell University. Students who utilize the shuttle service for their cross-registration classes are encouraged to review the shuttle schedule as printed in the *Community Handbook* prior to registering for their cross-registered classes. The Transportation Department cannot offer special transportation service to and from these locations on a regular basis. The Transportation Department does not offer shuttle service to Cayuga Community College unless such service is deemed necessary by the dean of the college in special circumstances.

EDUCATIONAL ENVIRONMENT

The Faculty

The Wells College core faculty consists of roughly 40 faculty, nearly all of whom hold the doctorate or other terminal degree. Excellent teaching and advancing student learning are the top priority of faculty members, who also engage in scholarship or creative work in their respective disciplines. The Wells faculty enjoys many opportunities to work across disciplines in a learning environment committed to the liberal arts. Faculty members also appreciate the many opportunities to work closely with students afforded by the smaller classes that Wells offers. Approximately 50 percent of the faculty are women.

Student Diversity

Wells College promotes and supports diversity in the student body. In addition to students from diverse racial and ethnic backgrounds from most of the states in the U.S., several international students attend Wells. Also, many nontraditional-aged students attend Wells. Several student-led campus organizations address concerns that reflect the diversity of the student body, such as P.O.W.E.R. (Praising Our Work, Ethnicity and Race), W.I.L.L. (Women in Lifelong Learning), and W.I.S.A. (Wells International Students' Association). The faculty, staff and student diversity committees play a key role in advancing a learning environment that embraces diversity in the classroom and campus life.

Class Size

One of the definitive characteristics of a Wells education is the emphasis on individual contact between students and their professors. The typical learning environment is the small class or seminar in which there is an opportunity for dialogue and discussion, although some courses are offered in larger lecture formats. This constant interaction between teacher and student is made possible by the College's rich 10/1 student-faculty ratio, with the average class size being 12.

LIBRARY

Named for the 11th president of Wells College, Louis Jefferson Long Library has a collection of approximately 221,000 volumes and subscribes to numerous print and electronic journals and newspapers. Collection strengths are in the areas of art, history, psychology, literature, local history, philosophy, and women's studies. Long Library features an open-stack layout, a walk through art gallery, individual study carrels, a lending laptop program, wireless connectivity throughout the facility, two computer labs, printers, and academic support services such as the Writing Center, the Education Curriculum Center, the Media Studio with a Kurzweil Reader, and tutorial services. Individual and group study areas are located in the Learning Commons and throughout the library. The Learning Common houses the Coordinator of Learning Support Services, the Dean of Academic Advising and the Director of Experiential Learning and Career Services.

Students can access their personal library records from the online catalog. Also, Long Library offers access to numerous electronic resources. Many of our databases provide full-text access to thousands of journals. Database searching assistance is available as part of the library's information literacy and instruction program, and by individual appointment.

Additionally, Long Library provides coordinated resource sharing which is available to all members of the Wells community. Through a partnership with a global 24/7 Reference cooperative, made up of librarians across the country and around the world, Long Library offers the Ask Us 24/7 "virtual reference desk" service. This service is available to Wells students, faculty and staff, and to Aurora community members from anywhere, 24 hours a day, 365 days a year, and is free of charge.

The Wells College Archives is housed in the library. It contains some Henry Wells correspondence, a unique collection of documents and correspondence concerning the early express companies that helped to open the West in the mid-19th century, and the diaries of E.B. Morgan, friend of Henry Wells, local businessman, member of the House of Representatives and College benefactor. In addition to these collections, the Archives is home to the Victor Hammer Collection; a large collection of photographs beginning with the founding of the College in 1868 to the present day; documents concerning the history and development of the College; and historical collections, including publications on reform movements collected by Emily Howland, early feminist and friend of Susan B. Anthony. The Archives also is home to copies of senior theses from 1923 to the present and of faculty and alumnae/i publications.

THE BOOK ARTS CENTER

The Wells College Book Arts Center, established in 1993, provides a broad learning opportunity for Wells students and the Aurora community in the arts and crafts of the book. In contrast to desktop printing by computer, students learn first-hand the traditions and history of the book through letterpress printing and hand bookbinding courses, a History of the Book course, an introduction to calligraphy course, and special topics courses such as Digital Design and the Artist Book, Boxmaking, Inspiration and Medieval Binding, the Printed Book, and Art on the Press. Students may declare a minor in book arts.

The Center also serves the campus and community with a variety of lectures, workshops, and symposia, and an annual Summer Institute. Begun in 2005, the Institute's week-long intensive courses in letterpress printing, hand bookbinding, artist's books, lettering arts and font design are taught by some of the foremost book artists in the U.S. and Europe.

The Book Arts Center's staff includes the director, the Victor Hammer Fellow, and adjunct faculty. The Victor Hammer Fellowship, established in 1998, brings talented, emerging book artists to Wells College for the purpose of sharing their expertise and love of books with students in bookbinding, printing and topics courses.

Victor Hammer, an internationally renowned figure in 20th-century graphic arts, founded the Wells College Press in 1941. His respected position among the leading typographers, printers, and artists of his time was due not only to his publications, drawings, and paintings, but to the type he designed, cut, and cast. During the years Hammer taught at Wells College, students entered the world of publishing under his tutelage. The Long Library Archive has copies of many publications Hammer created in the 1940s, as well as copies of his students' works. Victor Hammer operated the Wells College Press until his retirement in 1948. The iron hand press he used is still in the pressroom and is a complement to the four Vandercook presses students use to print personal letterhead, postcards, broadsides, and short books.

The year 1991 was seminal in the development of the Center. First, the Wells College Press was re-established in order to publish works of artistic and literary merit. The Bindery also came into being that year, when Wells alumna Jane Webster Pearce '32 presented the College with her complete fine art bindery. Ms. Pearce also arranged for funds to support an introductory course in bookbinding, which has been offered to Wells students each semester since 1993.

The Book Arts Center currently houses seven Vandercook presses, two Pilot presses, Victor Hammer's Washington-style hand press, and over 300 cases of type and ornaments. The Center is also the proud home of a large collection of 19th century type and ornaments donated in 2001 by the widow of Robert Greenlee of the Gay 90s Press, has an extensive collection of 19th and early 20th century wood type, and a large collection of cuts, type and equipment from the Oliphant Press in New York City. The Wells College Press publishes books and broadsides by visiting writers. The Book Arts Center prints, among other things, certificates and awards, announcements for campus events, and most important of all, the Wells diploma.

OTHER ACADEMIC INFORMATION

Accreditation

Wells College is fully accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education, and by the New York State Department of Education. Current documents concerning the College's accreditation are available for review upon request to the Office of the President.

The Calendar

Wells College organizes its academic year on the semester system, with two semesters. The fall semester has 14 weeks of classes, plus a week of finals. The spring semester has 14 weeks of classes, a week of finals, and a week to celebrate scholarship and engagement. (Each semester also includes a total of one week of breaks.)

Semester Hours

Most Wells College courses are three or four semester hours; students must earn a minimum of 120 semester hours to graduate. Each semester hour represents one 50-minute class period, or one period of two to three hours each week, for a semester. Some courses carry fewer than three semester hours; these include courses in physical education, theatre, dance, music, research, and tutorials (see Semester Hour Limitations, p. 42).

Normal Course Load/Full-Time Status

The normal course load is 15 hours per semester; 12 semester hours will be considered full-time. Students holding state or federal loans, scholarships, or grants are required to carry a minimum of 12 semester hours each semester.

Overloads

Students who wish to take more than 19 semester hours in one semester must petition the dean of the college to do so. In no case shall students be allowed to take more than 21 semester hours per semester. There is no charge for approved overloads.

There is a limit of 4 semester hours on work taken in the January Intersession.

Attendance

It is the general policy of the College that class attendance is expected, but instructors have the right and the obligation to set their own policies regarding absences.

Catalog in Effect

Each student, whether first-year or transfer student, is expected to satisfy College requirements, the requirements of her or his major, and the requirements of her or his minor (if applicable) as stated in the catalog in effect at the time they first matriculate at Wells College. If, however, a student ceases to attend the College for two years or more, they will be expected to meet major, minor, and College requirements as stated in the catalog in effect at the time they return. Transfer students entering with sophomore standing or above will be held to the 2010-2011 catalog with regard to the College requirements.

Time Limit

Each student is expected to complete the requirements for the degree within seven years of matriculation at Wells.

Accelerated Programs

Wells College prefers students experience a four year residency but may allow students to advance as their ability and preparation permit. Students who have completed advanced work in secondary school or by private study, or who have satisfactorily completed courses of an acceptable nature at other institutions, can apply for advanced standing for academic credit under the rules for credit for prior experience.

To be eligible to graduate in three years, a student must inform the registrar by the end of the second year and must have the support of the advisor and the major field. The student must work out with the advisor a careful semester-by-semester plan of the courses for which the student will register to graduate in three years.

Semester Hour Limitations

No more than 45 semester hours in any one discipline will be included in the 120 semester hours required for the degree. There is a limit of eight semester hours of credit toward the minimum 120 semester hours of credit required for graduation for courses that bear fewer than three semester hours of credit in physical education courses. A maximum of 12 semester hours of credit for internships and 12 semester hours of credit for independent study counts toward the 120 required for graduation. A maximum of 8 semester hours of credit for tutorials counts toward the 120 required for graduation. Semester hours in excess of the above stated limits will require the same number of semester hours in excess of 120 in order to graduate.

Degree with Honors

The traditional Latin honors, *cum laude*, *magna cum laude*, and *summa cum laude*, are awarded at graduation for excellence in course work throughout a student's Wells College career. The degree of Bachelor of Arts is awarded *cum laude* to those who have a Wells grade point average of 3.50 to 3.749; *magna cum laude* to those who have a Wells grade point average of 3.75 to 3.899; and *summa cum laude* to those who have a Wells grade point average of 3.90 or above (see also Phi Beta Kappa, p. 55).

Distinction in the Major

The degree will be awarded *With Distinction* in the major field to any student who 1) has shown outstanding ability (GPA of 3.50 or above) in course work in the major field in the sophomore, junior, and senior years; 2) has shown the capacity to do independent work with a high degree of initiative, genuine intellectual curiosity, and a sense of responsibility; 3) has shown excellence (PD) in her or his comprehensive evaluation; and 4) is recommended by faculty in the major field.

Academic Advising and Registration

The College's academic advising system makes advisors easily accessible and encourages student initiative in seeking advice. During the first two years, a student is assigned an academic advisor from the faculty. A

student is assigned to one particular advisor but may consult with anyone or with several advisors to gain opinions, expertise, and perspectives. It is the special responsibility of these advisors to encourage each student to choose a program of study that is varied and broad. Upon declaration of major, each student selects or is assigned an advisor from the major field who will help guide her or his studies.

New students will have the opportunity to become acquainted with the College community, consult with a faculty advisor regarding a degree program, and register for classes through a summer event or during orientation sessions. Incoming students register for classes on-line. Continuing students register for fall classes during the designated registration period in the spring semester, and register for spring classes during the designated registration period in the fall semester. A week of academic advising is planned each semester just prior to registration for consultation with faculty advisors.

During the week of academic advising just prior to registration, the student's schedule for the semester shall be planned with, and approved by, the student's faculty advisor. Each student is responsible for registering on-line on or before the deadline set by the registrar.

A late registration fee of \$50 will be incurred by any student who does not register before the first day of classes, unless exempted by the dean of the college or the registrar, who must receive a written request from the student stating the reasons for late registration. The fee does not apply to revisions of previously submitted programs that are made during the drop/add period.

Adding, Dropping, Withdrawing from Courses

A student may add a class through the first ten days of classes (the instructor's signature is required after the fifth class day), and drop a class (with no record) through the 10th class day. A student may withdraw from any course after the end of the established drop period and before the end of the ninth week of classes with the signature of the instructor and the academic advisor. The withdrawal will appear on the student's transcript with a grade of "W." After the ninth week of classes, and before the end of classes, a student who wishes to withdraw from a class must petition the dean of the college. If the petition is approved, the student will receive a grade of "W" or "WF" (withdraw or withdraw failing) based on work to date except in cases by which — in the judgment of the dean of the college — the withdrawal was required for medical or other grave personal reasons. In such cases the student will receive a grade of "W" (see also Withdrawal from the College, p. 51).

Pass/Fail Option

Students may choose to take courses pass/fail. The following regulations apply:

- At time of registration, or by the end of the 10th class day of either fall or spring semester, students may designate a course to be graded pass/fail. After the 10th class day, a petition must be filed and will be approved only in unusual circumstances, such as for medical reasons.
- A first-year student (including new transfer students) may not elect to take a course pass/fail in the first semester.
- Only one course per semester may be taken pass/fail.
- The course taken pass/fail may not be a course in the student's major field.
- One course taken pass/fail may be used to satisfy a requirement of a minor field, but only at the 100-level.
- In the computation of the GPA, all courses graded Pass will be disregarded by the registrar; courses graded Fail will be computed into the GPA. Pass/fail courses are not included in the 12 graded hours required each semester to be eligible for that semester's dean's list.

In determining eligibility to return for another year, or candidacy for the degree, courses with a grade of Pass are included in the total hours of satisfactory work.

Prerequisites

A student is expected to have the prerequisites and corequisites stated in a course description in order to enroll in a course unless she or he obtains written permission from the instructor to waive the pre- or corequisite. A student may not move backward in a prerequisite sequence; in other words, a student may not receive credit for a course that is listed as a prerequisite for a course that has already been taken or for which credit has been granted.

Repeating a Course

Students may repeat only courses for which they have previously earned a grade of "F" (or "U") or courses designated "may be repeated for credit." For a course not designated "may be repeated for credit" and for which the student received a grade of "F" or "U", both grades will be posted on the transcript and will be reflected in the respective semester (term) grade point averages. However, only the higher grade earned will be calculated into the cumulative grade point average. Every grade earned in a course designated "may be repeated for credit" will be posted on the transcript and will be calculated into the semester (term) and cumulative grade point averages.

Auditing a Course

A student may visit a course on mutual agreement between her- or himself and the instructor. If they register for an "audit," they must participate actively in the course and must complete all work specified by the instructor at the beginning of the course. A student desiring to audit a course shall get permission of both the faculty advisor and the instructor of the course no later than the 10th class day.

Under either of the following circumstances, students must petition the dean of the college: if they wish to audit more than one course in a semester or if the request to audit a course is made after the 10th class day. Approval is not automatic, and normally petitions to change the status of a course to an audit will not be approved after the sixth week of classes, unless there are medical reasons.

Independent Study, Research

Students at Wells have rich opportunities to conduct independent study and research. Students pursue independent work through research courses in the sciences, independent study courses, advanced creative work, tutorials, and through the senior comprehensive requirement. Independent work may involve laboratory or library research, creative projects, or other appropriate study.

Independent study courses are available for those students who have demonstrated an ability to work without close supervision. The purpose of independent study is to supplement the more structured methods of regular courses with the opportunity for the student of high initiative and responsibility to apply her or his abilities to new material with a minimum of guidance. While there are not formal course prerequisites for such work, it is the normal expectation that independent projects will involve explorations in-depth of some specific topic within a general area in which the student has done extensive prior work.

Exceptions may be made in cases where a student of generally demonstrated capability wishes to do exploratory work in a field in which she or he has little or no background, in a manner not provided for by the regular curriculum. Independent study normally is conducted at the 300 level as XXX 399. Under exceptional circumstances and at the discretion of the instructor, students may undertake independent study with the designation XXX 199 or XXX 299, to indicate that the work is not at a level sufficiently advanced to warrant a 300-level designation. In cases of utterly irreconcilable schedule conflicts, a course from the regular curriculum can be taken as an independent study with the regular course number, but only at the discretion of the instructor.

A qualified sophomore, junior, or senior may pursue one independent study project for one to three semester hours during any semester. An exceptionally able and responsible student may pursue such work outside the academic semester. First-year students shall be permitted to take an independent study course of one semester hour during the January intersession. Under exceptional circumstances first-year students may be permitted by petition to the Committee on Academic Standing and Advising to pursue an Independent Study Project in the spring semester. A student who has a plan for independent study should consult with the instructor under whose guidance she or he proposes to work. Following such consultation, the student should submit an *Independent Study Proposal* form to the registrar including a description of the proposed project, the amount of proposed credit, and the signature of the faculty advisor and the instructor. Proposals should be submitted during the period of registration and no later than the fifth day of classes. Students who do not submit proposals by this date will be dropped from the independent study. Final approval of all projects rests with the Academic Standing and Advising Committee. There is a \$1,175 per semester hour charge for a Wells independent study course taken in the summer.

Credit for Prior Study and Life Experience

Students who have completed advanced work in secondary school or by private study, or who have satisfactorily completed courses of an acceptable nature at other institutions may receive advanced standing or academic credit toward the Wells degree in the following ways:

- **Transfer Courses:** Passing with a grade of C- or better a college-level, non-remedial course in the liberal arts or sciences from a regionally accredited college or university. Coursework from non-regionally accredited institutions will be evaluated on a case by case basis.

- **Articulation Agreements:** Entering with an A.A. or A.S. degree in liberal arts under an articulation agreement. Such students will be granted credit according to the agreement.
- **Advanced Placement Exams:** Scoring a grade of four or five on the Advanced Placement exam in a liberal arts field.
- **British A-level Examinations:** Students who complete three A-level examinations with grades of C or above are eligible for sophomore standing (30 semester hours).
- **International Baccalaureate:** A student who earns results of 30 or better on the full International Baccalaureate diploma program and has no score lower than four in any one of the six examination groups will receive sophomore standing (30 semester hours). If a score of 30 or better is not achieved, credit for higher level (HL) exams with a score of 5 or better may be considered (5 semester hours per exam). No credit is given for standard level (SL) exams. To evaluate IB credit, Wells College needs the IB diploma or transcript sent directly from the IB organization to the Wells College Registrar's Office.
- **Other External Programs:** For similar external programs, credit will be awarded at the discretion of the registrar and the committee on Academic Standing and Advising, with appropriate consultation with relevant disciplines; applicability to a major/minor or placement in advanced courses rests with the major advisor **or** minor coordinator. Each program is to be reviewed individually.
- **CLEP:** Passing a College-Level Examination Program (CLEP) student examination in a subject covered in the Wells College curriculum, and prior to enrollment at Wells, with at least the minimum score recommended by the American Council of Education. Normally no more than two courses (4-8 semester hours) of such credit may be applied toward a Wells degree.
- **Credit by Examination:** At the discretion of the instructor, taking and passing an examination designed by the instructor of a Wells course to cover the material of that course. Normally no more than two courses (6-8 semester hours) of such credit may be applied toward a Wells degree. Examination so requested must be taken during the student's first year of attendance and must be taken before further credit is completed in the discipline.
- **Prior Experience Internship Credit:** Submitting material in evidence of previous professional experience (paid or non-paid) for approval for internship credit by the relevant discipline internship coordinator and by the Academic Standing and Advising Committee. Such approval is normally given only for work completed after high school graduation and is based on written material submitted by the student, describing in detail the experience gained and its relationship to her or his academic work, and a letter of evaluation from a supervisor or employer. Credit so earned is limited to a maximum of two internships (6-8 semester hours).
- **Credit by Portfolio:** Submitting portfolios that demonstrate learning and document experience. Such portfolios shall be presented, developed, and articulated in consultation with a faculty member. Portfolios approved by the faculty member shall be submitted to the Academic Standing and Advising Committee for approval for credit. Credit so earned is limited to a maximum of two courses (6-8 semester hours).

In all cases, placement in advanced courses and applications to the requirements for the major will be at the discretion of the major field coordinator.

Normally a maximum of nine courses (27-36 semester hours of credit) earned in categories 3-10 will be accepted for a Wells degree.

No grades will be entered on a student's Wells College record for semester hours earned through these means.

Declaration of Major

At any time after elevation to sophomore standing, but no later than March 1 during the second semester of the sophomore year, a student shall declare a major. Students shall not elect a double concentration within a major.

To be eligible to declare a major, the student must have a GPA of 2.0 in course work in the proposed major. If the student has fewer than two courses in the proposed major, she or he may petition for provisional approval contingent on a GPA of 2.0 in course work in the proposed major at the end of the sophomore year. A transfer student with junior standing shall declare a major by the end of the first semester. Formal admission into the major requires the written approval of a Wells College faculty member in the discipline,

based on evaluation of her or his transfer record. A transfer student who enters Wells College with 60 or more accumulated semester hours must declare her or his major immediately upon entering to be eligible for many types of financial aid.

Policy on Individualized Majors

Students may propose a self-designed individualized major if they have an educational objective that would be better served than by pursuing one of the established majors at Wells College or by pursuing an established major and minor. Each individualized major is expected to meet the philosophical and educational goals of Wells College and to afford the student maximum exposure to the breadth and depth of a liberal education as well as an opportunity to undertake advanced work in an area of special interest. The individualized major must have a clear focus, and at least two disciplines must be substantially represented. The Academic Standing and Advising Committee will approve or reject these programs.

Regulations for Individualized Majors

The proposed individualized major must have a minimum of 36 semester hours, a maximum of 45 semester hours on one discipline, and a maximum of 65 semester hours overall, including the senior essay/project, IM 401 (4 semester hours). It must include a minimum of 18 semester hours of work at the 300-level or above. The minimum required cumulative GPA at the time of application is 3.0.

Grades

Grades at Wells College are recorded in terms of the letters A, B, C, D, F with additional gradation for the letters "A" through "D," indicated by plus or minus signs. The grade of "A+" is the highest possible grade; the grade of "D-" is the lowest passing grade; and the grade of "F" indicates failure. The numerical equivalents of these letter grades are as follows: A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 59 and below.

Any grade in the "A" range indicates work of the highest quality; such work will generally be characterized not only by accuracy, but also by excellence in such qualities as comprehensiveness, insight, and originality. Any grade in the "B" range indicates work of good quality; such work will often show some of the qualities that characterize "A" work. Any grade in the "C" range indicates work of satisfactory quality; such work will generally be reasonably accurate, but may show only limited comprehensiveness, insight, and originality. Any grade in the "D" range indicates work that is below average in quality but acceptable; such work may be unsatisfactory in certain aspects, but will be satisfactory in others. Grades of "F" or "U" indicate work that is unsatisfactory.

When faculty do not submit a grade, or an Incomplete Grade and Contract Form in lieu of a grade, or in cases where they indicate the student has dropped or withdrawn, but the registrar has no record of this, the registrar shall assign a grade of F* or U* (administrative assignment of a failing or unsatisfactory grade), which has the same effect on the GPA as a grade of F or U.

Instructors may designate courses to be graded Satisfactory/Unsatisfactory. A grade of "S" shall be the equivalent of the letter grades "A" through "D" (and associated pluses and minuses). A grade of "U" shall be the equivalent of an "F" in letter-graded courses. It is a course instructor's right and duty to determine course grades. If a student feels that there is a mistake in the grade earned, he or she must meet with the instructor before the end of the second full week of the subsequent semester. If a course instructor is no longer at the College, the student shall meet with the chair of the major involved. If an instructor wishes to change a recorded grade, he or she will submit to the dean of the college a request for the change. Grades will be changed only because of the instructor's corrected calculation of the grade or because of the instructor's decision to consider lost work submitted by the student. Upon approval by the dean, the change will be recorded by the registrar. No more than six semester hours of courses graded S/U may be used for a major. No more than four semester hours of courses graded S/U may be used for a minor. Grades of "S" are not included in computation of the GPA.

Incompletes

Incompletes are given only with the approval of the course instructor, when circumstances beyond the student's control, in the last three weeks of classes, prevent completion of the course. The student must be passing the course at the time, the extraordinary circumstances must be documentable, and the course instructor must approve. The instructor and student must agree on the work required for the removal of the "I" and submit the appropriate form to the registrar. The student is expected to complete the work in the time designated, but not later than the eighth week of the subsequent semester. If the instructor agrees, the deadline for completion may be extended until the end of the subsequent semester, but no later. If the work is not completed by the assigned deadline the course grade may be changed to "F," or to "U," in the cases of courses graded Satisfactory/Unsatisfactory. Students with pending grades of "I" will not be allowed to participate in internships or off-campus study programs in the subsequent semester, nor will they be eligible for the dean's list.

Grade Point Average

For the computation of academic standing, a grade point system is used. In this system A+ = 4.3; A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0; and U = 0. Unless designated otherwise, courses are graded in terms of the letters, A, B, C, D, F, with additional gradation for the letters "A" through "D" indicated by plus or minus signs. Certain courses are graded as: "S" (satisfactory), "U" (unsatisfactory); these courses are so designated in the Courses of Instruction section. All internships are graded "S/U".

The calculation of a student's GPA is based on grades earned in all Wells courses, courses taken at Cornell University, Ithaca College, and Cayuga Community College through the cross-registration agreements, and courses taken through Wells affiliated programs. Grades of "I" (incomplete), "NR" (not reported), "P" (pass), "S" (satisfactory), "W" (withdraw), "WF" (withdraw failing), and "Z" (successful audit) are not included in the GPA calculation.

For courses that a student elects as Pass-Fail courses, grades of "A-" through "D-" shall be converted to a grade of "P." In the computation of the GPA the registrar shall disregard any grades of "P" (after conversion); a grade of "F" shall be given the numerical equivalent of 0 in the calculation of the GPA. See also "Repeating a Course," p. 44.

Class Standing

Classification for academic purposes shall be based solely on progress toward the degree as shown by the official records in the Office of the Registrar. Sophomore, junior and senior classification will be granted to students who have successfully passed 30, 60, and 90 semester hours respectively.

Dean's List

At the end of each semester, full-time students who have earned a GPA of 3.5 or above for that semester are honored by being placed on the dean's list, provided the student has completed at least 12 hours of graded work (pass/fail and S/U-graded courses are not included). Students with "I" grades are not eligible for the dean's list, regardless of date of completion. All graded courses taken at Wells and in Wells affiliated programs (including Cornell University, Ithaca College, and Cayuga Community College cross-registration) will be used in determining eligibility for the dean's list.

Access to Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a law that pertains to the privacy of student education records and gives parents certain rights with respect to their children's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA grants students access to their academic and educational records, an opportunity to seek to have any information (thought by the student to be inaccurate or misleading) amended, and some control over disclosure of information from the record.

The information below describes generally the provisions of FERPA, a law that is enforced solely by the U.S. Department of Education through specified procedures. The complete text of that Act is available at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. By providing the following description, the College is not in any sense undertaking contractual or other obligations, or acceding to any enforcement methods or forum(s), beyond the Department of Education procedures and obligations imposed by law.

Privacy of Records and Information

Academic Records

Wells College releases information regarding a student's academic record/performance to a student's parents/guardians in accordance with FERPA. That means that academic information can be released only if the College has written authorization from the student **or if the student is listed as a dependent for tax purposes**. Academic information includes copies of grade reports, attendance reports and any other information pertinent to an individual student's academic record. Members of the faculty and administrative officers have access to the above records on a need-to-know basis for the purpose of evaluation of student achievement and determining special needs of individual students for educational purposes.

Records of a Non-Academic Nature

Two sets of records for each currently enrolled student are maintained in the Dean of Students Office. One record tracks a student's non-academic accomplishments and records, such as College housing information, campus achievements and appropriate correspondence. Records are maintained for currently enrolled students. Records are then transferred to the Alumnae/i Relations Office upon graduation. A second record is maintained for disciplinary proceedings and incidents that violate the Wells College Student Conduct

Code. These records are maintained in the Dean of Students Office for seven years in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. At the discretion of the dean of students, a disciplinary record for severe violations of the Student Conduct Code or violations of local, state and federal laws may be maintained by the College indefinitely.

Members of the faculty and administrative officers have access to non-academic records on a need-to-know basis as determined by the dean of students for the purpose of evaluation of student achievement and determining special needs of individual students for purposes related to the enrollment of the student at the College.

Education Records

With certain exceptions, an education record is any record (1) from which a student can be personally identified and (2) maintained by the College. Education records include any records in whatever medium (handwriting, computer media, print, e-mail, magnetic tape, film, diskette, microfilm and microfiche, video or audio tape, etc.) in the possession of any school official.

Education records excluded from student access and this definition include, for example:

- confidential information placed in the record before January 1, 1975;
- medical and psychological information;
- private notes and procedural matters retained by the maker or substitutes;
- financial records of parents or guardians.

Release of Records: Exceptions Not Requiring the Student's Written Consent

FERPA states that education records may not be released without the written consent of the student to any individual, agency or organization **except**, for example, in circumstances including the following:

- to parents, if the student is a dependent as defined by Section 152 of the Internal Revenue Code of 1974;
- to Wells College faculty and staff who have an educational interest in the student;
- to officials of other schools in which student seeks to enroll (transcripts);
- to parents, for disciplinary proceedings involving alcohol and/or other drugs;
- to certain government agencies specified in the legislation;
- to an accrediting agency in carrying out its function;
- to agencies contracted by the College to act on behalf of the institution; such agencies are well versed in FERPA and will protect the privacy of the information we provide to them according to FERPA regulations;
- in emergency situations where the health or safety of the student or others is involved;
- to educational surveys where individual identification is withheld;
- in response to a judicial order;
- in a campus directory unless the student requests otherwise in writing, as described above;
- in connection with financial aid;
- disciplinary records of violent crime or non-forcible sex offense (disclosure is limited to the name of the violator, the type of violation and the sanction).

Directory Information May Be Released Without Written Consent

The College may, without prior written consent from the student, release the following directory information at the discretion of the College:

Parents' names and addresses; student's name, address(es), including e-mail address and telephone number(s); date and place of birth; participation in officially recognized activities and sports; enrollment status (i.e., full-time or part-time); dates of attendance; major field(s) of study; anticipated year of graduation; degrees, honors and awards received; most recent previous school attended; athletic team members: height, weight and position played; photographs (non-captioned); sex.

Process for Withholding Directory Information

The previous information may be released for any purpose at the discretion of Wells College. However, FERPA states that each student has the right to withhold any or all of the information. Wells College will honor the student's request to restrict the release of directory information. Once restricted, that information cannot be released without the written consent of the student. A student may make such a request in the Registrar's Office. Requesting the withholding of directory information does not prevent the College from releasing educational records and information to a parent or guardian or to a College official with a need to know as outlined under the other provisions of FERPA.

To prevent disclosure of any or all categories of directory information, the student must submit a written request to **Prevent Disclosure of Directory Information** in writing to the registrar. A new form for non-disclosure must be completed for each academic year.

Student Access to Academic Records

- Present as well as former students must submit a request in writing to the registrar for access to their individual academic records. These requests, with signed acknowledgment of compliance, will become part of the student's record.
- The registrar or designated agent will inform the student within seven business days when the requested record will be available. However, every effort will be made to make the records available within a few days of the request.

Student Access to Non-Academic Records

- Present as well as former students must submit a request in writing to the dean of students for access to their individual records. These requests, with signed acknowledgment of compliance, will become part of the student's record.
- The dean of students or designated agent will inform the student within seven business days when the requested record will be available. However, every effort will be made to make the records available within a few days of the request.

Challenges to Student Records

A student has the right to request an amendment of her or his educational records if the student believes that inaccurate or misleading information is contained therein. A student may request, in writing, an opportunity to review the official educational records maintained by the College. The student should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. The College has five business days to respond to the student request. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a meeting regarding the request for amendment. Additional information regarding the meeting procedures will be provided to the student when notified of the right to a meeting.

Student's Right to Waiver of Access

A student may waive his or her right of access to confidential academic statements (i.e., recommendations) by signing the appropriate waiver form.

The waiver shall be valid only if:

- upon the student request, the names of all persons making confidential recommendations are provided;
- such recommendations or statements are used only for the purpose for which they were specifically intended. The College may not demand such a waiver as a condition of admission, award of financial aid, or the receipt of any other services and/or benefits.

A student may also waive his or her right to privacy of the academic or disciplinary record by signing a Release of Information form (available in the Office of Student Life) indicating the nature and type of information to be released and to whom it may be released, or by other forms that may be used in connection with College athletics or other programs.

A student may file a written complaint regarding an alleged FERPA violation by Wells College with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Grade Reports

At the close of each semester, grades will be available for students to view on the Globe. Students who have not returned library books or have an outstanding financial obligation to the College will not be issued a transcript until the block is cleared, but they can view their grades online. The financially responsible parent may also request grade reports providing that he/she certifies to the registrar that the student is carried as a dependent on the most current federal income tax return.

Transcript of Academic Record

Official transcripts of the academic record will be available for \$7 to each student or alum. Requests for transcripts must be submitted in writing to the registrar, and must include the student's signature. Transcripts will not be issued to students who are indebted to the College.

Academic Standing

After the close of each semester, the registrar will prepare the Registrar's List for the use of the Committee on Academic Standing and Advising. The Registrar's List will consist of the names of students whose cumulative grade point averages are below 2.0.

The Committee on Academic Standing and Advising shall review student records after each semester to ascertain if students are achieving a cumulative grade point average of at least 2.0. A student whose cumulative grade point average is below 2.0 shall be so notified by the dean of the college or by the associate dean for academic advising.

The Committee on Academic Standing and Advising will normally issue an Academic Warning to any student whose cumulative grade point average falls below 2.0 for the first time. The Committee will normally issue an academic probation to any student whose cumulative grade point average falls below 2.0 for the second time, and a second academic probation to any student whose cumulative grade point average falls below 2.0 for the third time. For a student whose cumulative grade point average falls below 2.0 for a fourth time, the Committee on Academic Standing and Advising will normally issue an academic suspension for a minimum period of two semesters. Suspended students must apply for readmission to the dean of the college. Readmission is at the discretion of the dean of the college. The dean of the college may set expectations that the student must satisfy upon return, based on the student's academic progress thus far.

The dean of the college or the Committee on Academic Standing and Advising shall dismiss a student permanently from the College for academic reasons if that student returns from an academic suspension and then fails to earn a cumulative grade point average of 2.0 any semester after return, or who fails to meet other expectations as outlined by the dean of the college for that students' readmission from suspension.

Academic Conduct Probation

The Academic Standing and Advising Committee may place on academic conduct probation any student who has been convicted of a conduct offense and for whom such probation has been recommended by Community Court. Length of probation will be determined by the committee upon recommendation of Community Court.

Dismissal of Students

The continuation of each student on the rolls of Wells College, the issuing of grades or other academic reports, and the conferring of any degree or the granting of any diploma, are subject to the discretionary powers of the College. The College expressly reserves the right, and the student expressly concedes to the College the right, to require the withdrawal of or impose the suspension of any student at any time for any reason deemed sufficient by the College. No reason for requiring such withdrawal need be given. Unless a student is financially independent, her or his parents will be notified of the dismissal.

In addition, a student whose behavior indicates to the dean of the college or the dean of students a need for professional consultation, may at any time be required to obtain psychiatric evaluation and clearance as a condition of continued enrollment.

Leave of Absence

A leave of absence is granted to a student who must be absent during the semester but anticipates returning to complete course work. A leave of absence for medical or other personal reasons may be granted by the dean of students for a maximum of 15 days; only one such leave may be granted during a 12-month period.

Approved Off-Campus Study

A student studying off-campus is participating in one of the following options.

- **Affiliated Programs** — administered by Wells College. Students are registered full-time through the College; thus, Wells College can certify enrollment.
- **Field Experience** — an approved semester-long internship or independent study experience. Students register for such an experience through the College; thus, Wells College can certify enrollment according to the number of semester hours for which the student is registered.
- **Non-Affiliated Programs** — administered by other institutions. Students are registered at the offering institution and not at Wells College; thus, Wells College cannot certify enrollment.

Withdrawal from the College

A student withdraws when s/he is not planning to return to Wells College or when s/he needs an extended leave of absence (beyond 15 days).

When a student withdraws from the College, the transcript will read as follows:

- Before the end of the drop period for the semester in progress, no record is entered.
- From the end of the drop period through the official withdrawal period for the semester in progress, the registrar will assign a "W" for each course.
- After the official withdrawal period for the semester in progress, students who withdraw from the College shall receive grades from their instructors of "W" or "WF" depending on progress to date, except in cases by which — in the judgment of the dean of the college — the withdrawal was required for medical or other grave personal reasons.

A student who is not intending to return to Wells College needs to complete the withdrawal form and Exit Interview Questionnaire indicating the reasons for leaving the College. The student will also meet with the dean of students to review the withdrawal form and Exit Interview Questionnaire.

Readmission

A student who withdraws from Wells College and wishes to return must submit an application of readmission available in the Dean of Students Office. Applications for readmission will be reviewed by the dean of students and other appropriate staff.

A student who is suspended from college for academic reasons may be readmitted by the dean of the college.

A student who is suspended from the College for non-academic reasons may be readmitted by the dean of students.

COLLEGE PRIZES

Prizes in the Arts

Gertrude H. Freiart Prize in Fine Arts* — Established in 1961 and endowed in 1987 by Charlotte Dalton Boline '61, in honor of her mother, Gertrude H. Freiart. Awarded to a member of the graduating class who, in the opinion of the art faculty, has produced a body of creative work of high quality during her college course.

Helen Gertrude Dean '25 Prize for Dramatic Expression* — Established in 1925 by Helen Gertrude Dean '25. Awarded to that member of the senior class who has exhibited the best efforts in dramatics, represented by characterization and expression.

Margaret Schwartz Music Prize* — Awarded to a member of the graduating class for outstanding performance work in music. Established and endowed by Margaret Schwartz.

Carol Stull Prize for Dance Performance — Established in 2004 in honor of Carol Stull. Awarded to a graduating senior who has excelled in dance performance, both in technical accomplishment and expressive range.

Kate Clugston '14 Prize in Theatre* — Awarded annually to a member of the senior class who, apart from on-stage performance, has made an outstanding contribution to the theatre at Wells College, either by one striking achievement or through continuous dedication. Kate Clugston '14 was a playwright, poet, and English teacher who established the Department of Public Relations at Wells, serving as its director from 1944-47.

Theatre/Dance Prize for Choreography — Awarded to that senior who has distinguished him/herself in the creative, teaching, and performing facets of choreography.

The Prize for Excellence in the Book Arts — Established in 2006 by the faculty and staff of the Book Arts Center, the prize is awarded to the graduating senior who has completed the minor in the book arts; has developed outstanding skills in at least one area of the book arts; and has shown creativity and aesthetic sensitivity, as well as excellent craftsmanship in the projects for each class.

Prizes in the Humanities

H.T. Lowe-Porter Translation Prize* — Established in 1964 by Professor E. A. Lowe and daughters Beatrice Lowe Fawcett, Prudence Lowe Smedts, and Patricia Lowe Pitzele '40. Awarded in honor of Helen Tracy Porter, for an accomplished translation of a substantial work of literary merit from a foreign language taught at Wells College into English.

Anne Reese Pugh Prize — Established in 1913 by the Alumnae Association in honor of Anne Reese Pugh, professor of romance languages, 1897-1930. Awarded to the member of the junior or senior class who is recommended by the faculty in French and Modern Languages as having acquired, in at least three years of advanced work in the department, the most thorough knowledge of the French language, and the greatest proficiency in its use.

Fleissner German Prize* — Established in 1962 by the Alumnae Association in honor of Else M. Fleissner, professor of German, 1927-69. Awarded to the student who has acquired the greatest knowledge of the German language and literature in at least two years of College work in German.

Edwin B. Morgan Prize — Established in 1918 by the Alumnae Association. Awarded to the student who has acquired the greatest knowledge of the Spanish language in at least two years of College work in Spanish. Edwin B. Morgan is credited as the cofounder of Wells College, with his friend and colleague, Henry Wells.

M. Helena Zachos 1875 Prize — Established in 1900 by the Alumnae Association. Awarded to the student who has submitted the best English prose written during the year; in honor of M. Helena Zachos, honorary member of the Class of 1875.

Class of 1905 Prize in Poetry* — Established in 1930. Awarded for the best poem or poems written by an undergraduate during the year.

Catherine B. DePau '24 Prize — Established at Wells in 1983 by the Academy of American Poets in honor of Catherine Boyer DePau '24. Awarded for the best poem or group of poems submitted by a student.

Phoenix Literary Society Prize — Awarded by the Phoenix Literary Society for the best poem or prose piece published on the Phoenix Page of the campus newspaper.

Onyx Prize in Student Journalism — Established in 1992. Awarded to the member of the newspaper staff who has made the most outstanding contribution to the Wells community through journalistic writing.

Helen and Peter Docherty Prize in Religious Studies* — Established in 1970 by the Arthur J. Bellinzoni Foundation. Awarded to the member of the graduating class who has shown the greatest proficiency in religious studies.

Julia Taylor Martin 1898 Prize in American History* — Established and endowed in 1953 by Julia Taylor Martin 1898. Awarded to the student who, during the College year, has submitted a superior essay within the field of American history.

History/Political Science Prize* — Established by the History Club in 1938. Awarded to that student of high standing in history or political science who has shown the greatest ability to use her or his training in promoting the intellectual and social life of the College, as well as the greatest promise of usefulness in the future.

Rose Hill '98 Prize in Creative Nonfiction* — Established in 2009 in memory of Rose Hill '98. Awarded to the student whose creative nonfiction best reflects Rose Hill's honesty and artistry.

Prizes in the Social Sciences

Thomas Knuth International Studies Prize* — Established and endowed in 1979 by Thomas Knuth of Munich, Germany. Awarded to that member of the graduating class who has demonstrated both academic excellence in the area of international studies, and commitment to the improvement of international understanding.

Wall Street Journal Award — Awarded each year for excellence in work in economics and the Corporate Affiliates Investment Fund.

Jean Scobie Davis Prize* — Established in 1966 by Elizabeth W. Walter '33. Awarded to that member of the graduating class, majoring in either economics or sociology, who has shown both the fine understanding of facts and the social implication of the subject involved — so characteristic of Miss Davis, professor of sociology and economics, 1928-57.

Carter A. Woods Prize* — Established in 1972 by Patricia Woods Reed '54, and Barbara Woods Hillman '58 in honor of the retirement of their father, Carter A. Woods, professor of sociology, 1931-72. Awarded to that member of the graduating class, majoring in sociology and anthropology, whose actions most typify the ideals and scholarship of Dr. Woods in his 41 years at Wells College.

Margaret Schwartz Psychology Prize* — Awarded to that member of the graduating class who has demonstrated consistent excellence in her work in psychology. Established and endowed by Margaret Schwartz.

The Dorothy Allison Razor's Edge Prize in Women's Studies* — Awarded annually to a graduating women's and gender studies major or minor who has demonstrated a commitment to and understanding of the political, social, intellectual, and transformative goals of women's studies and/or feminism.

Prizes in the Natural and Mathematical Sciences

Eleanor C. McMullen Biology Prize* — Awarded to a graduating senior for exceptional performance in biology, in honor of Eleanor C. McMullen, professor of biology, 1935-61.

Ruth M. Dunlap '11 Prize in Chemistry* — Established in 1969 in honor of Ruth M. Dunlap '11. Awarded to the student who, at the end of her senior year, has established the best record in their class in chemistry courses.

Nancy Ann Reed '50 Chemistry Prize* — Established in 1951 by the Class of 1950 and friends in honor of Nancy Ann Reed '50. Awarded to a member of the graduating class for excellence in chemistry.

CRC Press Freshman Chemistry Achievement Award — Established in recognition for outstanding achievement by a freshman in the introductory chemistry courses. It is hoped that not only the

recipient of this award, but the entire school will pursue future scientific success with even greater enthusiasm.

Wells Women in Science Prize — Awarded to the member of the graduating class who has done outstanding work in at least two of the sciences, and who has demonstrated an interest in and an ability for a career in graduate work and research, and/or teaching, together with a commitment to the advancement of women in science.

Wood Prize in Physics and Its Application* — Established in 2004 in memory of Wells Seminars Cornelia Louise Wood Conger 1873 and her sister Mary Della Wood Dey 1873, and Cornelia's daughter Alice DeCamp Conger Fell 1911, who attended Wells College. Awarded to the member of the graduating class who has shown outstanding interest and ability in physics or its application to closely related disciplines, particularly engineering.

Cayuga Basin Prize in Environmental Studies — Awarded to a member of the graduating class with an outstanding academic record in environmental studies, who has engaged in significant professional activities during her or his undergraduate years and who shows promise for future professional development in the field.

Prizes in Intercollegiate Athletics

John D. Wilson-Ralph H. Poole Jr. Cup — Awarded annually to a member of the senior class who — in the spirit of liberal education — has made a distinguished contribution during the four years to the athletic program of the College. John D. Wilson was the president of Wells College from 1969-75, and Ralph H. Poole Jr. was chairman of the Wells board of trustees for 13 years.

Kathryn S. Maloney Senior Scholar Athlete Award — Awarded to the member of the senior class who has participated on a varsity team for a minimum of three seasons, and has exemplified academic excellence throughout her career at Wells. Awarded in honor of Kathryn S. Maloney, associate professor of physical education, 1946-88.

Lesley Wead Zabriskie Express Awards — The Express Award was established in 1990 and named, in 1994, in honor of Lesley Wead Zabriskie, assistant professor of physical education from 1939-46. Awarded annually to a member of each intercollegiate team who embodies the true ideals of team commitment: leadership, discipline, dedication, and sportsmanship.

General Prizes

Student Library Prizes: General and Special Interest* — Established in 1937 by the Chicago Wells Club, and endowed in 1943 by Ruth Chamberlain Koch '07. Awarded to the seniors who have the best, not the largest, collections of books. Prizes for General Collection and Special Interest Collection. Each collection will be judged on its value as a practical working library in relation to the major interest of the owner; as a nucleus for a permanent personal library; as indication of discriminating judgment in collecting books, and of a growing interest in books through the College years. Rare editions and fine bindings are of secondary importance in this contest.

Koch Prize for Best Senior Research Paper* — Established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington '35. The Koch Prize Committee reads senior essays representing the fields of study available at Wells College.

Koch Prize for Best Freshman Paper* — Established and endowed in 1953 by Albert and Ruth Koch, parents of Elizabeth Koch Darlington '35.

Marianne Quattrocchi '73 Endowed Scholarship Award* — Awarded annually to the rising junior or senior who exhibits all of the following characteristics: (1) scholastic excellence; (2) service to the Wells community; and (3) appreciation of athletic competition. These are the characteristics reflecting the style, enthusiasm, warmth, and Wells spirit epitomized by Marianne Quattrocchi '73.

Frances Tarlton Farenthold Leadership Award* — Established in 1980 by friends on the faculty of Wells in honor of President Farenthold and endowed in 1985. Awarded to a senior who has consistently demonstrated qualities of commitment and activism in the Wells community and the wider world.

Presidential Leadership Award — Established to honor those students who have demonstrated particular initiative and responsibility in the service of the community.

The Anne J. Russ Prize for Social Responsibility* — Awarded annually to that member of the Wells College community who in the course of the year has made the most significant social, political, or ethical contribution, especially involving matters of human diversity and inclusiveness.

Adalaide Ball Kirby '34 Global Learning Scholarship — Established in 1999 by husband Davis G. Kirby in recognition of all that Wells College has meant to her, as well as to her mother, Clare Shane Ball '03, and her daughter, Adalaide Kirby Morris '64. This scholarship provides the opportunity for a Wells student to participate in a study abroad program for two semesters. The award is based on three criteria — an essay, academic achievement, and demonstrated financial need — and is judged by a group of off-campus study directors.

The Alberto J. Varona Prize in Hispanic Culture — Established in 2002 in memory of Professor Varona, a community leader, teacher, and scholar who was a member of the Wells community from 1966-1979. The prize is awarded to a Wells student who submits the best senior essay related to the Hispanic culture.

The Ariel Lawson 2008 Memorial Prize — Awarded to a student in good academic standing who has been an active servant in the governance of Wells College and in student life.

William Liberi Prize for TLGBQ Activism and Scholarship — Awarded annually to a current student in good academic standing who has demonstrated a commitment to transgender and queer issues, especially through hir services as an ally to the Transgender, Lesbian, Gay, Bisexual, Questioning and Allies (TLGBQA) community via activism, visibility, literary, or artistic endeavors.

Note: Prizes are awarded to matriculated Wells students.

***Endowed Prizes**

PHI BETA KAPPA

PHI BETA KAPPA, XI OF NEW YORK CHAPTER — *Phi Beta Kappa* is the oldest and most distinguished of academic honorary societies. Founded in 1776 at the College of William and Mary, its purpose is to recognize and encourage excellence in the liberal arts. The Wells College chapter of *Phi Beta Kappa*, XI of New York, was founded in 1932. It recognizes seniors whose academic achievements have been distinguished, and whose cultural interests are broad. Students elected to *Phi Beta Kappa* must demonstrate, in addition to academic excellence, breadth of study outside the major field and a knowledge of mathematics or science and of a language other than English. Candidates must have completed at least three semesters of work at Wells and be fully registered for the fourth. Also taken into account are the character, achievements, originality, and breadth of interest of each candidate. Election to *Phi Beta Kappa* is the highest and most widely recognized of academic honors.

GRADUATION RATE

The following information applies to the cohort (full-time, first-time students) that entered Wells College during the fall semester of 2004, the most recent cohort for which information has been reported to the federal government via the Graduation Rate Survey (GRS).

Four Year Graduation Rate:	55%
Five Year Graduation Rate:	60%
Six Year Graduation Rate:	62%

The following information represents an average of the four, five, and six year graduation rates for the cohorts (see definition above) that entered Wells College in 2001, 2002, 2003, and 2004.

Four Year Average Graduation Rate:	50%
Five Year Average Graduation Rate:	54%
Six Year Average Graduation Rate:	56%

(June 09, 2011)



Majors and Minors

MAJORS AND MINORS

ADVERTISING MINOR

Associate Professor W. Ganis, Coordinator

An interdisciplinary course of study for students interested in or preparing for careers in advertising (advertising art, design, marketing research, advertising writing, graphic design, etc.).

Students petitioning for a double minor may not minor in both advertising and the communication studies minor.

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **All of the following**

ART 127	Basic Concepts of Advertising Design (3 sem. hrs.)
ART 390	Internship in Studio Art (2-4 sem. hrs.)
SOC 331	Mass Media and Society (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
PHIL 329	Aesthetics (3 sem. hrs.)
SOC 394	Research Methods in the Social Sciences (4 sem. hrs.)

AFRICAN-AMERICAN STUDIES CONCENTRATION

See American studies major: concentration in African-American studies, p. 60

AFRICANA MINOR

Professors B. Farnsworth and T. Lumumba-Kasongo, Associate Professor L. Lohn, Coordinators

As a field of inquiry, Africana analyzes experiences of people of African descent wherever they live or have lived. It is inherently comparative, international, and multidisciplinary in approach, embracing humanities, arts, and the social sciences.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

- **The following (3 sem. hrs.)**

INTL 160	Introduction to Africana Studies (3 sem. hrs.)
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- **Five of the following, with at least two courses at the 300-level (15 sem. hrs.)**

HIST 351	African-Americans in the Age of Slavery (3 sem. hrs.)
HIST 352	The African-American Struggle for Human Rights (3 sem. hrs.)
HIST 361	Voices of African-American Women (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
HUM 220	Post-Colonial African Cinema (3 sem. hrs.)
HUM 305	Post-Colonial African Literature (3 sem. hrs.)
POLS 268	Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
	Independent Study or Internship in an appropriate discipline (3 sem. hrs.)

(Students minoring in Africana should seriously consider the abroad program listed below)
Wells in Dakar

AMERICAN STUDIES MAJOR

Associate Professor L. Lohn, Chair

American studies is an interdisciplinary major which examines from many perspectives our national cultures and draws from the arts, the humanities, the life sciences, and the social sciences. Beginning with the issues of whether we can define what it means to be "American." American studies examines such phenomena as the development of cultural, national and personal identities and the tensions among them; immigration and assimilation; the impact of industry on the lives of every American; the distinction between "high" and "low" culture; America's rise to world power — in short, the diversity of America's experiences.

Through their study of American issues, students develop the skills of synthesis as they integrate material from multiple disciplines, the ability to explain and to judge complicated cause/effect relationships as they

examine the multiplicity of American cultures, and a proficiency in comprehending current political, social, and cultural dilemmas as they investigate the connections between ourselves and the American cultures of the past. Above all, a major in American studies enables students to become keen and critical observers, regardless of the career they ultimately choose.

The total number of courses (18 semester hours) required for the major is 14 (44-45 semester hours). At least six of these courses must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (20 sem. hrs.)**

AMST 310	The Decade (4 sem. hrs.)
AMST 401	Senior Thesis in American Studies (4 sem. hrs.)
ENGL 215	Survey of American Literature (3 sem. hrs.)
FMS 101	Media and Power in American Culture (3 sem. hrs.)
HIST 241	Interpreting U.S. History I (3 sem. hrs.)
HIST 242	Interpreting U.S. History II (3 sem. hrs.)
- **Both of the following (6 sem. hrs.)**

POLS 155	American Politics (3 sem. hrs.)
SOC 151	Principles of Sociology (3 sem. hrs.)

CONCENTRATIONS

The student will choose a concentration in American cultures or in African-American studies.

AMERICAN CULTURES

- **Choose six additional courses in any combination from the following broad categories. At least four of these courses must be at the 300-level. At least two of these courses must confront multi-cultural issues, gender issues, or issues of oppressed peoples; such courses are marked with an asterisk (*) (18-19 sem. hrs.)**

ORIGINS

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|-----------|--|
| HIST 215 | The Growth of Industrial Society, 1750-Present (3 sem. hrs.) |
| HIST 310 | Colonial and Revolutionary America (3 sem. hrs.) |
| *HIST 351 | African-Americans in the Age of Slavery (3 sem. hrs.) |
| *HIST 372 | Colonial Encounters (3 sem. hrs.) |

"AMERICAN" IDENTITY AND ITS EXPRESSIONS

- | | |
|-----------|--|
| *ENGL 302 | Special Topics in the American Novel (3 sem. hrs.) |
| ENGL 304 | Special Topics in American Drama (3 sem. hrs.) |
| ENGL 340 | Reading Film (3 sem. hrs.) |
| ENGL 349 | Special Topics in American Poetry (3 sem. hrs.) |
| *THEA 320 | Marginalized Voices: Women Playwrights (3 sem. hrs.) |

POWER, MONEY, AND WORK

- | | |
|----------|--|
| ECON 224 | Labor Economics (3 sem. hrs.) |
| ECON 295 | Technology and the Labor Process (3 sem. hrs.) |
| ECON 308 | The Fiscal Revolution in the United States (3 sem. hrs.) |
| PHIL 310 | Ethics, Law, and Social Policy (3 sem. hrs.) |
| POLS 235 | Congress and Public Policy (3 sem. hrs.) |
| POLS 335 | Public Policy: Problems and Solutions (3 sem. hrs.) |
| SOC 277 | Social Inequality: Class and Ethnicity (3 sem. hrs.) |
| SOC 331 | Mass Media and Society (3 sem. hrs.) |

THE CHALLENGES OF DIVERSITY

- | | |
|-----------|--|
| *ANTH 245 | Belize and the Caribbean (3 sem. hrs.) |
| *ANTH 282 | Indigenous Peoples of North America (3 sem. hrs.) |
| *ENGL 222 | American Minority Literatures (3 sem. hrs.) |
| *HIST 352 | The African-American Struggle for Human Rights (3 sem. hrs.) |
| *HIST 357 | Twentieth-Century America (3 sem. hrs.) |
| *HIST 360 | History of American Feminism (3 sem. hrs.) |
| *HIST 361 | Voices of African-American Women (3 sem. hrs.) |
| *SOC 158 | Social Problems (3 sem. hrs.) |
| SOC 235 | "Deviance" and Society (3 sem. hrs.) |

AFRICAN-AMERICAN STUDIES• **All of the following (9 sem. hrs.)**

- ENGL 222 American Minority Literatures (3 sem. hrs.)
 HIST 351 African-Americans in the Age of Slavery (3 sem. hrs.)
 HIST 352 The African-American Struggle for Human Rights (3 sem. hrs.)

• **Choose three additional courses in any combination from the following broad categories. At least two of these courses must be at the 300-level. (9-10 sem. hrs.)****ORIGINS**

- HIST 215 The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
 HIST 310 Colonial and Revolutionary America (3 sem. hrs.)
 HIST 372 Colonial Encounters (3 sem. hrs.)

"AMERICAN" IDENTITY AND ITS EXPRESSIONS

- ENGL 302 Special Topics in the American Novel (3 sem. hrs.)
 ENGL 304 Special Topics in American Drama (3 sem. hrs.)
 ENGL 340 Reading Film (3 sem. hrs.)
 ENGL 349 Special Topics in American Poetry (3 sem. hrs.)
 THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)

POWER, MONEY, AND WORK

- ECON 224 Labor Economics (3 sem. hrs.)
 ECON 295 Technology and the Labor Process (3 sem. hrs.)
 ECON 308 The Fiscal Revolution in the United States (3 sem. hrs.)
 PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
 POLS 235 Congress and Public Policy (3 sem. hrs.)
 POLS 335 Public Policy: Problems and Solutions (3 sem. hrs.)
 SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
 SOC 331 Mass Media and Society (3 sem. hrs.)

THE CHALLENGES OF DIVERSITY

- ANTH 245 Belize and the Caribbean (3 sem. hrs.)
 ANTH 282 Indigenous Peoples of North America (3 sem. hrs.)
 HIST 357 Twentieth-Century America (3 sem. hrs.)
 HIST 360 History of American Feminism (3 sem. hrs.)
 HIST 361 Voices of African-American Women (3 sem. hrs.)
 SOC 158 Social Problems (3 sem. hrs.)
 SOC 235 "Deviance" and Society (3 sem. hrs.)
 SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)

ANTHROPOLOGY CONCENTRATION

See sociology and anthropology major: concentration in anthropology/cross-cultural sociology, p. 92

ANTHROPOLOGY MINOR

Professor E. Olson, Coordinator

Anthropology is the study of humankind, which encompasses such topics as the origin and development of human society; the nature of human diversity in the past and present; ethnocentrism, world view and the roots of culture; and the differing ways in which peoples have adapted to environments and to other human groups.

Students majoring in sociology and anthropology may not minor in anthropology.

The total number of courses required for the minor is 7 (18-22 semester hours).

REQUIRED COURSES• **The following (3 sem. hrs.)**

- ANTH 161 Introduction to Anthropology (3 sem. hrs.)

• **Three of the following (7-9 sem. hrs.)**

- ANTH 245 Belize and the Caribbean (3 sem. hrs.)
 ANTH 250 Hawaii: Colonialism and Tourism (3 sem. hrs.)
 ANTH 280 World Archaeology (3 sem. hrs.)
 ANTH 282 Indigenous Peoples of North America (3 sem. hrs.)
 ANTH 330 Culture, Fieldwork, and Ethnography (3 sem. hrs.)
 ANTH 345 Contemporary Maya Lifeways (3 sem. hrs.)
 ANTH 399 Independent Study in Anthropology (1-3 sem. hrs.)

- **Three of the following (8-10 sem. hrs.)**

ANTH 222	Anthropology, Religion and Colonialism (3 sem. hrs.)
ANTH 260	Ethnographic Methods (4 sem. hrs.)
ANTH 305	Anthropology of Violence (3 sem. hrs.)
ANTH 359	The Pacific and Cultural Survival (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
HIST 361	Voices of African-American Women (3 sem. hrs.)
OCS 300	The Anthropological Experience in Hawaii (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)
PSY 330	Indigenous Psychologies (3 sem. hrs.)
RELG 320	Meaning and Place (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

ART CONCENTRATION

See visual arts major: concentration in studio art, p. 97

ART (STUDIO) MINOR

See studio art minor, p. 93

ART HISTORY CONCENTRATION

See visual arts major: concentration in art history, p. 97

ART HISTORY MINOR

Associate Professor W. Ganis, Coordinator

Students concentrating in studio art may not use the same courses for both the studio art concentration and the minor in art history. Those students should consult with their advisor and the coordinator of the minor to decide appropriate substitutions.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

- **All of the following (18 sem. hrs.)**

ARTH 101	Prehistoric to Renaissance Survey (3 sem. hrs.)
ARTH 102	Renaissance to Contemporary Survey (3 sem. hrs.)
Two studio art courses (6 sem. hrs.)	
Two additional art history courses (6 sem. hrs.)	

BIOCHEMISTRY AND MOLECULAR BIOLOGY MAJOR

The number of courses required for the major is the equivalent of 16 courses of 3-4 semester hours (62-63 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above. Certain exceptional internships may fulfill up to four semester hours of credit toward the major.

REQUIRED COURSES

- **All of the following (55 sem. hrs.)**

BCS 301	Introduction to Scientific Literature (2 sem. hrs.)
BCS 403	Senior Seminar in Biological and Chemical Sciences (2 sem. hrs.)
BIOL 114L	Anatomy and Physiology (4 sem. hrs.)
BIOL 119L	Ecology and Evolution (4 sem. hrs.)
BIOL 126L	Genetics (4 sem. hrs.)
BIOL 130L	Biology of Organisms (4 sem. hrs.)
BIOL 312L	Molecular Biology (4 sem. hrs.)
CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 301	Physical Chemistry I (3 sem. hrs.)
CHEM 323L	Biochemistry (4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)

- **One additional 300-level course in chemistry (3-4 sem. hrs.)**

- **One additional 300-level course in biology (4 sem. hrs.)**

BIOLOGICAL AND CHEMICAL SCIENCES MAJORS

Professor C. Bailey, Chair

The three majors in biological and chemical sciences (biology, chemistry, and biochemistry and molecular biology) provide a foundation in the fundamental areas of biology, the study of life, and chemistry, the study of matter, and offer electives in a variety of advanced subjects ranging from the interface of biology with psychology to the interface of chemistry with physics. In all courses the application of the scientific method to achieve an understanding of the natural world is stressed. The Senior Capstone courses (BCS 301, 403) offer all majors the opportunity to develop intellectual independence and the ability to think creatively. Students completing these majors will be prepared for a variety of careers in biology, medicine, biotechnology, environmental science, and chemistry. In addition, these students will be well equipped for advanced, specialized study in any health professions school or in graduate school.

BIOLOGY MAJOR

The number of courses required for the major is the equivalent of 15 courses of 3-4 semester hours (58-60 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above. Certain exceptional internships may fulfill up to four semester hours of credit toward the major.

REQUIRED COURSES

- **All of the following (36 sem. hrs.)**

BCS 301	Introduction to Scientific Literature (2 sem. hrs.)
BCS 403	Senior Seminar in Biological and Chemical Sciences (2 sem. hrs.)
BIOL 114L	Anatomy and Physiology (4 sem. hrs.)
BIOL 119L	Ecology and Evolution (4 sem. hrs.)
BIOL 126L	Genetics (4 sem. hrs.)
BIOL 130L	Biology of Organisms (4 sem. hrs.)
CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)

The student must include in her or his course selections at least one course in botany (B) and at least one course in zoology (Z).

- **One of the following (3-4 sem. hrs.)**

MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
MATH 251	Probability and Statistics I (3 sem. hrs.)

- **One of the following (4 sem. hrs.)**

BIOL 304L	Vertebrate Zoology (Z) (4 sem. hrs.)
BIOL 305L	Plant Diversity and Evolution (B) (4 sem. hrs.)

- **Two courses to be selected from two of the three following groups (8 sem. hrs.)**

PHYSIOLOGICAL AND DEVELOPMENTAL BIOLOGY

BIOL 330L	Animal Physiology (Z) (4 sem. hrs.)
BIOL 331L	Developmental Biology (Z) (4 sem. hrs.)

MOLECULAR AND CELLULAR BIOLOGY

BIOL 310L	Microbiology (4 sem. hrs.)
BIOL 312L	Molecular Biology (4 sem. hrs.)
BIOL 355L	Introduction to Genomics and Bioinformatics (4 sem. hrs.)

ECOLOGICAL AND BEHAVIORAL BIOLOGY

BIOL 324L	Animal Behavior (Z) (4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
BIOL 363L	Advanced Ecology (4 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)

- **Two additional 300-level courses; one course in biology, one course in biology or chemistry (7-8 sem. hrs.)**

BIOLOGY MINOR

Associate Professor C. Wahl, Coordinator

The minor in biology gives the student training in the breadth of the field, as well as providing in-depth study in areas of her or his choice.

Students majoring in biochemistry and molecular biology may not minor in biology.

Total number of courses required for the minor is 6 (24 semester hours).

REQUIRED COURSES

- **All of the following (16 sem. hrs.)**

BIOL 114L	Anatomy and Physiology (4 sem. hrs.)
BIOL 119L	Ecology and Evolution (4 sem. hrs.)
BIOL 126L	Genetics (4 sem. hrs.)
BIOL 130L	Biology of Organisms (4 sem. hrs.)
- **Two 300-level biology courses with weekly laboratories (8 sem. hrs.)**

BOOK ARTS MINOR

Director of Book Arts N. Gil, Coordinator

The total number of courses required for the minor is 7 (18-23 semester hours).

REQUIRED COURSES

- **All of the following (11-13 sem. hrs.)**

BKRT 115	Hand Bookbinding I (3 sem. hrs.)
BKRT 120	Letterpress Printing (3 sem. hrs.)
BKRT 225	The History of the Book (3 sem. hrs.)
BKRT 290/390	Internship in the Book Arts (2-4 sem. hrs.)
- **Three of the following (7-10 sem. hrs.)**

BKRT 105	Introduction to Calligraphy (3 sem. hrs.)
BKRT 215	Hand Bookbinding II (3 sem. hrs.)
BKRT 220	Digital Book and Graphic Design (3 sem. hrs.)
BKRT 285/385	Topics in the Book Arts (2-4 sem. hrs.)
BKRT 299/399	Independent Study in the Book Arts (2-3 sem. hrs.)

CHEMISTRY MAJOR

The number of courses required for the major is the equivalent of 13 courses of 3-4 semester hours (49-52 semester hours); at least 6 of these courses (18 semester hours) are at the 300-level or above. Certain exceptional internships may fulfill up to four semester hours of credit toward the major.

REQUIRED COURSES

- **All of the following (40 sem. hrs.)**

BCS 301	Introduction to Scientific Literature (2 sem. hrs.)
BCS 403	Senior Seminar in Biological and Chemical Sciences (2 sem. hrs.)
CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 301	Physical Chemistry I (3 sem. hrs.)
CHEM 308LL	Laboratory in Physical Chemistry (1 sem. hr.)
CHEM 315L	Inorganic Chemistry (4 sem. hrs.)
CHEM 327L	Instrumental Analysis (4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
- **Three of the following (9-12 sem. hrs.)**

One additional 300-level course in biology (3-4 sem. hrs.)	
CHEM 303	Medicinal Chemistry (3 sem. hrs.)
CHEM 322	Special Topics in Inorganic Chemistry (3 sem. hrs.)

CHEM 323L	Biochemistry (4 sem. hrs.)
CHEM 324L	Natural Products (4 sem. hrs.)
CHEM 331	Solid State Chemistry (3 sem. hrs.)
CHEM 385	Topics in Chemistry (3-4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 302	Introduction to Modern Physics (3 sem. hrs.)
PHYS 307	Quantum and Statistical Mechanics (3 sem. hrs.)

CHEMISTRY MINOR

Professor C. Bailey, Coordinator

The minor program in chemistry furnishes an overview of the areas which traditionally comprise the discipline. This program provides a suitable background for those students who seek to apply this knowledge in a variety of fields.

Students majoring in biology or biochemistry and molecular biology may not minor in chemistry.

The total number of courses required for the minor is 7 (26-27 semester hours).

REQUIRED COURSES

- **All of the following (23 sem. hrs.)**

CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 301	Physical Chemistry I (3 sem. hrs.)
CHEM 315L	Inorganic Chemistry (4 sem. hrs.)

- **One additional course in chemistry above the 100-level (3-4 sem. hrs.)**

COGNITIVE AND BRAIN SCIENCES MINOR

Professor M. Morfei, Coordinator

This interdisciplinary minor provides a focused study of the cognitive products of biological and non-biological computational systems (e.g., humans and computers) including perception, attention, learning, memory, language, reasoning, decision making, problem solving, creativity, and action, as well as the instantiation of these functions in neural 'hardware'. A course in the philosophy of knowledge and belief provides a philosophical basis for understanding the epistemological questions shared by the various fields that make up the cognitive and brain sciences (e.g., biology, computer science, and psychology). Coursework across the disciplines allows for an examination and exploration of these issues at different levels of analysis and explanation (concrete to abstract).

The total number of courses required for the minor is 7 (22-24 semester hours).

REQUIRED COURSES

- **All of the following (9 sem. hrs.)**

PSY 101	General Psychology (3 sem. hrs.)
PSY 347	Cognitive Psychology (3 sem. hrs.)
PSY 343	Neuropsychology (3 sem. hrs.)

- **Two of the following (7-8 sem. hrs.)**

BIOL 130L	Biology of Organisms (4 sem. hrs.)
CS 131	Computer Programming I (4 sem. hrs.)
PHIL 325	Belief and Knowledge (3 sem. hrs.)

- **One course from the following (3 sem. hrs.)**

PSY 340	Psycholinguistics (3 sem. hrs.)
PSY 349	Cognition and Culture (3 sem. hrs.)
PSY 370	Sensation and Perception (3 sem. hrs.)

- **One course from the following (3-4 sem. hrs.)**

BIOL 324L	Animal Behavior (4 sem. hrs.)
PSY 242	Drugs and Behavior (3 sem. hrs.)
PSY 342	Biological Bases of Behavior (3 sem. hrs.)

COMMUNICATION STUDIES MINOR

Professor D. Koester, Coordinator

The field of communications, broadly defined, includes any profession which requires clear and persuasive writing or speaking, such as journalism, public relations, advertising, and broadcasting. The curiosity, research skills and analytical thought encouraged within any liberal arts major are basic tools for the professional communicator. At Wells, the student who is interested in pursuing graduate work in communications, or who will seek employment in the field with the B.A. degree, may add focus to her or his liberal arts studies by choosing the minor field of communication studies.

The minor requires courses that relate to theoretical aspects of communication and courses that involve practical applications. Courses in writing, interpersonal communication, mass media, and the Internet are augmented by independent work, tutorials, and internships. Additional courses are selected by each student in consultation with the coordinator from a list carefully selected to add diversity and richness to the minor. The coordinator will work individually with each student to plan the minor, including a consultation prior to registration for each semester.

Students doing two minors may not minor in both advertising and communication studies.

The total number of courses required for the minor is 7 (18.5-22 semester hours).

REQUIRED COURSES

- **All of the following (11-13 sem. hrs.)**

COMM 290 or 390	Internship in Communications/Advanced Internship in Communications (3 sem. hrs.)
ENGL 270	Writing for the Mass Media (3 sem. hrs.)
SOC 151	Principles of Sociology (3 sem. hrs.)
SOC 331	Mass Media and Society (3 sem. hrs.)

- **Two of the following from different disciplines (4.5-6 sem. hrs.)**

ART 119	Visual Organization (3 sem. hrs.)
ART 127	Basic Concepts of Advertising Design (3 sem. hrs.)
ART 261	Photographic Digital Imaging (3 sem. hrs.)
BKRT 220	Digital Book and Graphic Design (3 sem. hrs.)
CS 105	HTML (1.5 sem. hrs.)
FMS 101	Media and Power in American Culture (3 sem. hrs.)
PSY 280	Psychology of Art (3 sem. hrs.)
SOC 220	Interpersonal Communication: Social, Psychological and Interdisciplinary Perspective (3 sem. hrs.)
SOC 225	Social and Cultural Implications of the Internet (3 sem. hrs.)
SOC 394	Research Methods in the Social Sciences (3 sem. hrs.)
WGS 243	Language and Gender (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ARTH 150	Introduction to the Art of the Cinema: Understanding Film (3 sem. hrs.)
ENGL 340	Reading Film (3 sem. hrs.)
HUM 220	Post-Colonial African Cinema (3 sem. hrs.)
HUM 281	Film and Literature (3 sem. hrs.)
PHIL 329	Aesthetics (3 sem. hrs.)
SPAN 204	Conversation and Composition Through Film (3 sem. hrs.)

COMPUTER SCIENCE MAJOR

The number of courses required for the major is 14 (45-50 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

- **All of the following (30-32 sem. hrs.)**

CS 131	Computer Programming I (4 sem. hrs.)
CS 132	Computer Programming II (4 sem. hrs.)
CS 225	Computer Organization and Assembly Language Programming (3 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 267	Discrete Mathematics I (3 sem. hrs.)
MPS 402	Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
MPS 403	Senior Seminar in Mathematical and Physical Sciences II (2-4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)

- **Three of the following (9-10 sem. hrs.)**

CS 310	Software Engineering (3 sem. hrs.)
CS 322	Algorithms: Design and Analysis (3 sem. hrs.)
CS 325	Database Systems (3 sem. hrs.)
CS 328	Programming Languages (3 sem. hrs.)
CS 330	Internet Architecture and Programming (3 sem. hrs.)
CS 340	Unix/Linux Systems Administration (3 sem. hrs.)
CS 345	Game Design and Development (4 sem. hrs.)
CS 368	Discrete Mathematics II (3 sem. hrs.)
CS 385	Topics in Computer Science (3 sem. hrs.)
MATH 301	Applied and Computational Mathematics (3 sem. hrs.)

- **Two courses in mathematics, computer science, or physics above the 100-level. (6-8 sem. hrs.)**

COMPUTER SCIENCE MINOR

Professor B. Adams, Coordinator

Students majoring in mathematical and physical sciences with a concentration in physics or mathematics may minor in computer science. Internships may not be used to fulfill minor requirements.

The total number of courses required for the minor is 6 (20 semester hours).

REQUIRED COURSES

- **All of the following (14 sem. hrs.)**

CS 131	Computer Programming I (4 sem. hrs.)
CS 132	Computer Programming II (4 sem. hrs.)
CS 225	Computer Organization and Assembly Language Programming (3 sem. hrs.)
MATH 267	Discrete Mathematics I (3 sem. hrs.)

- **Two more computer science courses above the 100-level. A course in a related field may be substituted for one of these by permission. (6 sem. hrs.)**

CREATIVE WRITING CONCENTRATION

See English major: concentration in creative writing, p. 71

CREATIVE WRITING MINOR

Professor B. Bennett, Coordinator

Students majoring in English may not minor in creative writing.

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **One of the following (3 sem. hrs.)**

ENGL 104	Introduction to Literature: Form and Meaning (3 sem. hrs.)
ENGL 105	British Literature 1100-1800 (3 sem. hrs.)

- **Two of the following (6 sem. hrs.)**

ENGL 271	Short Story Writing (3 sem. hrs.)
ENGL 272	Poetry Writing (3 sem. hrs.)
ENGL 275	Creative Nonfiction (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ENGL 371	Advanced Fiction Writing (3 sem. hrs.)
ENGL 372	Advanced Poetry Writing (3 sem. hrs.)
ENGL 375	Advanced Creative Nonfiction (3 sem. hrs.)

- **Two additional literature courses (6-8 sem. hrs.)**

DANCE CONCENTRATION

See theatre and dance major, p. 94

DANCE MINOR

Professor J. Goddard, Coordinator

The minor in dance allows the student to explore theoretical, historical, compositional, performance, and production elements of the discipline of dance within a multidisciplinary framework.

The total number of courses required for the minor is 9-12 (22-25 semester hours).

FOUNDATION COURSES

- **All of the following (8-10 sem. hrs.)**

DANC 106	Get Moving! (3 sem. hrs.)
THDA 100	Introduction to Performing Arts (4 sem. hrs.)
THDA 225 or 325	Production Practical (1-3 sem. hrs.)

TECHNIQUE AND PERFORMANCE COURSES (8-9 sem. hrs.)

- **Technique: (A combination of the following for a total of 5-6 sem. hrs.)**

DANC 205	Modern Dance Technique I (2 sem. hrs.)
DANC 206	Ballet Technique I (2 sem. hrs.)
DANC 209	Jazz Dance Technique (1 sem. hr.)
DANC 305	Modern Dance Technique II (2 sem. hrs.)
DANC 306	Ballet Technique II (2 sem. hrs.)

Students must take classes in at least two different genres to satisfy this requirement.

- **Performance: (for a total of 3 sem. hrs.)**

DANC 281	Rehearsal and Performance/Dance (1-3 sem. hrs.)
and/or	
DANC 350	Advanced Rehearsal and Performance/Dance (1-3 sem. hrs.)

THEORY AND CREATIVE PROCESS COURSES (3 sem. hrs.)

- **One of the following:**

DANC 316	Dance History (3 sem. hrs.)
DANC 325	Dance Composition and Laban Movement Analysis (3 sem. hrs.)

ELECTIVES (3 sem. hrs.)

- **One of the following:**

THDA 201	Arts Management (3 sem. hrs.)
THEA 335	Stage Management (3 sem. hrs.)
or any faculty-approved DANC, THEA, MUS, ARTS, VART or ARTH course	

ECONOMICS MINOR

Professor K. Klitgaard, Coordinator

Students majoring in economics and management may not minor in economics.

The total number of courses required for the minor is 8 (24 semester hours).

REQUIRED COURSES

- **All of the following (18 sem. hrs.)**

ECON 101	Principles of Macroeconomics (3 sem. hrs.)
ECON 102	Principles of Microeconomics (3 sem. hrs.)
ECON 295	Technology and the Labor Process (3 sem. hrs.)
or BUS 201	Principles of Management (3 sem. hrs.)
ECON 303	Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306	Intermediate Macroeconomic Theory (3 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
or MATH 251	Probability and Statistics I (3 sem. hrs.)

- **Two additional economics or management courses, at least one of which must be at the 300-level (6 sem. hrs.)**

Either ECON 290 Internship in Economics and Business **or** ECON 390 Advanced Internship in Economics and Business, but not both, can be counted toward the minor.

ECONOMICS AND MANAGEMENT MAJOR

Professor M. Uddin, Chair

The goal of the economics and management major is to provide students with thorough knowledge of basic principles, methods of inquiry and awareness of contemporary issues in economics and business. Individual and business decision-making is presented in a domestic and global context aimed at developing students' intellectual curiosity, and analytical and critical capabilities. The curriculum includes core theory courses, cognates emphasizing quantitative skills, and electives in specific fields of the discipline with the conviction that a basic knowledge of economic and business decision-making is essential for numerous purposes. The major is multidisciplinary by nature, serving the needs of other majors including international studies, environmental studies, and mathematical and physical sciences.

The total number of courses required for the major is 15-17 (44-52 semester hours). At least seven of these courses (21 semester hours) must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (18 sem. hrs.)**

ECON 101	Principles of Macroeconomics (3 sem. hrs.)
ECON 102	Principles of Microeconomics (3 sem. hrs.)
ECON 314	Econometrics (4 sem. hrs.)
ECON 402	Senior Seminar in Economics and Management (4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus ... (or exemption or higher-level course in calculus) (4 sem. hrs.)

- **One of the following (3 sem. hrs.)**

MATH 151	Elementary Statistics (3 sem. hrs.)
MATH 251	Probability and Statistics I (3 sem. hrs.)

CONCENTRATIONS

The student will choose a concentration in economics or in management.

ECONOMICS

- **All of the following (12 sem. hrs.)**

ECON 209	Introduction to Political Economy (3 sem. hrs.)
ECON 303	Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306	Intermediate Macroeconomic Theory (3 sem. hrs.)
ECON 340	History of Economic Analysis (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ECON 295	Technology and the Labor Process (3 sem. hrs.)
BUS 201	Principles of Management (3 sem. hrs.)

- **Four of the following, at least two of which must be at the 300-level, and at least two of which must be in economics or management (8-17 sem. hrs.)**

ECON 224	Labor Economics (3 sem. hrs.)
ECON 286	Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290	Internship in Economics and Business (2-4 sem. hrs.)
ECON 295	Technology and the Labor Process (if not taken for the core) (3 sem. hrs.)
ECON 302	Managerial Economics (3 sem. hrs.)
ECON 304	Public Finance (3 sem. hrs.)
ECON 320	Environmental Economics (3 sem. hrs.)
ECON 325	Ecological Economics and Political Ecology (3 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
ECON 333	Economics of Health and Medical Care (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
ECON 355	The Political Economy of Globalization (3 sem. hrs.)
ECON 385	Topics in Contemporary Economic Problems (for a total of 3 sem. hrs.)
ECON 390	Advanced Internship in Economics and Business (2-4 sem. hrs.)
ECON 399	Independent Study in Economics and Business (1-3 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)

HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
BUS 201	Principles of Management (if not taken for the core) (3 sem. hrs.)
BUS 230	Introduction to Human Resource (3 sem. hrs.)
BUS 300	Income Tax I (3 sem. hrs.)
BUS 301	Principles of Marketing (3 sem. hrs.)
BUS 305	The Legal Environment of Business (3 sem. hrs.)
BUS 313	Intermediate Accounting I (3 sem. hrs.)
BUS 314	Intermediate Accounting II (3 sem. hrs.)
BUS 353	Investments (3 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)
PHIL 114	Logic and Critical Thinking (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)

MANAGEMENT

- ***The following (12 sem. hrs.)***

ECON 302	Managerial Economics (3 sem. hrs.)
ECON 303	Intermediate Microeconomic Theory (3 sem. hrs.)
ECON 306	Intermediate Macroeconomic Theory (3 sem. hrs.)
BUS 201	Principles of Management (3 sem. hrs.)

- ***Both of the following (6 sem. hrs.)***

BUS 213	Principles of Accounting I (3 sem. hrs.)
BUS 214	Principles of Accounting II (3 sem. hrs.)

- ***Three of the following, at least one of which must be at the 300-level, and at least one of which must be in economics or management (5-12 sem. hrs.)***

ECON 224	Labor Economics (3 sem. hrs.)
ECON 286	Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290	Internship in Economics and Business (2-4 sem. hrs.)
ECON 295	Technology and the Labor Process (3 sem. hrs.)
ECON 304	Public Finance (3 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
ECON 333	Economics of Health and Medical Care (3 sem. hrs.)
ECON 355	The Political Economy of Globalization (3 sem. hrs.)
ECON 390	Advanced Internship in Economics and Business (2-4 sem. hrs.)
ECON 399	Independent Study in Economics and Business (1-3 sem. hrs.)
BUS 220	International Business (3 sem. hrs.)
BUS 230	Introduction to Human Resource (3 sem. hrs.)
BUS 300	Income Tax I (3 sem. hrs.)
BUS 301	Principles of Marketing (3 sem. hrs.)
BUS 303	Entrepreneurship & Small Business Management (3 sem. hrs.)
BUS 305	The Legal Environment of Business (3 sem. hrs.)
BUS 310	Corporate Finance (3 sem. hrs.)
BUS 313	Intermediate Accounting I (3 sem. hrs.)
BUS 314	Intermediate Accounting II (3 sem. hrs.)
BUS 353	Introduction to Investments (3 sem. hrs.)
BUS 385	Topics in Contemporary Business Issues (for a total of 3 sem. hrs.)
MATH 300	Probability and Statistics II (3 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)

EDUCATIONAL STUDIES MINORS

Lecturer S. Talbot, Coordinator

Students who are interested in education but either do not wish to or do not have time to complete the certification program may minor in education. Students completing the minor alone will have a strong foundation in education but will NOT be eligible for certification. They may, however, use this course work as a basis for graduate school in MAT programs. See the director of elementary and secondary education for further information. All students, including those in the certification program, must declare their education minor no later than the last day of classes of their junior year. For more information on teacher certification see p. 35.

CHILDHOOD EDUCATION MINOR (Grades 1-6)

The total number of courses required for the minor is 7 (21 semester hours).

NOTE: Completing the minor alone does not qualify a student for initial certification.

REQUIRED COURSES**• All of the following (21 sem. hrs.)**

EDUC 105	Introduction to Teaching (3 sem. hrs.)
EDUC 301	Balanced Literacy I (3 sem. hrs.)
EDUC 302	Balanced Literacy II (3 sem. hrs.)
EDUC 315	The Inclusive Classroom (3 sem. hrs.)
EDUC 405	Elementary Methods: Teaching Math and Science (3 sem. hrs.)
PSY 210	Child Development (3 sem. hrs.)
EDUC 320	Teaching for Social Justice (3 sem. hrs.)
or SOC 350	The Sociology of Education (3 sem. hrs.)

ADOLESCENCE EDUCATION MINOR (Grades 7-12)

The total number of courses required for the minor is 7 (21 semester hours).

NOTE: Completing the minor alone does not qualify a student for initial certification.

REQUIRED COURSES**• One of the following (3 sem. hrs.)**

EDUC 320	Teaching for Diversity and Social Justice (3 sem. hrs.)
SOC 350	The Sociology of Education (3 sem. hrs.)

• All of the following (18 sem. hrs.)

EDUC 105	Introduction to Teaching (3 sem. hrs.)
EDUC 315	The Inclusive Classroom (3 sem. hrs.)
EDUC 331	Reading and Writing in the Content Area I (3 sem. hrs.)
EDUC 332	Reading and Writing in the Content Area II (3 sem. hrs.)
EDUC 406	Instructional Strategies for Secondary Education (3 sem. hrs.)
PSY 318	Adolescent Development (3 sem. hrs.)

See statement on certification, p. 35 and p. 69.

ENGLISH MAJOR

Professor B. Bennett, Chair

English as a major includes the investigation of texts from British and American literature for their cultural and historical importance, for the manner in which they embody and express literary types and values, and for the ways in which they relate to the lives of those who experience them. The study of literature in all its forms enhances a student's ability to think critically and observe closely. English majors practice writing in different forms, including expository, critical, and imaginative. The ability to write clearly and effectively is essential for success in communication with others and in advancing in a field or career. Both literature and writing are a source of lifelong satisfaction which enables students to continue to discover and explore their selves and their place in the world, and thereby lead a richer, fuller, more examined life.

The number of courses required for the major is 15-17 (46-52 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above.

REQUIRED COURSES**• All of the following (16 sem. hrs.)**

ENGL 104	Introduction to Literature: Form and Meaning (3 sem. hrs.)
ENGL 105	British Literature 1100-1800 (3 sem. hrs.)
ENGL 215	Survey of American Literature (3 sem. hrs.)
ENGL 250	British Literature 1800 to the Present (3 sem. hrs.)
ENGL 401	Senior Essay in English (4 sem. hrs.)

CONCENTRATIONS

The student may choose a concentration in literature or in creative writing.

LITERATURE

Students may use only one creative writing course toward the literature concentration. The student must include in her or his course selections at least one course in American literature (A), at least one course in British literature (B), two courses in earlier literature [before 1800] (E), and at least one course in later literature [after 1800] (L).

- **Seven of the following (at least one course from each of the groups with at least one course at the 200-level and at least four courses at the 300-level) (21-24 sem. hrs.)**

COURSES IN POETRY

ENGL 245	The Maker's Craft (3 sem. hrs.)
ENGL 272	Poetry Writing (3 sem. hrs.)
ENGL 319	Early Modern English Love Poetry (B, E) (3 sem. hrs.)
ENGL 337	Topics in British Romantic Poetry (B, L) (3 sem. hrs.)
ENGL 349	Special Topics in American Poetry (A, L) (3 sem. hrs.)
ENGL 366	Special Topics in British Poetry (B, L) (3 sem. hrs.)
ENGL 372	Advanced Poetry Writing (3 sem. hrs.)

COURSES IN PROSE FICTION

ENGL 271	Short Story Writing (3 sem. hrs.)
ENGL 302	Special Topics in the American Novel (A, L) (3 sem. hrs.)
ENGL 362	Development of the British Novel (B, E) (3 sem. hrs.)
ENGL 363	Special Topics in the British Novel (B) (3 sem. hrs.)
ENGL 371	Advanced Fiction Writing (3 sem. hrs.)

COURSES IN DRAMA

ENGL 213	Survey of Anglophone Drama (3 sem. hrs.)
ENGL 225	Shakespeare (B, E) (3 sem. hrs.)
ENGL 304	Special Topics in American Drama (A, L) (3 sem. hrs.)
ENGL 367	Special Topics in Earlier British Drama (B, E) (3 sem. hrs.)
ENGL 368	Special Topics in Later British Drama (B, L) (3 sem. hrs.)
OCS 215	London Theatre (3 sem. hrs.)

CROSS-GENERIC COURSES

ENGL 202	Studies in Literature and Film (3 sem. hrs.)
ENGL 214	Women in English Renaissance Literature (B, E) (3 sem. hrs.)
ENGL 222	American Minority Literatures (A, L) (3 sem. hrs.)
ENGL 240	Literature for "Young Adults" (3 sem. hrs.)
ENGL 275	Creative Nonfiction (3 sem. hrs.)
ENGL 285/385	Topics in English (3-4 sem. hrs.)
ENGL 340	Reading Popular Film (3 sem. hrs.)
ENGL 380	Critical Theory (3 sem. hrs.)

- **Three courses from the following related fields (9 sem. hrs.)**

EDUC 275	Using Children's Literature in the Classroom (3 sem. hrs.)
EDUC 331	Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332	Reading and Writing in the Content Areas II (3 sem. hrs.)
	non-English literature or literary criticism (in translation or in the original language)
	history, philosophy, religion
	American studies, women's and gender studies
	sociology, psychology
	visual arts, performing arts

CREATIVE WRITING

- **All of the following (9 sem. hrs.)**

ENGL 271	Short Story Writing (3 sem. hrs.)
ENGL 272	Poetry Writing (3 sem. hrs.)
ENGL 275	Creative Nonfiction (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ENGL 371	Advanced Fiction Writing (3 sem. hrs.)
ENGL 372	Advanced Poetry Writing (3 sem. hrs.)
ENGL 375	Advanced Creative Nonfiction (3 sem. hrs.)

- **Five of the following, including one course from each group, with at least three at the 300 level. The student must include in the course selection at least one course in American literature (A), one course in British literature (B), one course in earlier literature [before 1800] (E), and one course in later literature (L) (15-17 sem. hrs.)**

COURSES IN POETRY

ENGL 245	The Maker's Craft: Form in Poetry (3 sem. hrs.)
ENGL 319	Early Modern English Love Poetry (B, E) (3 sem. hrs.)
ENGL 337	Topics in British Romantic Poetry (B, L) (3 sem. hrs.)
ENGL 349	Special Topics in American Poetry (A, L) (3 sem. hrs.)
ENGL 366	Special Topics in British Poetry (B, L) (3 sem. hrs.)

COURSES IN PROSE FICTION

ENGL 302	Special Topics in the American Novel (A, L) (3 sem. hrs.)
ENGL 362	Development of the British Novel (B, E) (3 sem. hrs.)
ENGL 363	Special Topics in the British Novel (B) (3 sem. hrs.)

COURSES IN DRAMA

ENGL 213	Survey of Anglophone Drama (3 sem. hrs.)
ENGL 225	Shakespeare (B, E) (3 sem. hrs.)
ENGL 304	Special Topics in American Drama (A, L) (3 sem. hrs.)
ENGL 367	Special Topics in Earlier British Drama (B, E) (3 sem. hrs.)
ENGL 368	Special Topics in Later British Drama (B, L) (3 sem. hrs.)
OCS 215	London Theatre (3 sem. hrs.)

CROSS-GENERIC COURSES

ENGL 202	Studies in Literature and Film (3 sem. hrs.)
ENGL 214	Women in English Renaissance Literature (B, E) (3 sem. hrs.)
ENGL 222	American Minority Literatures (3 sem. hrs.)
ENGL 240	Literature for "Young Adults" (3 sem. hrs.)
ENGL 285/385	Topics in English (3 sem. hrs.)
ENGL 241	Reading Popular Film (3 sem. hrs.)
ENGL 380	Critical Theory (3 sem. hrs.)

- **Three courses from the following related fields (9 sem. hrs.)**

EDUC 275	Using Children's Literature in the Classroom (3 sem. hrs.)
EDUC 331	Reading and Writing in the Content Areas I (3 sem. hrs.)
EDUC 332	Reading and Writing in the Content Areas II (3 sem. hrs.)
	non-English literature or literary criticism (in translation or in the original language)
	history, philosophy, religion
	American studies, women's and gender studies
	sociology, psychology
	visual arts, performing arts

ENGLISH MINOR

Professor C. Garrett, Coordinator

Total number of courses required for the minor is 6 (18-22 semester hours).

REQUIRED COURSES

- **One of the following (3 sem. hrs.)**

ENGL 104	Introduction to Literature: Form and Meaning (3 sem. hrs.)
or ENGL 105	British Literature 1100-1800 (3 sem. hrs.)
- **Five additional English courses, at least two of which must be at the 300-level. One of these courses may be a creative writing course. (15-19 sem. hrs.)**

ENVIRONMENTAL STUDIES MAJOR

Professor N. O'Leary, Chair

The goal of this major is to develop in the student the intellectual skills and the career skills necessary to understand the environment as a complex system and to change it for the better. This major is by nature multidisciplinary, preparing students both in the scientific techniques and understanding necessary to implement change and in the knowledge of the political processes through which these changes are accomplished. The basic principles of biological, chemical, and physical systems must be understood if policies are to reflect the underlying realities of nature. Understanding these interactions requires a sense of place, an appreciation of nature's awesome beauty, and of its impact upon the human experience.

The number of courses required for the major is 17-18 (56-62 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above. Off-campus study courses may substitute for some of the requirements below.

REQUIRED COURSES

- ***All of the following (26-28 sem. hrs.)***

ECON 102	Principles of Microeconomics (3 sem. hrs.)
ENVR 101L	Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L	Conservation of Biodiversity (4 sem. hrs.)
ENVR 290/390	Internship in Environmental Studies (2-4 sem. hrs.)
ENVR 303	Environmental Impact Assessment (3 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)
ENVR 403	Senior Thesis in Environmental Studies (4 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
or MATH 251	Probability and Statistics I (3 sem. hrs.)

- ***One of the following courses (3 sem. hrs.)***

ECON 320	Environmental Economics (3 sem. hrs.)
ECON 325	Ecological Economics and Political Ecology (3 sem. hrs.)

- ***One of the following courses (3 sem. hrs.)***

ANTH 280	World Archaeology (3 sem. hrs.)
ANTH 282	Indigenous Peoples of North America (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

CONCENTRATIONS

The student will choose one of the following concentrations. The equivalent of seven 3-4 semester hour courses are required for the environmental sciences concentration; eight courses are required for the environmental policies and values concentration. At least two of the chosen courses must be at the 300-level or above.

ENVIRONMENTAL SCIENCES

This concentration is designed to develop the ability to analyze the impact and the interactions of biological, chemical, and physical processes upon the ecosphere.

- ***Both of the following courses (8 sem. hrs.)***

BIOL 119L	Ecology and Evolution (4 sem. hrs.)
ENVR 131L	Physical Geology (4 sem. hrs.)

- ***Five courses from the Biology group OR the Chemistry group OR the Physics group, as indicated below (17-20 sem. hrs.)***

BIOLOGY GROUP

BIOL 126L	Genetics (4 sem. hrs.)
BIOL 130L	Biology of Organisms (4 sem. hrs.)
BIOL 304L	Vertebrate Zoology (4 sem. hrs.)
BIOL 305L	Plant Diversity and Evolution (4 sem. hrs.)
BIOL 324L	Animal Behavior (4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
BIOL 363L	Advanced Ecology (4 sem. hrs.)
ENVR 385/385L	Topics in Environmental Studies (3-4 sem. hrs.)

CHEMISTRY GROUP

CHEM 107L	General Chemistry (4 sem. hrs.)
CHEM 108L	Chemical Analysis (4 sem. hrs.)
CHEM 213L	Organic Chemistry I (4 sem. hrs.)
CHEM 214L	Organic Chemistry II (4 sem. hrs.)
CHEM 301	Physical Chemistry I (3 sem. hrs.)
CHEM 315L	Inorganic Chemistry (4 sem. hrs.)
CHEM 324L	Natural Products (4 sem. hrs.)
CHEM 327L	Instrumental Analysis (4 sem. hrs.)
ENVR 385/385L	Topics in Environmental Studies (3-4 sem. hrs.)

PHYSICS GROUP

ENVR 385/385L	Topics in Environmental Studies (3-4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)

MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 211	Calculus III: Multivariable Calculus (3 sem. hrs.)
PHYS 106	Introductory Astronomy (3 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)

ENVIRONMENTAL POLICIES AND VALUES

This concentration is designed to develop the ability to analyze the interaction of the ecosphere and the technosphere and to develop an understanding of the theoretical underpinnings of economic, historical, and political changes in their social and human contexts.

- **All of the following (9 sem. hrs.)**

INTL 151	Introduction to International Studies (3 sem. hrs.)
INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
INTL 385	Topics in International Studies (3 sem. hrs.)

- **Whichever of the following courses was not taken above (3 sem. hrs.)**

ECON 320	Environmental Economics (3 sem. hrs.)
ECON 325	Ecological Economics and Political Ecology (3 sem. hrs.)

- **Four of the following courses (not taken above) (12-13 sem. hrs.)**

ANTH 280	World Archaeology (3 sem. hrs.)
ANTH 282	Indigenous Peoples of North America (3 sem. hrs.)
ANTH 359	The Pacific and Cultural Survival (3 sem. hrs.)
ECON 209	Introduction to Political Economy (3 sem. hrs.)
ECON 295	Technology and the Labor Process (3 sem. hrs.)
ECON 304	Public Finance (3 sem. hrs.)
ECON 333	Economics of Health and Medical Care (3 sem. hrs.)
ECON 340	History of Economic Analysis (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
ENVR 385/385L	Topics in Environmental Studies (3-4 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)
POLS 365	Governments and Politics in Industrialized Countries (3 sem. hrs.)
PSY 335	Psychology of Environmental Sustainability (3 sem. hrs.)
RELG 320	Meaning and Place (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

ENVIRONMENTAL STUDIES MINOR

Professor N. O' Leary, Chair

The number of courses required for the minor is six (20-23 semester hours).

REQUIRED COURSES

- **All of the following (11 sem. hrs.)**

ENVR 101L	Introduction to Environmental Science (4 sem. hrs.)
ENVR 102L	Conservation of Biodiversity (4 sem. hrs.)
ENVR 303	Environmental Impact Assessment (3 sem. hrs.)

- **Three of the following (9-12 sem. hrs.)**

BIOL 119L	Ecology and Evolution (4 sem. hrs.)
BIOL 325L	Limnology (4 sem. hrs.)
BIOL 363L	Advanced Ecology (4 sem. hrs.)
ECON 320	Environmental Economics (3 sem. hrs.)
ECON 325	Ecological Economics and Political Ecology (3 sem. hrs.)
ENVR 131L	Physical Geology (4 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)
ENVR 385/385L	Topics in Environmental Studies (3-4 sem. hrs.)
INTL 151	Introduction to International Studies (3 sem. hrs.)
INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
PSY 335	Psychology of Environmental Sustainability (3 sem. hrs.)

RELG 320	Meaning and Place (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

ETHICS/VALUES

See religious studies minor, p. 88 and science, health, and values minor, p. 89.

FIRST NATIONS AND INDIGENOUS STUDIES MINOR

Associate Professor L. McClusky, Coordinator

The number of courses required for the minor is five (15 semester hours).

The title of the minor, first nations and indigenous studies, indicates a primary focus on the peoples of North and South America while being inclusive of connections with indigenous peoples in other parts of the world such as Hawaii, Aotearoa (New Zealand), and Australia. The minor is multidisciplinary and reflects a wide range of academic viewpoints originating from psychology, history, anthropology, women's and gender studies, and sociology, among others. Emphasized areas include histories, contemporary issues, environmental justice, social justice, oral and written literature, art, and law.

REQUIRED COURSES

- **All of the following (15 sem. hrs.)**

ANTH 282	Indigenous Peoples of North America (3 sem. hrs.)
ANTH 345	Contemporary Maya Lifeways (3 sem. hrs.)
PSY 330	Indigenous Psychologies (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)
WGS 260	Indigenous Women's Experiences (3 sem. hrs.)

FRENCH MINOR

Professor N. Gil, Coordinator

Total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **All of the following (14 sem. hrs.)**

FREN 101	Introductory French I (4 sem. hrs.)
FREN 102	Introductory French II (4 sem. hrs.)
FREN 123	Intermediate French I (3 sem. hrs.)
FREN 124	Intermediate French II (3 sem. hrs.)
- **At least six semester hours at the 200-level or above, taught in French, normally taken off campus in a Wells-affiliated program or via cross-registration or by transfer credit. These courses must be approved by the minor coordinator. (6 sem. hrs.)**

A period of study in a French-speaking country is strongly recommended.

GENDER STUDIES

See women's and gender studies major, p. 97; women's and gender studies minor, p. 99.

GERMAN MINOR

Professor K. Larson, Coordinator

Total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **All of the following (14 sem. hrs.)**

GRMN 101	Elementary German I (4 sem. hrs.)
GRMN 102	Elementary German II (4 sem. hrs.)
GRMN 123	Intermediate German I (3 sem. hrs.)
GRMN 124	Intermediate German II (3 sem. hrs.)
- **At least six semester hours at the 200-level or above, taught in German, normally taken off campus in a Wells-affiliated program or via cross-registration agreements. These courses must be approved by the minor coordinator. (6 sem. hrs.)**

A period of study in a German-speaking country is strongly recommended.

HEALTH

See science, health, and values minor, p. 89; physical education courses, p. 140.

HISTORY MAJOR

Professor C. Koepf, Chair

History is the study of human societies, their changes and continuities. It attempts to make sense of the human experience, its complexities and ironies. History is truly interdisciplinary in its enquiry and, of necessity, in the nature of the tools used to understand people in the past. Historians do not merely compile data to tell a sequential tale. To be informed as well as is possible is the prerequisite to the equally important task of interpretation. The goal of historians is thus multifaceted.

Students who choose to major in history receive the training to develop skills in a number of areas. Some of them are how to research effectively; how to write on a complex topic in a way that is generally understandable, not mystifying; how to state one's case orally as well as in written form; to discuss and defend one's point of view drawing from evidence to substantiate and strengthen the argument; how to sift through large bodies of evidence to discover which is of more, which of lesser, importance to making sense of the topic; to develop the immensely valuable faculty of thinking historically, of seeing the fluidity and evolution over time of women, men, their attitudes and values, and the societies they have created and which contain them.

Many of those who majored in history have, over the years, been disproportionately represented in leadership roles in society. The training and skills instilled in history students are designed to develop the individual's capacity for judgment and decision-making.

The number of courses required for the major is 14 (36-42 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (7 sem. hrs.)**

HIST 375	Writing History (3 sem. hrs.)
HIST 401	Senior Essay in History (3 sem. hrs.)
HIST 402	Senior Seminar in History (1 sem. hr.)

- **One of the following (3 sem. hrs.)**

HIST 101	Introduction to World Civilizations, Antiquity to 1650 (3 sem. hrs.)
HIST 103	Introduction to World Civilizations, 1650-Present (3 sem. hrs.)

- **At least one of the following (3 sem. hrs.)**

HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 241	Interpreting U.S. History I (3 sem. hrs.)
HIST 242	Interpreting U.S. History II (3 sem. hrs.)

- **At least one of the following (3 sem. hrs.)**

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
HIST 250	The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 253	Interpreting Russian History: Beginnings to 1815 (3 sem. hrs.)
HIST 254	Modern Russia (3 sem. hrs.)
HIST 285	Topics in China or Japan (3 sem. hrs.)

- **Six additional courses, at least four of which must be at the 300-level or above. Courses counted toward the core may not be counted here. (14-20 sem. hrs.)**

AMST 310	The Decade (4 sem. hrs.)
ECON 308	The Fiscal Revolution in the United States (3 sem. hrs.)
HIST 101	Introduction to World Civilizations, Antiquity to 1650 (3 sem. hrs.)
HIST 103	Introduction to World Civilizations, 1650-Present (3 sem. hrs.)
HIST 205	Women as Revolutionaries (3 sem. hrs.)
HIST 210	Women and Gender in Europe, 1550-Present (3 sem. hrs.)
HIST 212	Introduction to the History of Science (3 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 241	Interpreting U.S. History I (3 sem. hrs.)
HIST 242	Interpreting U.S. History II (3 sem. hrs.)
HIST 245	Civil War and Reconstruction (3 sem. hrs.)
HIST 250	The Family in China in the 20th and 21st Centuries (3 sem. hrs.)

HIST 253	Interpreting Russian History: Beginnings to 1815 (3 sem. hrs.)
HIST 254	Modern Russia (3 sem. hrs.)
HIST 290	Internship in History (2-4 sem. hrs.)
HIST 310	Colonial and Revolutionary America (3 sem. hrs.)
HIST 329	20th Century Europe (3 sem. hrs.)
HIST 330	The Enlightenment and The French Revolution (3 sem. hrs.)
HIST 335	Popular Culture in Early Modern Europe, 1400-1800 (3 sem. hrs.)
HIST 345	Stalin and His Successors (3 sem. hrs.)
HIST 351	African-Americans in the Age of Slavery (3 sem. hrs.)
HIST 352	The African-American Struggle for Human Rights (3 sem. hrs.)
HIST 357	Twentieth-Century America (3 sem. hrs.)
HIST 360	History of American Feminism (3 sem. hrs.)
HIST 361	Voices of African-American Women (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
HIST 385	Topics in China or Japan (3 sem. hrs.)
HIST 390	Advanced Internship in History (2-3 sem. hrs.)
HIST 399	Independent Study in History (1-3 sem. hrs.)

- **Two courses with significance for the study of history from the following selection of courses in related fields (6 sem. hrs.)**

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
ARTH 255	Survey of Renaissance Art (3 sem. hrs.)
DANC 316	Dance History (3 sem. hrs.)
ECON 295	Technology and the Labor Process (3 sem. hrs.)
ECON 340	History of Economic Analysis (3 sem. hrs.)
ENGL 214	Women in English Renaissance Literature (3 sem. hrs.)
ENGL 215	Survey of American Literature (3 sem. hrs.)
ENGL 362	Development of the British Novel (3 sem. hrs.)
MUS 112	Listening: A Survey of Western Music (3 sem. hrs.)
PHIL 230	Ancient and Medieval Philosophy (3 sem. hrs.)
PHIL 325	Belief and Knowledge (3 sem. hrs.)
POLS 155	American Politics (3 sem. hrs.)
POLS 332	Old and New Paradigms in World Politics (3 sem. hrs.)
RELG 269	History, Myth and Religion (3 sem. hrs.)
RELG 255	Islamic Civilization and Culture (3 sem. hrs.)
RELG 263	The Hebrew Bible and Jewish Tradition (3 sem. hrs.)
RELG 264	The New Testament and Early Christianity (3 sem. hrs.)
RELG 275	Religions of Asia (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
SPAN 210	Cultural Diversity of Spain (3 sem. hrs.)
THEA 315	Theatre History (3 sem. hrs.)
WGS 385	Topics in Women's and Gender Studies (3 sem. hrs.)

HISTORY MINOR

Professor M. Groth, Coordinator

The history minor emphasizes a particular area or aspect of history such as Western Europe, Russia, or the United States, social and intellectual history or African-American history.

Total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

- **The following (18 sem. hrs.)**

HIST 375	Writing History (3 sem. hrs.)
Five additional history courses involving some introductory and some advanced work to be arranged with members of the department (15 sem. hrs.)	

INDIGENOUS STUDIES MINOR

See first nations and indigenous studies minor, p. 75.

INDIVIDUALIZED MAJOR

Students may propose a self-designed individualized major if they have an educational objective that would be better served than by pursuing one of the established majors at Wells College or by pursuing an established major and minor. Each individualized major is expected to meet the philosophical and educational goals of Wells College and to afford the student maximum exposure to the breadth and depth of a liberal education as well as an opportunity to undertake advanced work in an area of special interest. The individualized major must have a clear focus, and at least two disciplines must be substantially represented. The Academic Standing and Advising Committee will approve or reject these programs.

Regulations for Individualized Majors: The proposed individualized major must have a minimum of 36 semester hours, a maximum of 45 semester hours on one discipline, and a maximum of 65 semester hours overall, including the senior essay/project, IM 401 (4 semester hours). It must include a minimum of 18 semester hours of work at the 300-level or above. The minimum required cumulative GPA at the time of application is 3.0.

INTERNATIONAL STUDIES MAJOR

Professor T. Lumumba-Kasongo, Chair

The major in international studies introduces students to contemporary international systems and the complex political, economic, and cultural factors that affect relations among nations. Students majoring in international studies will acquire a knowledge of particular world areas and international issues, as well as the ability to work in at least one of the major languages of those areas. The acquisition of a high level of proficiency in the chosen language is an important component of this major. The student may emphasize either political science, economics, history, or sociology. The major is designed to prepare Wells students to assume professional roles in our complex global environment.

The number of courses required for the major is 16 (47-50 semester hours). At least six of these courses (18 semester hours) must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (12 sem. hrs.)**

INTL 151	Introduction to International Studies (3 sem. hrs.)
INTL 385	Topics in International Studies (for a total of 3 sem. hrs.)
INTL 402	Senior Seminar in International Studies (4 sem. hrs.)
OCS 271	Cross-Cultural Preparation (.5 sem. hr.)
OCS 272	Cross-Cultural Reflection (.5 sem. hr.)
POLS 210	The United Nations Simulation (1 sem. hr.)

- **One of the following (which should be taken before study abroad) (3-4 sem. hrs.)**

ECON 314	Econometrics (4 sem. hrs.)
HIST 375	Writing History (3 sem. hrs.)
SOC 394	Research Methods in the Social Sciences (4 sem. hrs.)
WGS 310	Feminist Methodologies: Intersectionalities (3 sem. hrs.)

- **Students may fulfill the requirement of the modern language by taking:**

Modern language courses taken at Wells (four courses, 3 semester hours each, at the 200 or 300 level).

NB: At Wells, only courses offered in the Spanish language can fulfill this specific requirement. The modern language requirement will be further clarified during the academic year 2011-12.

Courses in a non-traditional language not taught at Wells. They will have to be taken at an accredited institution at a level which is the equivalent of the language/culture requirement for the major as stated in the Wells Catalog (four courses, 3 semester hours each, at the 200 or 300 level).

Courses in the student's native tongue that give evidence of a knowledge of the foreign culture as well as a command of the language. The student should have completed high school in her or his native country.

Courses taken at Wells taught in English by a student whose native language is not English. These courses should include writing in English and a study of aspects of American or English culture in such disciplines as American studies, history, sociology, literature, anthropology, religion, etc.

- **Study Off Campus/Internship**

Students majoring in the field of international studies are required to incorporate in their program one semester of study abroad. In some cases, an internship experience that addresses international issues and that is linguistically, culturally, or professionally relevant to their major could fulfill this requirement. Internships and courses taken off campus may be applied to the major with the advisor's approval. A methodological course should be taken before this experience.

- **Electives: At least six courses in the two broad areas of international and regional focus (18 sem. hrs.)**

INTERNATIONAL FOCUS: three courses, at least two of which are in the same discipline, at least one of which is at the 300-level, from among:

ECON 286	Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 320	Environmental Economics (3 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
HIST 205	Women as Revolutionaries (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
INTL 385	Topics in International Studies (may be repeated if topic is different) (for 3 sem. hrs.)
BUS 220	International Business (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)
POLS 267	International Organization (3 sem. hrs.)
POLS 268	Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
POLS 332	Old and New Paradigms in World Politics (3 sem. hrs.)
POLS 355	Approaches to International Relations (3 sem. hrs.)

GEO POLITICAL FOCUS: Three courses of geo political focus, at least one of which is at the 300-level, from among:

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 250	The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 254	Modern Russia (3 sem. hrs.)
HIST 329	20th Century Europe (3 sem. hrs.)
HIST 330	The Enlightenment and The French Revolution (3 sem. hrs.)
HIST 345	Stalin and His Successors (3 sem. hrs.)
HUM 220	Post-Colonial African Cinema (3 sem. hrs.)
HUM 236	Francophone Cultures (3 sem. hrs.)
HUM 285/385	Topics in Modern Languages (for a total of 3 sem. hrs.)
HUM 305	Post-Colonial African Literature (3 sem. hrs.)
HUM 360	Latin American Literature, Revolution, and History (3 sem. hrs.)
POLS 340	Japan's Development Policy Toward Less Industrialized Countries (3 sem. hrs.)
POLS 365	Governments and Politics in Industrialized Countries (3 sem. hrs.)

Or courses taken abroad and approved by the major advisor

- **Internships (2-4 sem. hrs.)**

Although two internships are recommended, one internship relating to international studies or located in an international setting is required. Internships may carry course titles of HUM, ECON, POLS or other related areas, and must be chosen in consultation with the major advisor.

XXX 290/390 Internship relating to international studies (2-4 sem. hrs.)

INTERNATIONAL STUDIES COLLOQUIUM

Meets regularly to address international/global issues.

See also courses in French, p. 128; German, p. 128; and Spanish, p. 154.

INTERNATIONAL STUDIES MINOR

Professor T. Lumumba-Kasongo, Coordinator

The international studies minor offers an introduction to contemporary international systems, issues that are of global significance, and a particular world area. Students will select an emphasis in either political science, economics, history or sociology. This interdisciplinary minor prepares students for an increasingly interdependent global environment.

Students majoring in International Studies may not minor in international studies.

The total number of courses required for the minor is 8, 3-semester-hour courses (24 credit hours). At least two courses must be at the 300-level.

REQUIRED COURSES

- **All of the following (9 sem. hrs.)**

ANTH 161	Introduction to Anthropology (3 sem. hrs.)
INTL 151	Introduction to International Studies (3 sem. hrs.)
INTL 385	Topics in International Studies (for 3 sem. hrs.)

- **One three-semester-hour course in a modern language at the 200- or 300-level (3 sem. hrs.)**

- **Two three-semester-hour courses from the following list (6 sem. hrs.)**

ECON 286	Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 320	Environmental Economics (3 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
HIST 205	Women as Revolutionaries (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
INTL 385	Topics in International Studies (may be repeated if topic is different) (for a total of 3 sem. hrs.)
BUS 220	International Business (3 sem. hrs.)
HUM 220	Post-Colonial African Cinema (3 sem. hrs.)
HUM 305	Post-Colonial African Literature (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)
POLS 267	International Organization (3 sem. hrs.)
POLS 268	Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
POLS 332	Old and New Paradigms in World Politics (3 sem. hrs.)
POLS 355	Approaches to International Relations (3 sem. hrs.)

- **Two three-semester-hour courses from the following list (6 sem. hrs.)**

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 250	The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
HIST 254	Modern Russia (3 sem. hrs.)
HIST 329	20th Century Europe (3 sem. hrs.)
HIST 330	The Enlightenment and The French Revolution (3 sem. hrs.)
HIST 335	Popular Culture in Early Modern Europe, 1400-1800 (3 sem. hrs.)
HIST 345	Stalin and His Successors (3 sem. hrs.)
HIM 236	Francophone Cultures (3 sem. hrs.)
HUM 285/385	Topics in Modern Languages (for a total of 3 sem. hrs.)
POLS 365	Governments and Politics in Industrialized Countries (3 sem. hrs.)

ITALIAN MINOR

Professor M. Gil, Coordinator

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **All of the following (14 sem. hrs.)**

ITAL 101	Elementary Italian I (4 sem. hrs.)
ITAL 102	Elementary Italian II (4 sem. hrs.)
ITAL 123	Intermediate Italian I (3 sem. hrs.)
ITAL 124	Intermediate Italian II (3 sem. hrs.)

- **Two courses at the 200- or 300-level, taught in Italian, normally taken off campus in a Wells affiliated program, or via cross-registration agreements. (6 sem. hrs.)**

JAPANESE MINOR

Professor M. Gil, Coordinator

The total number of courses required for the minor is 6, plus two one-semester-hour tutorials (20-22 semester hours).

REQUIRED COURSES

- **All of the following (16 sem. hrs.)**

JPN 101	Elementary Japanese I (4 sem. hrs.)
JPN 102	Elementary Japanese II (4 sem. hrs.)
JPN 123	Intermediate Japanese I (3 sem. hrs.)
JPN 124	Intermediate Japanese II (3 sem. hrs.)
JPN 195	Tutorial in Japanese (1 sem. hr.-corequisite with JPN 123)
JPN 195	Tutorial in Japanese (1 sem. hr.-corequisite with JPN 124)

- **At least six credit hours at the 200- or 300-level, taught in Japanese, normally taken off campus in a Wells-affiliated program. Japanese Language C at Doshisha Women's College will fulfill this requirement; Cornell University's or other institutions' courses must be approved in advance by the minor coordinator. One course in Japanese culture is strongly recommended. (6 sem. hrs.)**

LITERATURE

See majors in English: concentration in English literature, p. 71; Spanish major, p. 93.

MANAGEMENT

See economics and management major: concentration in management, p. 69.

MANAGEMENT MINOR

Professor M. Uddin, Coordinator

Students majoring in economics and management may not minor in management.

The total number of courses required for the minor is 8 (22-27 semester hours).

REQUIRED COURSES

- **All of the following (15 sem. hrs.)**

BUS 101	Macroeconomics (3 sem. hrs.)
BUS 102	Microeconomics (3 sem. hrs.)
ECON 295	Technology and the Labor Process (3 sem. hrs.)
or BUS 201	Principles of Management (3 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
or MATH 251	Probability and Statistics I (3 sem. hrs.)
MGMT 302	Entrepreneurship & Small Business Management (3 sem. hrs.)

- **Students will choose three additional courses from the following list. At least two of these courses must be at the 300-level. (7-12 sem. hrs.)**

ECON 286	Money, Banking, and Capital Markets (3 sem. hrs.)
ECON 290	Internship in Economics and Business (2-4 sem. hrs.)
ECON 306	Intermediate Macroeconomic Theory (3 sem. hrs.)
ECON 314	Econometrics (4 sem. hrs.)
ECON 330	The World Economy: Trade and Finance (3 sem. hrs.)
ECON 390	Advanced Internship in Economics and Business (2-4 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)
BUS 353	Investment Management & Strategies (2 sem. hrs.)
BUS 213	Principles of Accounting I (3 sem. hrs.)
BUS 214	Principles of Accounting II (3 sem. hrs.)
BUS 303	Entrepreneurship & Small Business Management (3 sem. hrs.)
BUS 220	International Business (3 sem. hrs.)
BUS 230	Introduction to Human Resource Management (3 sem. hrs.)
BUS 300	Income Tax I (3 sem. hrs.)
BUS 305	The Legal Environment of Business (3 sem. hrs.)
BUS 310	Corporate Finance (3 sem. hrs.)
BUS 385	Topics in Contemporary Business Issues (for a total of 3 sem. hrs.)

Either ECON 290 Internship in Economics and Business or ECON 390 Advanced Internship in Economics and Business, but not both, can be counted toward the minor.

MATHEMATICAL AND PHYSICAL SCIENCES MAJORS

Professor B. Adams, Chair

The majors in mathematical and physical sciences combine purely logical and analytical reasoning, as exemplified by mathematics and computer science, with the study of nature at its most fundamental, the science of physics. In the past, human curiosity about the phenomena of science and engineering has spurred the creation of new mathematics. Today, this dialogue is not only between mathematics and the physical sciences, but includes economics, the social sciences, and research into artificial intelligence. Computer research is yielding powerful new methods of analysis and visualization, with significant impact on mathematics and the physical sciences. The way is now being paved for a similar computer-spurred revolution in the rest of the liberal arts.

The student who chooses one of the majors in mathematical and physical sciences will receive well-rounded yet intensive preparation for a career or postgraduate work. A major in physics (p. 84) prepares students for professional training in engineering (see Wells College's articulation programs, p. 37); a major in mathematics (p. 82) or computer science (p. 65) with additional work in economics prepares students for careers in business.

MATHEMATICS MAJOR

The number of courses required for the major is 14 (45-49 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

- **All of the following (26-28 sem. hrs.)**

CS 131	Computer Programming I (4 sem. hrs.)
MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 212	Linear Algebra (3 sem. hrs.)
MATH 267	Discrete Mathematics I (3 sem. hrs.)
MPS 402	Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
MPS 403	Senior Seminar in Mathematical and Physical Sciences II (2-4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)

- **One of the following (3 sem. hrs.)**

MATH 312	Real Analysis (3 sem. hrs.)
MATH 313	Abstract Algebra (3 sem. hrs.)

- **Two of the following (6 sem. hrs.)**

MATH 211	Calculus III: Multivariable Calculus (3 sem. hrs.)
MATH 213	Ordinary Differential Equations and Applications (3 sem. hrs.)
MATH 251	Probability and Statistics I (3 sem. hrs.)
MATH 300	Probability and Statistics II (3 sem. hrs.)
MATH 301	Applied and Computational Mathematics (3 sem. hrs.)
MATH 305	Operations Research (3 sem. hrs.)
MATH 312	Real Analysis (if not taken above) (3 sem. hrs.)
MATH 313	Abstract Algebra (if not taken above) (3 sem. hrs.)

- **Three of the following (9-12 sem. hrs.)**

Courses in mathematics, computer science, or physics above the 100-level (3-4 sem. hrs.), or	
CHEM 301	Physical Chemistry I (3 sem. hrs.)
CS 132	Computer Programming II (4 sem. hrs.)
ECON 314	Econometrics (4 sem. hrs.)

MATHEMATICS MINOR

Professor T. Stiadle, Coordinator

Students majoring in mathematical and physical sciences with a concentration in physics or computer science may minor in mathematics. Internships may not be used to fulfill minor requirements.

The total number of courses required for the minor is 6 (20 semester hours).

REQUIRED COURSES

- **All of the following (20 sem. hrs.)**
 - MATH 111 Calculus I: Introduction to Calculus (4 sem. hrs.)
 - MATH 112 Calculus II: Introduction to Calculus (4 sem. hrs.)
 - Four more mathematics courses above the 100-level (12 sem. hrs.)

PHILOSOPHY MAJOR

Professor B. Frazier, Chair

The major in philosophy focuses on developing rigorously critical and creative thinking across a wide range of issues, from the purely theoretical to the specific and practical, from such questions as the nature of objectivity to whether meat-eating is morally permissible. It emphasizes problem-solving, methods for resolving conflicting positions, and cultivation of the moral imagination and expansion of human sympathies. It also advances understanding and appreciation of relationships between the various disciplines and fields of study. It accomplishes these goals by means of a combination of historical, analytical, and synthesizing studies. This kind of philosophical work prepares students for a variety of positions that call for clear, rigorous, creative, and humane analysis and judgment.

Fifteen courses (42-45 semester hours) are needed to complete the major. Six required courses constitute 21 semester hours; students will also take at least five philosophy electives (12-15 semester hours) and three additional electives from supporting fields, chosen in consultation with their advisor (9 semester hours). At least six courses (18 semester hours) must be taken at the 300-level or above.

- **All of the following (21 sem. hrs.):**
 - PHIL 114 Logic and Critical Thinking (3 sem. hrs.)
 - PHIL 230 Ancient and Medieval Philosophy (3 sem. hrs.)
 - PHIL 235 Modern and Post-Modern Philosophy (3 sem. hrs.)
 - PHIL 240 Ethics (3 sem. hrs.)
 - PHIL 325 Belief and Knowledge (3 sem. hrs.)
 - PHIL 401 Senior Seminar in Philosophy (3 sem. hrs.)
 - PHIL 402 Senior thesis in Philosophy (3 sem. hrs.)
- **At least five of the following (12-15 sem. hrs. required):**
 - PHIL 250 Ethics, Medicine, and Health (3 sem. hrs.)
 - PHIL 280 Ethics and the Human Genome Project (3 sem. hrs.)
 - PHIL 285 Topics in Philosophy (3 sem. hrs.)
 - PHIL 300 Philosophy of Religion (3 sem. hrs.)
 - PHIL 310 Ethics, Law, and Social Policy (3 sem. hrs.)
 - PHIL 324 Issues in Feminism (3 sem. hrs.)
 - PHIL 329 Aesthetics (3 sem. hrs.)
 - PHIL 342 Sexual and Reproductive Ethics (3 sem. hrs.)
 - PHIL 385 Topics in Philosophy (3 sem. hrs.)
 - PHIL 390 Internship in Philosophy (2-4 sem. hrs.)
 - PHIL 395 Tutorial in Philosophy (1 sem. hr.)
 - PHIL 399 Independent Study in Philosophy (1-3 sem. hrs.)
- **Three courses from other areas that support students' programs, chosen in consultation with their advisor. (9 sem. hrs.)**

PHILOSOPHY, ETHICS, AND POLICY MINOR

Professor B. Frazier, Coordinator

This minor provides students with the opportunity to analyze social and political issues from a philosophical point of view.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

- **All of the following (9 sem. hrs.)**

PHIL 114	Logic and Critical Thinking (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)

- **Three courses from the following (9 sem. hrs.)**

PHIL 250	Ethics, Health, and Medicine (3 sem. hrs.)
PHIL 285/385	Topics in Philosophy (for a total of 3 sem. hrs.)
PHIL 324	Issues in Feminism (3 sem. hrs.)
PHIL 342	Sexual and Reproductive Ethics (3 sem. hrs.)

PHILOSOPHY AND RELIGION MINOR

Professor B. Frazier, Coordinator

The minor in philosophy and religion is an integrated selection of courses designed to underscore the importance of free inquiry, critical reflection, and reasoned discourse in the interchange of ideas and issues between these areas.

The total number of courses required for the minor is 7 (21 semester hours total).

Note: study of religion (SR) majors who pursue a minor in philosophy and religion must choose for their elective courses not used for the SR major.

REQUIRED COURSES

- **All of the following (9 sem. hrs.)**

PHIL 114	Logic and Critical Thinking (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
RELG 100	Gods and Creation: East and West (3 sem. hrs.)

- **Four additional courses, at least two religion and one philosophy, from the following (12 sem. hrs.)**

PHIL 230	Ancient and Medieval Philosophy (3 sem. hrs.)
PHIL 250	Ethics, Health, and Medicine (3 sem. hrs.)
PHIL 300	Philosophy of Religion (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)
PHIL 324	Issues in Feminism (3 sem. hrs.)
PHIL 342	Sexual and Reproductive Ethics (3 sem. hrs.)
RELG 269	History, Myth and Religion (3 sem. hrs.)
RELG 321	Faith, Culture and Modernity (3 sem. hrs.)

PHYSICS MAJOR

The number of courses required for the major is 15 (50-55 semester hours). At least four of these courses (12 semester hours) must be at the 300-level or above. Internships may not be used to fulfill major requirements.

REQUIRED COURSES

- **All of the following (33 sem. hrs.)**

MATH 111	Calculus I: Introduction to Calculus (4 sem. hrs.)
MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
MATH 211	Calculus III: Multivariable Calculus (3 sem. hrs.)
MATH 213	Differential Equations (3 sem. hrs.)
MPS 402	Senior Seminar in Mathematical and Physical Sciences I (2 sem. hrs.)
MPS 403	Senior Seminar in Mathematical and Physical Sciences II (2-4 sem. hrs.)

PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 302	Modern Physics (3 sem. hrs.)
PHYS 303	Theoretical Mechanics (3 sem. hrs.)

- **Either of the following (4 sem. hrs.)**

CHEM 107L	General Chemistry (4 sem. hrs.)
CS 131	Computer Programming I (4 sem. hrs.)

- **Three of the following (9-10 sem. hrs.)**

CHEM 301	Physical Chemistry (3 sem. hrs.)
CS 132	Computer Programming II (3 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)
PHYS 307	Quantum and Statistical Mechanics (3 sem. hrs.)

- **Two of the following (6-8 sem. hrs.)**

Courses in mathematics, computer science, or physics above the 100-level, or

CHEM 301	Physical Chemistry I (3 sem. hrs.)
CS 132	Computer Programming II (4 sem. hrs.)
PHYS 221L	Principles of Electronics (4 sem. hrs.)
PHYS 307	Quantum and Statistical Mechanics (3 sem. hrs.)
PHYS 340	Experimental Physics (3 sem. hrs.)

- **One of the following (3-4 sem. hrs.)**

Any course in computer science, mathematics or physics above the 100-level.

PHYSICS MINOR

Professor S. Heinekamp, Coordinator

Students majoring in mathematical and physical sciences with a concentration in mathematics or computer science may minor in physics. Internships may not be used to fulfill minor requirements.

The total number of courses required for the minor is 6 (22-23 semester hours).

REQUIRED COURSES

- **All of the following (22-23 sem. hrs.)**

MATH 112	Calculus II: Introduction to Calculus (4 sem. hrs.)
PHYS 111L	Fundamentals of Physics I (4 sem. hrs.)
PHYS 212L	Fundamentals of Physics II (4 sem. hrs.)
PHYS 302	Introduction to Modern Physics (3 sem. hrs.)
Two more physics course above the 100-level (6-7 sem. hrs.)	

POLITICAL SCIENCE MAJOR

Professor Lumumba-Kasongo, Chair

At the heart of political science analysis is the question of the struggle for power. Thus, the major exposes students to changing paradigms and schools of thought centered on how institutional and individual power is gained, organized, used, lost or abused. The major introduces students to the various methods, concerns, and analytical issues in the basic subfields of the discipline: American politics, comparative politics, international relations, and political theory.

In this major, students will acquire broad skills regarding the analysis of, and critical knowledge about: the agencies, functions and structures of the institutions of power; the nature of political behavior; and the principles and processes of governance. It prepares students for careers in government, law, development, non-governmental organizations, educational institutions, and research areas.

Students can earn academic credit for internships in a range of settings such as the United Nations, multinational corporations, transnational financial institutions, cultural and political organizations, the White House, Capitol Hill, law offices and courts, political campaigns, and social service agencies. All students majoring in political science are encouraged to take part in a study abroad or exchange program to further broaden their academic experience.

The total number of courses required for the major in political science is 14 (43-45 semester hours). At least six of these courses must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (22-24 sem. hrs.)**

INTL 151	Introduction to International Studies (3 sem. hrs.)
POLS 155	American Politics (3 sem. hrs.)
POLS 390	Internship in Political Science (2-4 sem. hrs.)
POLS 401	Senior Seminar and Thesis in Political Science (4 sem. hrs.)
SOC 394	Research Methods in the Social Sciences (4 sem. hrs.)
Two additional courses from any subfield listed below; one course must be at the 300-level (6 sem. hrs.)	

- **One of the following courses in American Politics subfield (3 sem. hrs.)**

POLS 235	The U.S. Congress (3 sem. hrs.)
POLS 255	American Parties and Elections (3 sem. hrs.)
POLS 345	Public Opinion (3 sem. hrs.)
POLS 360	The U.S. Judiciary (3 sem. hrs.)

- **One of the following courses in Comparative Politics subfield (3 sem. hrs.)**

INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)
POLS 268	Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
POLS 340	Japan's Development Policy Toward Less Industrialized Countries (3 sem. hrs.)
POLS 365	Governments and Politics in Industrialized Countries (3 sem. hrs.)

- **One of the following courses in Political Theory subfield (3 sem. hrs.)**

POLS 230	Democratic Theory (3 sem. hrs.)
POLS 307	Contemporary Political Ideologies (3 sem. hrs.)
POLS 320	Liberalism and Its Critics (3 sem. hrs.)
Other relevant course from philosophy with permission of department chair	

- **One of the following courses in World Politics subfield (3 sem. hrs.)**

POLS 267	International Organization (3 sem. hrs.)
POLS 332	Old and New Paradigms in World Politics (3 sem. hrs.)
POLS 355	Approaches to International Relations (3 sem. hrs.)

- **Three of the following courses from related disciplines (9 sem. hrs.)**

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
ECON 355	The Political Economy of Globalization (3 sem. hrs.)
HIST 254	Modern Russia (3 sem. hrs.)
HIST 241	Interpreting U.S. History I (3 sem. hrs.)
HIST 242	Interpreting U.S. History II (3 sem. hrs.)
PHIL 240	Ethics (3 sem. hrs.)
PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)
PSY 224	Social Psychology (3 sem. hrs.)
Other relevant course with permission of department chair	

POLITICAL SCIENCE MINOR

Associate Professor S. Tabrizi, Coordinator

A minor in political science allows students to analyze a variety of political phenomena, from the struggle for power to the search for the common good.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES

- **All of the following (12 sem. hrs.)**

INTL 151	Introduction to International Studies (3 sem. hrs.)
POLS 155	American Politics (3 sem. hrs.)
POLS 268	Comparative Governments and Politics: Cases of Predominantly Black Nations (3 sem. hrs.)
One course from the political theory subfield listing	

- **Two additional political science courses, at least one of which must be at the 300-level (6 sem. hrs.)**

PSYCHOLOGY MAJOR

Professor M. Morfeji, Chair

The field of psychology addresses the questions of how humans act, know, develop, and interact. We focus on the scientific study and understanding of human behavior and the mind with an emphasis on developmental, social, cognitive, educational, and clinical aspects. Internships and service learning give students opportunities to learn experientially how to bridge theory and practice. Cross-cultural approaches are included in many courses and students are encouraged to experience another culture through off-campus study or study abroad. Psychology is a diverse discipline and thus provides a solid background for graduate studies at the master's and doctoral levels in a variety of fields, such as social work, law, teaching, medicine, forensics, and clinical and counseling psychology.

The total number of courses required for the major is 11 (33-36 semester hours). At least six of the courses (18 semester hours) taken for the major must be at the 300-level or above. No more than one internship may be taken to meet the requirements for the major.

REQUIRED COURSES

- **All of the following (15-17 sem. hrs.)**

MATH 151	Elementary Statistics (3 sem. hrs.)
or MATH 251	Probability and Statistics I (3 sem. hrs.)
PSY 101	General Psychology (3 sem. hrs.)
PSY 270	Foundations and Methods (3 sem. hrs.)
PSY 290	Internship Program in Psychology (2-4 sem. hrs.)
PSY 403	Senior Seminar: Contemporary Issues in Psychology (4 sem. hrs.)

- **One course in each of the following categories (18-19 sem. hrs.)**

Social

PSY 224	Social Psychology (3 sem. hrs.)
PSY 250	Human Sexuality (3 sem. hrs.)
PSY 306	Organizational Behavior (3 sem. hrs.)
PSY 315	Psychology of Personality (3 sem. hrs.)
WGS 260	Indigenous Women's Experiences (3 sem. hrs.)

Developmental

PSY 210	Child Development (3 sem. hrs.)
PSY 214	The Psychology of Women (3 sem. hrs.)
PSY 318	Adolescent Development (3 sem. hrs.)
PSY 322	Educational Psychology (3 sem. hrs.)
PSY 355	Adult Development and Aging (3 sem. hrs.)

Clinical

PSY 227	Abnormal Psychology (3 sem. hrs.)
PSY 235	Forensic Psychology (3 sem. hrs.)
PSY 330	Indigenous Psychologies (3 sem. hrs.)
PSY 338	Psychotherapy (3 sem. hrs.)

Cognitive

PSY 340	Psycholinguistics (3 sem. hrs.)
PSY 347	Cognitive Psychology (3 sem. hrs.)
PSY 349	Cognition and Culture (3 sem. hrs.)
PSY 370	Sensation and Perception (3 sem. hrs.)

Biological

BIOL 324L	Animal Behavior (3 sem. hrs.)
PSY 242	Drugs and Behavior (3 sem. hrs.)
PSY 342	Biological Bases of Behavior (3 sem. hrs.)
PSY 343	Neuropsychology (3 sem. hrs.)

Interdisciplinary

PSY 206	Health Psychology (3 sem. hrs.)
PSY 275	Positive Psychology (3 sem. hrs.)
PSY 280	Psychology of Art (3 sem. hrs.)
PSY 335	Psychology of Environmental Sustainability (3 sem. hrs.)

PSYCHOLOGY MINOR*Professor Markowitz, Coordinator*

The total number of courses required for the minor is 6 (18-19 semester hours).

REQUIRED COURSES

- **All of the following (6 sem. hrs.)**

PSY 101	General Psychology (3 sem. hrs.)
PSY 270	Foundations and Methods I (3 sem. hrs.)

- **One course each from four of the following categories, at least two at the 300-level (12-13 sem. hrs.)**

Social

PSY 224	Social Psychology (3 sem. hrs.)
PSY 250	Human Sexuality (3 sem. hrs.)
PSY 306	Organizational Behavior (3 sem. hrs.)
PSY 315	Psychology of Personality (3 sem. hrs.)
WGS 260	Indigenous Women's Experiences (3 sem. hrs.)

Developmental

PSY 210	Child Development (3 sem. hrs.)
PSY 214	The Psychology of Women (3 sem. hrs.)
PSY 318	Adolescent Development (3 sem. hrs.)
PSY 322	Educational Psychology (3 sem. hrs.)
PSY 355	Adult Development and Aging (3 sem. hrs.)

Clinical

PSY 227	Abnormal Psychology (3 sem. hrs.)
PSY 235	Forensic Psychology (3 sem. hrs.)
PSY 330	Indigenous Psychologies (3 sem. hrs.)
PSY 338	Psychotherapy (3 sem. hrs.)

Cognitive

PSY 340	Psycholinguistics (3 sem. hrs.)
PSY 347	Cognitive Psychology (3 sem. hrs.)
PSY 349	Cognition and Culture (3 sem. hrs.)
PSY 370	Sensation and Perception (3 sem. hrs.)

Biological

BIOL 324L	Animal Behavior (3 sem. hrs.)
PSY 242	Drugs and Behavior (3 sem. hrs.)
PSY 342	Biological Bases of Behavior (3 sem. hrs.)
PSY 343	Neuropsychology (3 sem. hrs.)

Interdisciplinary

PSY 206	Health Psychology (3 sem. hrs.)
PSY 275	Positive Psychology (3 sem. hrs.)
PSY 280	Psychology of Art (3 sem. hrs.)
PSY 335	Psychology of Environmental Sustainability (3 sem. hrs.)

RELIGIOUS STUDIES MINOR*Professor E. Olson, Coordinator*

The total number of courses required for the minor is 7 (21 semester hours).

REQUIRED COURSES

- **The following (3 sem. hrs.)**

RELG 100	Gods and Creation: East and West (3 sem. hrs.)
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- **One of the following (3 sem. hrs.)**

RELG 255	Islamic Civilization and Culture (3 sem. hrs.)
RELG 263	The Hebrew Bible and Jewish Tradition (3 sem. hrs.)
RELG 264	The New Testament and Early Christianity (3 sem. hrs.)
RELG 275	Religions of Asia (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

RELG 255	Islamic Civilization and Culture (3 sem. hrs.)
RELG 263	The Hebrew Bible and Jewish Tradition (3 sem. hrs.)
RELG 264	The New Testament and Early Christianity (3 sem. hrs.)
RELG 275	Religions of Asia (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ANTH 222	Anthropology, Religion and Colonialism (3 sem. hrs.)
ANTH 250	Hawaii: Colonialism and Tourism (3 sem. hrs.)
RELG 260	Biblical Archaeology (3 sem. hrs.)
RELG 320	Meaning and Place (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

PHIL 300	Philosophy of Religion (3 sem. hrs.)
PHPIL 325	Belief and Knowledge (3 sem. hrs.)
RELG 321	Faith, Culture and Modernity (3 sem. hrs.)
RELG 375	Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)

- **An additional three courses in religion above the 100-level (including the philosophy and anthropology courses listed above.) (12 sem. hrs.)**

SCIENCE

See majors in biochemistry and molecular biology, p. 61; biology, p. 62; chemistry, p. 63; environmental studies: concentration in environmental sciences, p. 73; physics, p. 84.

SCIENCE, HEALTH, AND VALUES MINOR

Professor C. Collmer, Coordinator

This minor provides students with an interdisciplinary perspective on issues pertaining to health, health care, and health administration in our society. It develops a base of scientific and philosophical knowledge as well as opportunity for direct experience with health care settings and issues.

The total number of courses required for the minor is 7 (19-23 semester hours).

REQUIRED COURSES

- **All of the following (6-10 sem. hrs.)**

SHV 290/390	Internship in Science, Health, and Values (2-4 sem. hrs.)
SHV 399	Independent Study in Science, Health, and Values (1-3 sem. hrs.)
SOC 285/385	Topics in Sociology (3 sem. hrs.)

- **One of the following (4 sem. hrs.)**

BIOL 114L	Anatomy and Physiology (4 sem. hrs.)
BIOL 130L	The Biology of Organisms (4 sem. hrs.)

- **One of the following (3 sem. hrs.)**

PHIL 240	Ethics (3 sem. hrs.)
PHIL 250	Ethics, Health, and Medicine (3 sem. hrs.)
PHIL 280	Ethics and the Human Genome Project (3 sem. hrs.)
PHIL 342	Sexual and Reproductive Ethics (3 sem. hrs.)

- **Two of the following (6 sem. hrs.)**

ECON 333	Economics of Health and Medical Care (3 sem. hrs.)
PHIL 342	Sexual and Reproductive Ethics (if not taken above) (3 sem. hrs.)
PSY 227	Abnormal Psychology (3 sem. hrs.)
or PSY 242	Drugs and Behavior (3 sem. hrs.)
or PSY 343	Neuropsychology (3 sem. hrs.)

SELF-DESIGNED MAJOR

See individualized major, p. 78.

SOCIAL AND ECONOMIC JUSTICE MINOR

Associate Professor L. McClusky, Coordinator

This is an interdisciplinary minor that provides students with a broad understanding of the many issues found under the term "social justice" and the critical knowledge to recognize and end structural inequalities. This broad understanding will allow students to discover the similarities between diverse struggles and to see the importance of building alliances. The minor emphasizes "service learning" and allows students to blend in-class learning with action.

The total number of courses required for the minor is 8 (17-20 semester hours).

REQUIRED COURSES

- **All of the following (8-10 sem. hrs.)**

PHIL 240	Ethics (3 sem. hrs.)
SEJ 250	Introduction to Community Organizing (3 sem. hrs.)
SEJ 290	Internship in Social and Economic Justice (2-4 sem. hrs.)
or SEJ 390	Advanced Internship in Social and Economic Justice (2-4 sem. hrs.)

- **Two courses from two of the following categories (6-7 sem. hrs.)**

SOCIAL JUSTICE

EDUC 320	Teaching for Diversity and Social Justice (3 sem. hrs.)
ENGL 222	American Minority Literatures (3 sem. hrs.)
HIST 352	The African-American Struggle for Human Rights (3 sem. hrs.)
HIST 361	Voices of African-American Women (3 sem. hrs.)
PHIL 324	Issues in Feminism (3 sem. hrs.)
SOC 235	"Deviance" and Society (3 sem. hrs.)
WGS 245	Body Politics (3 sem. hrs.)
WGS 260	Indigenous Women's Experiences (3 sem. hrs.)

ECONOMIC JUSTICE

ECON 209	Introduction to Political Economy (3 sem. hrs.)
ECON 224	Labor Economics (3 sem. hrs.)
HIST 215	The Growth of Industrial Society, 1750-Present (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)

GLOBAL JUSTICE

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
ECON 350	Economics of Developing Countries (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
POLS 262	Politics in Developing Countries (3 sem. hrs.)

ENVIRONMENTAL JUSTICE

ANTH 359	The Pacific and Cultural Survival (3 sem. hrs.)
ECON 325	Ecological Economics and Political Ecology (3 sem. hrs.)
ENVR 340	Sustainable Agriculture (3 sem. hrs.)
INTL 350	Comparative Environmental Policy Analysis (3 sem. hrs.)
PSY 335	Psychology of Environmental Sustainability (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

- **One of the following courses (these are courses that are far reaching in issues of social justice) (3 sem. hrs.)**

PHIL 310	Ethics, Law, and Social Policy (3 sem. hrs.)
SOC 158	Social Problems (3 sem. hrs.)
SOC 331	Mass Media and Society (3 sem. hrs.)
WGS 310	Feminist Methodologies: Intersectionalities (3 sem. hrs.)

SOCIOLOGY MINOR

Associate Professor L. McClusky, Coordinator

The total number of courses required for the minor is 6 (18-19 semester hours).

REQUIRED COURSES

- **All of the following (9-10 sem. hrs.)**

SOC 151	Principles of Sociology (3 sem. hrs.)
or SOC 158	Social Problems (3 sem. hrs.)
SOC 277	Social Inequalities (3 sem. hrs.)
SOC 394	Research Methods in the Social Sciences (4 sem. hrs.)
or SOC 363	Introduction to Sociological Theory (3 sem. hrs.)

- **Three courses from the following, one of which must be at the 300-level (9 sem. hrs.)**

PSY 224	Social Psychology (3 sem. hrs.)
SOC 225	Social and Cultural Implications of the Internet (3 sem. hrs.)
SOC 235	"Deviance" and Society (3 sem. hrs.)
SOC 315	Men and Masculinities (3 sem. hrs.)
SOC 331	Mass Media and Society (3 sem. hrs.)
SOC 335	Urban Sociology (3 sem. hrs.)
SOC 350	The Sociology of Education (3 sem. hrs.)
SOC 365	Families and Intimate Relationships (3 sem. hrs.)

SOCIOLOGY AND ANTHROPOLOGY MAJOR

Professor E. Olson, Chair

Courses in sociology study groups ranging from small units such as the family to the cross-cultural comparison of two or more societies. Areas of study include social problems, education, and other areas of broad social policy such as the health care system, the mass media, the criminal justice system, and the elderly in the United States. Courses in sociology provide insight into the methods and problems of research as well as the development and application of theory. The overall objective is to offer to the beginning student, as well as the advanced student of sociology, perspectives which will allow her or him to develop a fuller understanding of how and why small groups, bureaucracies, and societies operate as they do. The curriculum also is designed to provide preparation for graduate study in sociology and closely allied fields.

The total number of courses required for the major is 12 (36-41 semester hours). At least six of the courses (18 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

- **All of the following (7 sem. hrs.)**
 - SOC 363 Introduction to Sociological Theory (3 sem. hrs.)
 - SOC 401 Senior Essay and Research Seminar in Sociology and Anthropology (4 sem. hrs.)

CONCENTRATIONS

The student will choose a concentration in sociology or in anthropology/cross-cultural sociology.

SOCIOLOGY

- **The following (7 sem. hrs.)**
 - SOC 151 Principles of Sociology (3 sem. hrs.)
 - SOC 394 Research Methods in the Social Sciences (4 sem. hrs.)
- **One of the following (3-4 sem. hrs.)**
 - CS 131 Computer Programming I (4 sem. hrs.)
 - MATH 151 Elementary Statistics (3 sem. hrs.)
- **One of the following courses for cross-cultural breadth (3 sem. hrs.)**
 - ANTH 161 Introduction to Anthropology (3 sem. hrs.)
 - ANTH 282 Indigenous Peoples of North America (3 sem. hrs.)
 - ANTH 330 Culture, Fieldwork, and Ethnography (3 sem. hrs.)
- **One of the following (3 sem. hrs.)**
 - ANTH 245 Belize and the Caribbean (3 sem. hrs.)
 - ANTH 345 Contemporary Maya Lifeways (3 sem. hrs.)
- **Five of the following (13-17 sem. hrs.)**
 - ANTH 161 Introduction to Anthropology (if not taken for cross-cultural breadth) (3 sem. hrs.)
 - ANTH 245 Belize and the Caribbean (if not taken above) (3 sem. hrs.)
 - ANTH 260 Ethnographic Methods (4 sem. hrs.)
 - ANTH 280 World Archaeology (3 sem. hrs.)
 - ANTH 282 Indigenous Peoples of North America (if not taken for cross-cultural breadth) (3 sem. hrs.)
 - ANTH 305 Anthropology of Violence (3 sem. hrs.)
 - ANTH 330 Culture, Fieldwork, and Ethnography (if not taken for cross-cultural breadth) (3 sem. hrs.)
 - ANTH 345 Contemporary Maya Lifeways (if not taken above) (3 sem. hrs.)
 - ECON 350 Economics of Developing Countries (3 sem. hrs.)
 - HIST 242 Interpreting U.S. History II (3 sem. hrs.)
 - PSY 224 Social Psychology (3 sem. hrs.)
 - RELG 260 Biblical Archaeology (3 sem. hrs.)
 - SOC 158 Social Problems (3 sem. hrs.)
 - SOC 220 Interpersonal Communication: Social, Psychological and Interdisciplinary Perspectives (3 sem. hrs.)
 - SOC 225 Social and Cultural Implications of the Internet (3 sem. hrs.)
 - SOC 235 "Deviance" and Society (3 sem. hrs.)
 - SOC 270 The Social Science of Food (3 sem. hrs.)
 - SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
 - SOC 290 Internship in Social Service Agencies (2-4 sem. hrs.)
 - SOC 315 Men and Masculinities (3 sem. hrs.)

SOC 331	Mass Media and Society (3 sem. hrs.)
SOC 335	Urban Sociology (3 sem. hrs.)
SOC 350	The Sociology of Education (3 sem. hrs.)
SOC 365	Families and Intimate Relationships (3 sem. hrs.)
SOC 285/385	Topics in Sociology (for a total of 3 sem. hrs.)
SOC 390	Advanced Internship in Social Service Agencies (2-4 sem. hrs.)
SOC 399	Independent Study in Sociology (for a total of 3 sem. hrs.)

ANTHROPOLOGY/CROSS-CULTURAL SOCIOLOGY**• The following (3 sem. hrs.)**

ANTH 161	Introduction to Anthropology (3 sem. hrs.)
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• The following two courses (7-8 sem. hrs.)

ANTH 260	Ethnographic Methods (4 sem. hrs.)
MATH 151	Elementary Statistics (3 sem. hrs.)
or SOC 394	Research Methods in the Social Sciences (4 sem. hrs.)

• One course each from group a. AND group b. below (6 sem. hrs.)**Group a.**

SOC 151	Principles of Sociology (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (3 sem. hrs.)
SOC 331	Mass Media and Society (3 sem. hrs.)

Group b.

ANTH 245	Belize and the Caribbean (3 sem. hrs.)
ANTH 345	Contemporary Maya Lifeways (3 sem. hrs.)
ANTH 350	Cultures and Religions of Hawaii (3 sem. hrs.)

• One course from the following list (3 sem. hrs.)

ANTH 280	World Archaeology (3 sem. hrs.)
ARTH 215	Museum and Exhibition Practicum (3 sem. hrs.)
RELG 260	Biblical Archaeology (3 sem. hrs.)

• Three courses from the list below (9 sem. hrs.)

ANTH 222	Anthropology, Religion and Colonialism (3 sem. hrs.)
ANTH 245	Belize and the Caribbean (if not taken from group b.) (3 sem. hrs.)
ANTH 280	World Archaeology (3 sem. hrs.) (If not taken above.)
ANTH 282	Indigenous Peoples of North America (3 sem. hrs.)
ANTH 305	Anthropology of Violence (3 sem. hrs.)
ANTH 330	Culture, Fieldwork, and Ethnography (3 sem. hrs.)
ANTH 345	Contemporary Maya Lifeways (if not taken from group b) (3 sem. hrs.)
ANTH 350	Cultures and Religions of Hawaii (if not taken from group b.) (3 sem. hrs.)
ANTH 359	The Pacific and Cultural Survival (3 sem. hrs.)
ANTH 399	Independent Study in Anthropology (1-3 sem. hrs.)
OCS 300	The Anthropological Experience in Hawaii (3 sem. hrs.)
SOC 270	The Social Science of Food (3 sem. hrs.)
SOC 277	Social Inequality: Class and Ethnicity (if not taken from group a.) (3 sem. hrs.)
SOC 315	Men and Masculinities (3 sem. hrs.)

• One course from the list below (3 sem. hrs.)

ECON 350	Economics of Developing Countries (3 sem. hrs.)
HIST 372	Colonial Encounters (3 sem. hrs.)
INTL 151	Introduction to International Studies (3 sem. hrs.)
PSY 340	Psycholinguistics (3 sem. hrs.)
PSY 349	Cognition and Culture (3 sem. hrs.)
RELG 260	Biblical Archaeology (3 sem. hrs.)
RELG 320	Meaning and Place (3 sem. hrs.)
RELG 330	Native Americans and the Environment (3 sem. hrs.)

SPANISH MAJOR*Professor M. Gil, Chair*

The number of courses required for the SPAN major is 13 (40 semester hours).

- **All of the following (22 sem. hrs.)**

SPAN 203	Composition and Conversation in Spanish (3 sem. hrs.)
SPAN 204	Conversation and Composition Through Film (3 sem. hrs.)
SPAN 205	Introduction to Spanish Literature (3 sem. hrs.)
SPAN 206	Introduction to Latin American Literature (3 sem. hrs.)
SPAN 210	Cultural Diversity of Spain (3 sem. hrs.)
SPAN 212	Introduction to Latin American Cultures (3 sem. hrs.)
SPAN 402	Senior Seminar in Spanish (4 sem. hrs.)

- **At least four of the following (12 sem. hrs.)**

SPAN 319	Women and Society in 19th Century Spain (3 sem. hrs.)
SPAN 345	Golden Age in Spanish Letters (3 sem. hrs.)
SPAN 351	Cervantes and the Modern Novel (3 sem. hrs.)
SPAN 359	Latin American Literature from Pre-Columbian to Modern (3 sem. hrs.)
SPAN 370	Literature and Film: Two Ways of Telling a Story (3 sem. hrs.)
SPAN 375	20th Century Literature in Spain (3 sem. hrs.)
SPAN 378	Women & Literature in Latin America (3 sem. hrs.)
SPAN 385	Topics in Spanish (3 sem. hrs.)

- **At least two of the following (all courses taught in English) (6 sem. hrs.)**

ANTH 345	Contemporary Maya Lifeways (3 sem. hrs)
ENGL 380	Critical Theory (3 sem. hrs)
HIST 210	Women and Gender in Europe, 1550-Present (3sem. hrs)
HIST 335	Popular Culture in Early Modern Europe (3 sem. hrs)
HIST 372	Colonial Encounters
HUM 220	Post-Colonial African Cinema (3 sem. hrs)
HUM 281	Film and Literature (3 sem. hrs)
INTL 151	Introduction to International Studies (3 sem. hrs)
RELG 255	Islamic Civilization and Culture (3 sem. hrs)

- **Study Abroad**

At least one semester of study in a Spanish-speaking country is required. Courses taken abroad may be applied to fulfill requirements for the major.

SPANISH MINOR*Professor M. Gil, Coordinator*

The total number of courses required for the minor is 6 (18-20 semester hours).

REQUIRED COURSES

- **The following (18-20 semester hours)**

Six courses in the language, one of which must be a 3-semester-hour course at the 300-level. A semester of study in Spain or Latin America is strongly recommended.

STUDIO ART MINOR*Professor T. Lossowski, Coordinator*

The minor field of art has been designed to give recognition to the non-major who completes the prescribed course of study.

Students concentrating in art history may not use the same courses for both the art history concentration and the minor in studio art. Those students should consult with their advisor and the coordinator of the minor to decide appropriate substitutions.

The total number of courses required for the minor is 6 (18 semester hours).

REQUIRED COURSES**• All of the following (12 sem. hrs.)**

- ART 119 Visual Organization (3 sem. hrs.)
- or** ART 121 Beginning Drawing (3 sem. hrs.)
- ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
- ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
- One course in ceramics (3 sem. hrs.)

• Two additional studio art courses (6 sem. hrs.)**THEATRE MINOR**

Associate Professor S. Easter, Coordinator

You may enjoy this minor for its own sake as you explore interests outside your major field, or consider it as a special application of concentrated studies in such fields as history, literature and writing, psychology and sociology, art, management, philosophy, religion, or communications.

The total number of courses required for the minor is the equivalent of 8 courses of 2-4 semester hours (23-25 semester hours).

REQUIRED COURSES**• All of the following (15 sem. hrs.)**

- THDA 100 Introduction to Performing Arts (4 sem. hrs.)
- THEA 128 Acting One (3 sem. hrs.)
- THDA 130 Introduction to Technical Production (3 sem. hrs.)
- THEA 280 Rehearsal and Performance/Theatre
- and/or** THEA 350 Advanced Rehearsal and Performance/Theatre (for a total of 3 sem. hrs.)
- THEA 315 Theatre History (3 sem. hrs.)

• Three of the following (8-10 sem. hrs.)

- THDA 201 Arts Management (3 sem. hrs.)
- THDA 225 Production Practical (1-3 sem. hrs.)
- THDA 285/385 Topics in Theatre or Dance (2-4 sem. hrs.)
- THEA 200 Acting Two (3 sem. hrs.)
- THEA 255 Stage Management (3 sem. hrs.)
- THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
- THEA 338 Methods of Directing (3 sem. hrs.)

or any **faculty-approved** THEA, DANC, THDA, VART, ARTS or ARTH course

THEATRE AND DANCE MAJOR

Associate Professor S. Easter, Chair

The theatre and dance major provides a program of interdisciplinary study that prepares students for a wide range of careers in the performing arts, including performance, stage management, arts management, producing, directing, choreography, teaching and writing, creative arts therapy, and entertainment law.

Students will gain experience in peer leadership and creative process, while developing skills in acting, dancing, and design techniques. Hands-on-learning is supported and enriched by the study of history and theory, which informs the interpretive technique of the performer and fosters intellectual curiosity and cross-cultural awareness.

The theatre and dance major serves students with strong problem-solving skills and a sense of discipline and personal responsibility.

The total number of courses required for the major is 18-23 (46-52 semester hours). The equivalent of at least six courses (18 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES**• All of the following (8 sem. hrs.)**

- THDA 100 Introduction to Performing Arts (4 sem. hrs.)
- THDA 401 Senior Thesis or Project in Theatre and Dance (3 sem. hrs.)
- THDA 402 Senior Seminar: Building a Career in Theatre and Dance (1 sem. hr.)

PRODUCTION, PERFORMANCE AND PERFORMANCE THEORY

- **One of the following (3 sem. hrs.)**

DANC 106	Get Moving! (3 sem. hrs.)
THDA 128	Acting One (3 sem. hrs.)
THDA 130	Introduction to Technical Production (3 sem. hrs.)

- **Courses chosen from the following (for a total of 6 sem. hrs.)**

THDA 225 or 325	Production Practical (1-3 sem. hrs.)
DANC 281	Rehearsal and Performance/Dance (1-3 sem. hrs.)
DANC 350	Advanced Rehearsal and Performance/Dance (1-3 sem. hrs.)
THEA 280	Rehearsal and Performance/Theatre (1-3 sem. hrs.)
THEA 350	Advanced Rehearsal and Performance/Theatre (1-3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

DANC 325	Dance Composition and Laban Movement Analysis (3 sem. hrs.)
THDA 220	Principles of Design (3 sem. hrs.)
THEA 338	Methods of Directing (3 sem. hrs.)

TECHNIQUE AND SKILLS TRAINING

- **One of the following (6 sem. hrs.)**

EITHER

a combination of the following (for a total of 6 sem. hrs.)

THEA 200	Acting Two (3 sem. hrs.)
THEA 330	Improvisational Theatre (1 sem. hr.)
THEA 331	Acting Shakespeare (1 sem. hr.)
THEA 332	Acting Styles (1 sem. hr.)
THEA 333	Getting the Part: Monologues and Audition Techniques (1 sem. hr.)

OR

a combination of the following, repeated (for a total of 6 sem. hrs.)

DANC 205	Modern Dance Technique I (2 sem. hrs.)
DANC 206	Ballet Technique I (2 sem. hrs.)
DANC 209	Jazz Dance Technique (1 sem. hr.)
DANC 305	Modern Dance Technique II (2 sem. hrs.)
DANC 306	Ballet Technique II (2 sem. hrs.)
DANC 320	Theatrical Tap Technique (1 sem. hr.)
DANC 330	Pointe Technique (1 sem. hr.)

Students must take classes in at least two different dance genres to satisfy this requirement.

OR

THDA 285 in rotation: Lighting Design; Costume Design; Scenic Design (2 sem. hrs. each)

- **One of the following (3 sem. hrs.)**

THDA 201	Arts Management (3 sem. hrs.)
THEA 255	Stage Management (3 sem. hrs.)

MUSIC/THEATRE/DANCE/HISTORY

- **All of the following (9 sem. hrs.)**

DANC 316	Dance History (3 sem. hrs.)
MUS 112	Listening: A Survey of Western Music (3 sem. hrs.)
THEA 315	Theatre History (3 sem. hrs.)

ELECTIVES

- **One of the following (3 sem. hrs.)**

ARTH 101	Prehistoric to Renaissance Survey (3 sem. hrs.)
ARTH 102	Renaissance to Contemporary Survey (3 sem. hrs.)
ARTH 235	Contemporary Art (3 sem. hrs.)

- **Three of the following (6-10 sem. hrs.)**

THDA 285/385	Topics in Theatre or Dance (2-4 sem. hrs.)
THDA 399	Independent Study in Performing Arts (1-3 sem. hrs.)
THEA 320	Marginalized Voices: Women Playwrights (3 sem. hrs.)
MUS 145	Introduction to Music Theory (3 sem. hrs.)

Any dramatic literature course
Any studio art course
Any faculty approved music course

INTERNSHIP

- **The following (2-4 sem. hrs.)**

THDA 390 Internships in Theatre or Dance (2-4 sem. hrs.)

VISUAL ARTS MAJOR

Professor T. Lossowski, Chair

The visual arts as a major area of study offers students the opportunity to develop:

An understanding of artistic creativity through making art in a studio setting;
A responsive eye and a sense of visual literacy;
An understanding of the relationship between art and society;
An understanding of modern art concepts and contemporary trends as well as the major artistic epochs of the past.

The total number of courses required for the major is 17-22 (50-63 semester hours). At least six courses (18 semester hours) taken for the major must be at the 300-level or above.

Students majoring in the visual arts will benefit from the experience of study abroad and should consult the study abroad programs in this catalog. Because the senior seminar and essay or project must be accomplished on campus during both fall and spring semesters of the senior year, visual arts majors who wish to study abroad must do so before their senior year.

REQUIRED COURSES

- **One of the following (3 sem. hrs.)**

ART 119 Visual Organization (3 sem. hrs.)
ART 121 Beginning Drawing (3 sem. hrs.)
ART 260 Introduction to Photography and Digital Imaging (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

ART 118 Three-Dimensional Design (3 sem. hrs.)
ART 241 Introduction to Oxidation Fired Pottery (3 sem. hrs.)
ART 242 Introduction to Reduction Fired Pottery (3 sem. hrs.)

- **One of the following (3 sem. hrs.)**

BKRT 105 Introduction to Calligraphy (3 sem. hrs.)
BKRT 115 Hand Bookbinding I (3 sem. hrs.)
BKRT 120 Letterpress Printing (3 sem. hrs.)

- **The following (9 sem. hrs.)**

ARTH 101 Prehistoric to Renaissance Survey (3 sem. hrs.)
ARTH 102 Renaissance to Contemporary Survey (3 sem. hrs.)
ARTH 235 Contemporary Art (3 sem. hrs.)

- **One of the following. (3 sem. hrs.)**

ARTH 255 A Survey of Renaissance Art (3 sem. hrs.)
ARTH 270 A Survey of Modern Art (3 sem. hrs.)
BKRT 225 The History of the Book (3 sem. hrs.)

- **The following (7 sem. hrs.)**

VART 401 Senior Seminar in Visual Arts (4 sem. hrs.)
VART 402 Senior Project or Essay in Visual Arts (3 sem. hrs.)

- **At least two additional courses in art history, book arts or studio art (6-13 sem. hrs.)**

- **Two of the following electives (6 sem. hrs.)**

ANTH 161 Introduction to Anthropology (3 sem. hrs.)
DANC 316 Dance History (3 sem. hrs.)
ENGL 271 Short Story Writing (3 sem. hrs.)

ENGL 272	Poetry Writing (3 sem. hrs.)
HIST 101	Introduction to World Civilizations, Antiquity to 1650 (3 sem. hrs.)
HIST 103	Introduction to World Civilizations, 1650-Present (3 sem. hrs.)
HIST 228	The Bourgeois Century, 1815-1914 (3 sem. hrs.)
HIST 329	20th Century Europe (3 sem. hrs.)
MUS 112	Listening: A Survey of Western Music (3 sem. hrs.)
THDA 100	Introduction to Performing Arts (4 sem. hrs.)
THEA 315	Theatre History (3 sem. hrs.)

CONCENTRATIONS

A student will choose a concentration in art history or studio art.

ART HISTORY (12-16 sem. hrs.)

Students completing the art history concentration should choose two courses from history and/or religion in consultation with their advisor. A student should consult with her or his advisor regarding the program by the end of the sophomore year. Students who plan to pursue graduate study should gain a reading knowledge of French and German.

- ***The following (3-7 sem. hrs.)***

ARTH 390	Internship in Art History (2-4 sem. hrs.)
ARTH 399	Independent Study in Art History (1-3 sem. hrs.)

- ***Three additional art history courses not taken above (9 sem. hrs.)***

STUDIO ART (10-12 sem. hrs.)

- ***One of the following (3 sem. hrs.)***

ART 325	Special Topics in Drawing/Painting (3 sem. hrs.)
ART 345	Special Topics in Ceramics and Sculpture (3 sem. hrs.)

- ***At least two of the following courses (6-8 sem. hrs.)***

ART 349	Creative Art Projects I (4 sem. hrs.)
ART 350	Creative Art Projects II (4 sem. hrs.)
ART 395	Tutorial in Art (1 sem. hr.)
ART 396	Tutorial in Art (2 sem. hrs.)
ART 399	Independent Study in Studio Art (1-3 sem. hrs.)

- ***The following (1 sem. hr.)***

VART 403	Senior Exhibition in the Visual Arts (1 sem. hr.)
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WOMEN'S AND GENDER STUDIES MAJOR

Associate Professor L. Hall, Chair

The objectives of the women's and gender studies major are: to acquaint students with historical and cultural perspectives on gender roles, particularly as experienced by women, in order to facilitate understanding of complex, interconnected systems of oppression; to investigate and explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally; to familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship; to inquire about and contribute to the on-going transformations of scholarly methods and approaches; to interrogate the neglect of women by traditional academic disciplines and to advocate for continual interdisciplinary change; and to analyze social and political issues as they pertain to the social construction of difference. The goal of these objectives is to prepare students to become active, affective, and effective agents in the world.

The total number of courses required for the major is 11 with a minimum of 36 semester hours. At least five of the courses (15 semester hours) taken for the major must be at the 300-level or above.

REQUIRED COURSES

- ***All of the following: (13 sem. hrs.)***

WGS 148	Introduction to Women's and Gender Studies (3 sem. hrs.)
WGS 301	Feminist Theory (3 sem. hrs.)
WGS 310	Feminist Methodologies: Intersectionalities (3 sem. hrs.)
WGS 401	Senior Project in Women's and Gender Studies (4 sem. hrs.)

- **HISTORICAL PERSPECTIVES: At least one of the following (3 sem. hrs.)**
 - ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
 - HIST 205 Women as Revolutionaries (3 sem. hrs.)
 - HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)
 - HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
 - HIST 285 Family and Women in Premodern China (3 sem. hrs.)
 - HIST 360 History of American Feminism (3 sem. hrs.)
 - HIST 361 Voices of African-American Women (3 sem. hrs.)
 - HIST 385 Screening Asian Women (3 sem. hrs.)
 - RELG 375 Body and Soul: From Antiquity to Post-Modernity
 - SOC 365 Families and Intimate Relationships (3 sem. hrs.)
 - SPAN 319 Women and Society in 19th Century Spain (3 sem. hrs.)
 - WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)
- **CULTURAL CONTEXTS: At least one of the following (3 sem. hrs.)**
 - ANTH 345 Maya Ethnography (3 sem. hrs.)
 - ENGL 222 American Minority Literatures (3 sem. hrs.)
 - HIST 210 Women and Gender in Europe, 1550-Present (3 sem. hrs.)
 - HIST 250 The Family in China in the 20th and 21st Centuries (3 sem. hrs.)
 - HIST 361 Voices of African-American Women (3 sem. hrs.)
 - HIST 385 Screening Asian Women (3 sem. hrs.)
 - HUM 378 Women and Literature in Latin America (3 sem. hrs.)
 - PSY 330 Indigenous Psychologies (3 sem. hrs.)
 - PSY 385 Transforming Racism and Heterosexism (3 sem. hrs.)
 - THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
 - WGS 245 Body Politics (3 sem. hrs.)
 - WGS 260 Indigenous Women's Experiences (3 sem. hrs.)
- **CREATIVITY/AESTHETICS: At least one of the following (3 sem. hrs)**
 - ARTS 310 Women and the Arts (3 sem. hrs.)
 - ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
 - ENGL 275 Creative Nonfiction (3 sem. hrs.)
 - ENGL 340 Reading Popular Film (3 sem. hrs.)
 - ENGL 375 Advances Creative Nonfiction (3 sem. hrs.)
 - HIST 385 Screening Asian Women (3 sem. hrs.)
 - HUM 378 Women and Literature in Latin America (3 sem. hrs.)
 - THEA 320 Marginalized Voices: Women Playwrights (3 sem. hrs.)
 - WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)
- **EMBODIED EXPERIENCES/EMBODIMENT: At least one of the following (3-4 sem. hrs.)**
 - BIOL 114L Anatomy and Physiology (4 sem. hrs.)
 - ENGL 214 Women in English Renaissance Literature (3 sem. hrs.)
 - ENGL 319 Early Modern English Love Poetry (3 sem. hrs.)
 - PHIL 342 Sexual and Reproductive Ethics (3 sem. hrs.)
 - PSY 214 Psychology of Women (3 sem. hrs.)
 - PSY 250 Human Sexuality (3 sem. hrs.)
 - RELG 375 Body and Soul: From Antiquity to Post-Modernity (3 sem. hrs.)
 - SOC 270 The Social Science of Food (3 sem. hrs.)
 - SOC 315 Men and Masculinities (3 sem. hrs.)
 - WGS 245 Body Politics (3 sem. hrs.)
 - WGS 285 Topics in Women's and Gender Studies (3 sem. hrs.)
 - WGS 385 Topics in Women's and Gender Studies (3 sem. hrs.)
- **POWER: At least one of the following (3 sem. hrs.)**
 - ANTH 305 Anthropology of Violence (3 sem. hrs.)
 - INTL 151 Introduction to International Studies (3 sem. hrs.)
 - PHIL 324 Issues in Feminism (3 sem. hrs.)
 - POLS 155 American Politics (3 sem. hrs.)
 - POLS 285/385 Topic in Political Science (3 sem. hrs.)
 - POLS 307 Political Ideology (3 sem. hrs.)
 - POLS 345 Public Opinion (3 sem. hrs.)
 - SOC 277 Social Inequality: Class and Ethnicity (3 sem. hrs.)
 - SOC 365 Families and Intimate Relationships (3 sem. hrs.)
 - WGS 243 Language and Gender (3 sem. hrs.)

•**EXPERIENTIAL: At least one of the following (2-15 sem.hrs.)**

WGS 290/390 Internship in Women's and Gender Studies (2-4 sem. hrs.)

OCS in any of the programs available that have a focus on women and gender (12-15 sem.hrs.)

WOMEN'S AND GENDER STUDIES COLLOQUIUM:

Members of the Wells community and guest speakers present special topics. The colloquium serves to inform the Wells community about topics relevant to women's and gender studies and also serves as a forum for students in WGS 310 Feminist Methodologies: Intersectionalities, WGS 290/390 Internship in Women's and Gender Studies, WGS 399 Independent Study/Project in Women's and Gender Studies, and WGS 401 Senior Project in Women's and Gender Studies to present their work. The Women's and Gender Studies Colloquium is the responsibility of the Women's and Gender Studies Committee, a faculty, staff and student forum.

WOMEN'S AND GENDER STUDIES MINOR

Associate Professor L. Hall, Coordinator

The women's and gender studies minor is an interdisciplinary minor that will give students insight into issues related to gender and into current scholarship about women.

The total number of courses required for the minor is 6 with a minimum of 18 semester hours.

REQUIRED COURSES

• **All of the following (6 sem. hrs.)**

WGS 148 Introduction to Women's and Gender Studies (3 sem. hrs.)

WGS 301 Feminist Theory (3 sem. hrs.)

• **One course each from four of the seven categories in the Women's and Gender Studies major (12-13 sem. hrs.)**

WRITING, CREATIVE

See English major: concentration in creative writing, p. 71; creative writing minor, p. 66; English courses, p. 123.



Courses of Instruction

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GA-300

COURSES OF INSTRUCTION

The Numbering of Courses

The following method is used in numbering the courses. Students are not restricted by this classification in their course selections if they otherwise satisfy the specific course prerequisites.

Numbers 100 - 199 — courses primarily for first-year students and sophomores.

Numbers 200 - 299 — courses primarily for sophomores and juniors.

Numbers 300 - 399 — courses primarily for juniors and seniors.

Numbers 400 - 499 — courses primarily for seniors.

Courses use letter grades unless otherwise indicated.

The College reserves the right to cancel any course not elected by a sufficient number of students.

ADVERTISING

See advertising minor, p. 58.

AFFILIATED OFF-CAMPUS STUDY

See affiliated programs, p. 19, and off-campus study courses, p. 137.

AFRICAN-AMERICAN STUDIES

See American studies major: concentration in African-American studies, p. 60; Africana minor, p. 58.

AMERICAN STUDIES

AMST 110. Banned Books: A Cultural History

Prof. Lohn

From the Comstock Law of 1873 to the Comics Code of 1954, to the American Library Association's Banned Books Week, this course examines suppressed texts as products of the struggle between first amendment rights and specific cultural climates. Offered occasionally. (3 semester hours)

AMST 290/390. Internships in American Studies

AMST Faculty

Graded: S/U. Offered every semester. (2-4 semester hours)

AMST 310. The Decade

AMST Faculty

Intensive study of a single decade in American history. Among the topics to be considered: literature, the arts, and American cultures; social movements and economic trends; politics, technology, protest, and reform. *Prerequisite:* junior standing or permission of instructor. May be repeated for credit. Offered annually spring semester. (4 semester hours)

AMST 385. Topics in American Studies

AMST Faculty

In-depth study of a selected topic in American studies. Past topics have included Women's Work: Private Lives and Public Duty in 19th c. America. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

AMST 395. Tutorial in American Studies

AMST Faculty

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 semester hour)

AMST 399. Independent Study in American Studies

AMST Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

AMST 401. Senior Thesis in American Studies

AMST Faculty

Preparation of an essay based on individual research. *Prerequisite:* senior standing, American studies major, and permission of instructor. Offered annually fall semester. (4 semester hours)

See also:

American studies major for a list of related courses counting toward the major, p. 58

ANTHROPOLOGY

ANTH 161. Introduction to Anthropology

Prof. Olson, Prof. McClusky

This course introduces the fundamentals of anthropology: what does it mean to “think anthropologically”? Ethnographic case studies reveal the ways in which anthropology encourages us to confront critical issues of survival for indigenous peoples and local cultures. Offered annually fall semester. (3 semester hours)

ANTH 222. Anthropology, Religion and Colonialism

Prof. Olson

An exploration of anthropological approaches to the study of religion. Particular attention is paid to “local” or indigenous religions from Africa, Asia, the Pacific, and elsewhere. Such local religions are studied in relation to world religions, colonization, and global influence. Offered alternate fall semesters. (3 semester hours)

ANTH 245. Belize and the Caribbean

Prof. McClusky

This course examines the present day Caribbean and Latin American social and cultural context. A special focus on Belize helps to ground and illustrate the issues common to the region. Prerequisite: any anthropology or sociology course. Offered annually fall semester. (3 semester hours)

ANTH 250. Hawaii: Colonialism and Tourism

Prof. Olson

This course is an anthropological examination of the cultures and religions of Hawaii, from pre-contact with the West to contemporary context. Particular attention is paid to the effects of colonialism and tourism. *Prerequisite:* any social science course. Offered annually fall semester. (3 semester hours)

ANTH 260. Ethnographic Methods

Prof. McClusky, Prof. Olson

A hands-on course for learning about and practicing ethnographic research methods. We will spend class time examining different styles of write-up, different approaches to getting information and different ways of interpreting data. Students must complete a research project. *Prerequisite:* one course in the social sciences and sophomore standing. Offered annually. (4 semester hours)

ANTH 280. World Archaeology

ANTH Faculty

This course is an introduction to world archaeology. The course provides a survey of archaeological methods and theory. The course highlights the development of the discipline and some of the great civilizations of the ancient world are considered from an archaeological viewpoint. Offered alternate fall semesters (3 semester hours)

ANTH 282. Indigenous Peoples of North America

Prof. Olson

This seminar surveys the diversity of Native Americans, covering each of the major cultural areas in North America. Traditional cultural systems will be examined in light of their origins and transformation through contact and conquest, which provides a framework to understand contemporary issues facing Indian peoples. *Prerequisite:* sophomore standing or ANTH 161 or permission of instructor. Offered alternate spring semesters. (3 semester hours)

ANTH 290/390. Internship in Anthropology

ANTH Faculty

The anthropology internship is designed to be an experience beyond the classroom. The internship might include archaeological fieldwork, service learning in an institution or community, or activism within a particular cultural context. Costs and arrangements are the responsibility of the student. Graded: S/U. Offered as needed. (2-4 semester hours)

ANTH 305. Anthropology of Violence

Prof. McClusky

Human beings suffer everything from spousal abuse to genocidal wars, all at the hands of other human beings. Why? What are the consequences? What are the social and cultural dynamics of such violence? Are some societies more violent than others? If so, why? *Prerequisite:* one social science course. Offered alternate spring semesters. (3 semester hours)

ANTH 330. Culture, Fieldwork, and Ethnography

Prof. Olson

The course surveys current anthropological theories and research methods. The course examines a number of anthropological texts that critically reflect on ideas about culture, fieldwork, and ethnographic representation. Offered alternate fall semesters. (3 semester hours)

ANTH 345. Contemporary Maya Lifeways

Prof. McClusky

An exploration of Maya culture and society. We will focus on gender relations, traditional healing, religion and social problems (especially domestic violence and alcoholism). We will also discuss representations of Mayan peoples in academia, tourism and mass media. *Prerequisite:* one course in the social sciences. Offered alternate years. (3 semester hours)

ANTH 359. The Pacific and Cultural Survival**Prof. Olson**

This course is a study of Pacific cultures and the social, economic, religious, political, and environmental challenges that threaten their survival. Topics such as global warming, depletion of the natural environment, political unrest, and economic crisis are considered in relation to local cultural responses.

Prerequisite: one course in anthropology or sociology. Offered alternate years. (3 semester hours)

ANTH 385. Topics in Anthropology**ANTH Faculty**

In-depth study of a selected topic in anthropology. Past topics included: Contemporary Native American issues. May be repeated for credit with different topics. Offered alternate years. (2-4 semester hours)

ANTH 399. Independent Study in Anthropology**Prof. Olson**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

See also:

Sociology courses, p. 152

Anthropology/cross-cultural sociology concentration for selected courses, p. 92

OCS 300. The Anthropological Experience in Hawaii, p. 138

OCS 305. The Anthropological Experience in Belize, p. 138

ART**ART 105. Drawing From Nature - Plein Air****ART Faculty**

Experience in drawing principles with an emphasis on drawing from nature. The focus of the class will be on accuracy, with special attention given to shape, form, design principles and detail. Course will include lithography and egg tempera and other assorted drawing materials. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 118. Three-Dimensional Design**Prof. Lossowski**

A fundamental sculpture design course with emphasis on experimentation with materials, forms, and images. Found objects, string, rope, twine, wire, glue, cardboard, foamcore, Styrofoam, wood, plaster, clay, etc. will be used. Wood cutting and carving, plaster mold-making, and ceramic processes will be introduced. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 119. Visual Organization**ART Faculty**

Fundamental experiences in basic design and color theory. The elements of design and modes of organization will be covered. The principles of design as they relate to Modern art (i.e., Bauhaus) will be addressed. The following artists will be studied: Mondrian, Itten, Albers, Klee, Delaunay, Malevich, Diller, Munsell, Vasarely, Davis, Stella, Lichtenstein, and others. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 121. Beginning Drawing**ART Faculty**

The fundamentals and principles of basic drawing will be covered. Materials fee: \$40. Offered every spring. (3 semester hours)

ART 127. Basic Concepts of Advertising Design**ART Faculty**

Fundamental principles of visual organization as applied to advertising art. Techniques and tools, magazine advertising, newspaper advertising, corporate logos, type, layout and layout stages, story boards, basic formats, renderings, production, and portfolio development. Materials fee: \$50. Offered alternate years. Expected fall '11. (3 semester hours)

ART 223. Painting I**ART Faculty**

Introductory class in acrylic media; use of various materials and techniques. Continuation of visual organization with emphasis on craftsmanship, design principles, and color. *Prerequisite:* ART 119 or ART 121. Materials fee: \$50. Offered alternate spring semesters. (3 semester hours)

ART 241. Introduction to Oxidation Fired Pottery**Prof. Lossowski**

An introduction to pottery course. The ceramic vessel tradition will be explored using oxidation glazes and firing techniques. The development of vivid surface colors will also be explored. Materials fee: \$50. Offered annually fall semester. (3 semester hours)

ART 242. Introduction to Reduction Fired Pottery**Prof. Lossowski**

An introduction to hand-building and throwing techniques and the ceramic process, using High-Fire gas kiln reduction firing methods. The emphasis will be on hand-building, wheel work, form, and function in the ceramic vessel tradition. Materials fee: \$50. Offered annually spring semester. (3 semester hours)

ART 260. Introduction to Photography and Digital Imaging**ART Faculty**

Traditional black and white 35mm photography and computer digital imaging using Photoshop software. \$50 materials fee. Offered annually. (3 semester hours)

ART 261. Photographic Digital Imaging**ART Faculty**

Using digital cameras, scanners, and Photoshop software, students will learn to create and manipulate digital artistic images. Materials fee: \$50. Offered alternate years. (3 semester hours)

ART 285/385. Topics in Art**ART Faculty**

In-depth study of a selected topic in studio art. Past topics have included: Materials and Techniques, Abstract Painting, and Pottery on the Potter's Wheel. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

Topic for fall '11: Sustainable Design**Prof. Masur****ART 290/390. Internship in Studio Art****ART Faculty**

Individually arranged participation in the work of an institution devoted to the visual arts, such as an advertising agency, artist's studio, or design firm. May be repeated for credit. Graded: S/U. Offered every semester. (2-4 semester hours)

ART 323. Painting II: Oil Painting**ART Faculty**

Introductory class in oil painting techniques with an emphasis on representational painting. Prerequisite: ART 121 or ART 223. Materials fee: \$25. Offered alternate years. Expected fall '12. (3 semester hours)

ART 325. Special Topics in Drawing/Painting**ART Faculty**

Advanced work in life drawing, figure drawing and figure painting. May be repeated for credit. Offered annually spring semester. (3 semester hours)

ART 345. Special Topics in Ceramics and Sculpture**Prof. Lossowski**

Advanced work in sculpture, ceramic sculpture, throwing, or raku. May be repeated for credit with different topics. Materials fee: \$20. Offered alternate fall semester. (3 semester hours)

ART 349. Creative Art Projects I**ART Faculty**

Advanced study in studio art under the guidance of the appropriate instructor. Prerequisite: at least two courses in the discipline of study or permission of instructor. Offered annually fall semester. (4 semester hours)

ART 350. Creative Art Projects II**ART Faculty**

Advanced study in studio art under the guidance of the appropriate instructor. Prerequisite: at least two courses in the discipline of study or permission of instructor. Offered annually spring semester. (4 semester hours)

ART 395. Tutorial in Art**ART Faculty**

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (1 semester hour)

ART 396. Tutorial in Art**ART Faculty**

Advanced work in ceramics, photography and lithography. Materials fee: \$50. Offered as needed. (2 semester hours)

ART 399. Independent Study in Studio Art**ART Faculty**

Prerequisite: two studio art courses and demonstrated advanced skills. May be repeated for credit. Materials fee: \$50. Offered every semester. (1-3 semester hours)

See also:**BKRT courses****Wells in Florence, p. 19****Arts in Paris, p. 19****OCS 110. January at the Art Students League — New York City****VART 401. Senior Seminar in Visual Arts****VART 402. Senior Project or Essay in Visual Arts****VART 403. Senior Exhibition in Visual Arts**

ART HISTORY**ARTH 101. Prehistoric to Renaissance Survey****Prof. Ganis**

A survey of major monuments in the history of art and an overview of their relationships to the cultures that produced them. Emphases on literature, politics, philosophy, religion, or society varies according to the period. Offered annually fall semester. (3 semester hours)

ARTH 102. Renaissance to Contemporary Survey**Prof. Ganis**

A survey of major monuments in the history of art since 1600, and an overview of their relationships to the cultures that produced them. Emphases on literature, politics, philosophy, religion, or society varies according to the period. Offered annually spring semester. (3 semester hours)

ARTH 105. Art of Non-Western Cultures Survey**Prof. Ganis**

A survey of art, architecture and other monuments outside the Western tradition and an overview of their relationships to the cultures that produced them. Topics will include the arts of India, China, Japan, Islamic cultures, Africa, Oceania, and native cultures of the Americas. Offered alternate fall semester. (3 semester hours)

ARTH 150. Introduction to the Art of Cinema: Understanding Film**ARTH Faculty**

An introduction to the art of film, with an emphasis on the language, techniques, and models of criticism of film discussion and analysis, and an understanding of the various genres and forms of the motion picture. Offered occasionally. (3 semester hours)

ARTH 215. Museum and Exhibition Practicum**Prof. Ganis**

Students in the practicum will learn professional museum and gallery skills through hands-on work with the College's art collections. They will learn best practices for the display of objects through work at the String Room Gallery and by curating an art exhibition in a collaborative group effort. Offered annually. (3 semester hours)

ARTH 235. Contemporary Art**Prof. Ganis**

This class will introduce visual and conceptual expressions from recent decades. Students will examine contexts of contemporary politics, markets and aesthetics, and will be introduced to theoretical concepts in order to understand expressions of identity, globalization, technology and postmodernism among other principles. Offered annually. (3 semester hours)

ARTH 255. A Survey of Renaissance Art**ARTH Faculty**

A survey of the major forms and directions in Italian art from the 14th through the 17th centuries.

Prerequisite: 100-level art history course. Offered occasionally. (3 semester hours)

ARTH 270. A Survey of Modern Art**Prof. Ganis**

A survey of European and American art from 1750 to the present. *Prerequisite:* 100-level art history course. Offered alternate fall semester. (3 semester hours)

ARTH 285/385. Topics in Art History**ARTH Faculty**

In-depth study of a selected topic in art history. May be repeated for credit with different topics. Past topics have included Latin American Arts, Shaping Sacred Spaces: Italy 1200-1680, Art and Commerce, Medieval Illuminated Manuscripts, Survey of Baroque Art, and Islamic Art in the Mediterranean. Offered as needed. (3 semester hours)

ARTH 290/390. Internship in Art History**Prof. Ganis**

Individually arranged participation in the work of an institution devoted to the visual arts, such as museums, galleries, or libraries. *Prerequisite:* permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hours)

ARTH 299/399. Independent Study in Art History**Prof. Ganis**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ARTH 395. Tutorial in Art History**ARTH Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 semester hour)

See also:

Wells in Florence, p. 19

Arts in Paris, p. 19

ARTS 210. World Music

ARTS 310. Women and the Arts

OCS 230/231. Italian Language and Culture

ARTS (INTERDISCIPLINARY)

ARTS 285/385. Special Topics in the Arts

In-depth study of a selected topic in the arts. May be repeated for credit with different topics. Offered alternate years. (2-4 semester hours)

ARTS Faculty

ARTS 310. Women and the Arts

The course focuses on art of the 19th and 20th centuries by and about women. Some questions to be addressed include: Is the category of gender applicable to aesthetic considerations in the arts? What is masculine and feminine in the arts? Are political concerns relevant to analysis of the arts? Offered as needed. (3 semester hours)

ARTS Faculty

See also:

HUM 281. Film and Literature

ASTRONOMY

See PHYS 106 Introductory Astronomy.

BIOCHEMISTRY

See major in biochemistry and molecular biology, p. 61.

BIOLOGICAL AND CHEMICAL SCIENCES

BCS 290. Internship in Biological and Chemical Sciences

These introductory internships provide an opportunity for well-qualified students considering careers in the biological and chemical sciences. Interns will work with professional scientists. Each student will give a public presentation of her or his internship upon her or his return to campus. *Prerequisite:* two 100-level BIOL courses or CHEM 107L and CHEM 108L, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

BCS Faculty

BCS 301. Introduction to Scientific Literature

An introduction to the scientific literature. The course will emphasize finding, reading, understanding and interpreting the scientific literature. Students will use these tools to formulate and investigate an original question using the primary literature. *Prerequisite:* declared BCS major or permission of instructor. Offered every fall. (2 semester hours)

Prof. Wahl

BCS 390. Advanced Internship in Biological and Chemical Sciences

This program is intended to encourage advanced students of biological and chemical sciences to discover the areas of overlap between academic study and the application of scientific knowledge and techniques. Work sites may include hospitals, foundations, clinics, and research laboratories of academic, government or industrial affiliation. Students will consult with the instructor during the development of their internships. Upon return to campus, interns will give a public presentation with written and oral components. *Prerequisite:* five courses in biology and/or chemistry, or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

BCS Faculty

BCS 398. Supplementary Advanced Work in Biology and Chemistry

Supervised research in selected areas of biology and chemistry, which may include experimental work in the laboratory or field as well as in-depth library research. *Prerequisite:* four courses in biology and/or chemistry and permission of instructor. May be repeated for credit. Offered every semester. (1-4 semester hours)

Prof. Wahl

BCS 399. Independent Study in Biological and Chemical Sciences

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

BCS Faculty

BCS 401. Advanced Research

Original laboratory or field research on a biological or chemical problem. *Prerequisite:* junior or senior class standing, BCS 301 and permission of instructor. May be repeated for credit. Offered every semester. (1 semester hour)

BCS Faculty

BCS 402. Senior Research Paper in Biological and Chemical Sciences**Prof. Schnurr**

Independent research paper on a biological or chemical problem, developed under the supervision of a BCS faculty member. Includes constructing a bibliography of relevant literature and writing a paper examining literature. Students who have performed independent laboratory or field research are encouraged to use their results as the focus of this paper. *Prerequisite:* permission of instructor. Offered annually fall semester. (2 semester hours)

BCS 403. Senior Seminar in the Biological and Chemical Sciences**Prof. Collmer**

This capstone course covers current research literature in biological and chemical sciences. Students will write and present paper summaries for discussion that are appropriate for both a scientific and non-scientific audience. Post-graduate career opportunities, and how to pursue them, will be considered. *Prerequisite:* Senior standing. Offered annually fall semester. (2 semester hours)

See also biological and chemical sciences majors (p. 61) for a list of related courses counting toward the major.

See also:

ENVR 131L. Physical Geology

Biology courses, p. 108

Chemistry courses, p. 113

BIOLOGY

BIOL 114L. Anatomy and Physiology I**Prof. Wahl**

Human anatomy and physiology of selected body systems including sensory systems, reproduction, locomotion, nutrition, and metabolism. Laboratories will include anatomical study specimens as well as physiological exercises using student volunteers. Offered annually fall semester. (4 semester hours)

BIOL 119L. Ecology and Evolution**Prof. Herzig**

Organic evolution, the unifying concept in biology, and its relationship with ecology, the distribution and abundance of organisms. The role of ecology and evolution in environmental science and conservation biology. Offered annually fall semester. (4 semester hours)

BIOL 126L. Genetics**Prof. Collmer**

An introduction to principles of genetics ranging from molecules through populations, covering the genetics of various organisms, theory and practice of standard techniques, and consideration of the promise AND potential ethical dilemmas accompanying new genetic technologies and genomic analyses. Offered annually spring semester. (4 semester hours)

BIOL 130L. Biology of Organisms**Prof. Schnurr**

The study of the diversity of organisms in all three domains, Archaea, Bacteria and Eukarya, focusing on the fungal, plant and animal kingdoms. The organ structure and functions of these organisms, their reproduction and their development will be studied in an evolutionary context. Offered annually spring semester. (4 semester hours)

BIOL 185/285/385. Topics in Biology**BIOL Faculty**

In-depth study of a selected topic in biology. Investigation of biological topics of special interest to faculty or students. Areas of applied biology (e.g. health, agriculture, horticulture, conservation) or in-depth study of a particular taxon (e.g., ornithology, bryology, entomology) are likely topics. Level of instruction depends on the topic. Past topics have included "The Biology of Humans", "Ornithology", and "Enology: The Science of Wine". May be repeated for credit with different topics. Offered occasionally. (2-4 semester hours)

BIOL 304L. Vertebrate Zoology**Prof. Wahl**

The classification, comparative morphology, and evolution of vertebrates. Demonstrations and dissections of selected vertebrates. *Prerequisite:* BIOL 130L or 114L and another 100-level BIOL course. Expected spring '12. (4 semester hours)

BIOL 305L. Plant Diversity and Evolution**Prof. Schnurr**

Modern and classical methodologies to understand classification and evolution of plants. Emphasis will be placed on the identification of seed plants of the northeastern United States. *Prerequisite:* BIOL 130L or permission of instructor. Expected spring '13. (4 semester hours)

BIOL 310L. Microbiology**Prof. Blake**

The structure, physiology, genetics, and immunology of microorganisms and their applications to fields such as foods, sanitation, and medicine. The laboratory stresses bacteriological laboratory techniques as well as recombinant DNA technology. *Prerequisite:* BIOL 126L and another 100-level BIOL course, plus CHEM 213L, or permission of instructor. Expected fall '11. (4 semester hours)

BIOL 312L. Molecular Biology**BIOL Faculty**

A molecular genetics course covering structure, function, and regulation of prokaryotic and eukaryotic genomes. The laboratory focuses on applications of current nucleic acid and protein analyses and manipulations. *Prerequisite:* BIOL 126L and CHEM 214L. Expected fall '12. (4 semester hours)

BIOL 324L. Animal Behavior**BIOL Faculty**

An ecological and evolutionary approach to animal behavior. Lectures and discussions cover feeding, sexual behavior, aggression, cooperation, communication, and the evolution of social behavior. Weekly laboratory and field sessions concentrate on the quantitative study of the behavior of captive and free-living animals. *Prerequisite:* BIOL 119L and BIOL 126L and BIOL 130L. Expected fall '12. (4 semester hours)

BIOL 325L. Limnology**BIOL Faculty**

The biological, chemical, geological, and physical aspects of fresh waters. Emphasis will be on the study of lakes and streams as ecosystems, although consideration will also be given to the biology of the organisms that inhabit these bodies of water. *Prerequisite:* BIOL 119L and BIOL 130L, and CHEM 108L, or permission of instructor. Expected fall '12. (4 semester hours)

BIOL 330L. Anatomy and Physiology II**Prof. Wahl**

Basic physiological mechanisms in animals, including a detailed analysis of the physiology of neural control, excretion, movement, respiration, nutrition, thermoregulation, and reproduction. *Prerequisite:* BIOL 126L, BIOL 130L, BIOL 114L and CHEM 214L. Expected spring '12. (4 semester hours)

BIOL 331L. Developmental Biology**Prof. Wahl**

The patterns and mechanisms of development in animals including gametogenesis, totipotency, cellular interactions, and genetic control of development. *Prerequisite:* BIOL 126L, BIOL 130L and CHEM 214L. Expected spring '13. (4 semester hours)

BIOL 355L. Introduction to Genomics and Bioinformatics**BIOL Faculty**

An introduction to new tools and approaches for mining useful information from huge data sets now available in the age of whole-genome sequencing and analysis. The course uses a case study approach to explore topics in genomics, proteomics, and bioinformatics. *Prerequisite:* BIOL 126L and BIOL 114L or permission of instructor. Does not meet lab science requirement. Expected fall '11. (4 semester hours)

BIOL 363L. Advanced Ecology**Prof. Schnurr**

The interactions that determine the distribution and abundance of organisms. *Prerequisite:* BIOL 119L and BIOL 130L or permission of instructor. May be repeated for credit with different topics. Offered alternate fall semesters. (4 semester hours)

Topic for fall '11: Advanced Ecology: Forest Ecology**Prof. Schnurr**

An analysis of the environment pressures, successional changes and species interactions that determine forest structure and composition, with emphasis on the forests of eastern North America.

BIOL 395. Tutorial in Biology**BIOL Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

BIOL 396. Tutorial in Human Genes and Genetic Medicine**BIOL Faculty**

Rapid advancements in the Human Genome Project promise the mapping and characterization of more and more genes involved in human disease. This tutorial examines the nature of some of these genes, their role in causing disease, and potential new treatment options, as well as related issues in bioethics. *Prerequisite:* BIOL 126L and BIOL 114L. Offered occasionally. (1 semester hour)

BIOL 399. Independent Study in Biology**BIOL Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also:**School for Field Studies, p. 23****ENVR 131L. Physical Geology****ENVR 340. Sustainable Agriculture****HIST 212. Introduction to the History of Science****PHIL 280. Ethics and the Human Genome Project****BOOK ARTS****BKRT 105. Introduction to Calligraphy****Prof. Galli**

An introduction to the principles of calligraphy through the study of three hands: Roman, Humanistic Miniscule and Italic. Emphasis is on practice and technique, with time devoted to the history of letter forms and to individual projects. *Prerequisite:* permission of the director of the Book Arts Center. Lab fee: \$75. Tool kit: \$80. Offered annually fall semester. (3 semester hours)

BKRT 115. Hand Bookbinding I**Prof. Baldwin**

This course introduces students to traditional bookbinding techniques by familiarizing them with the tools, materials and techniques of the craft. Students are expected to produce a set of book models that are clean, structurally sound, and consistent with the class demonstration. *Prerequisite:* permission of the director of the Book Arts Center. Lab fee: \$75. Tool kit: \$50-\$75. Offered every semester. (3 semester hours)

BKRT 120. Letterpress Printing**Prof. Bixler**

Introduction to letterpress printing. Demonstrations, readings, and assignments on the mechanics of handsetting and printing from metal type. Traditional and artistically innovative approaches to using this medium will be covered. Each student will create her or his own individual projects: postcards, broadsides, book, etc. *Prerequisite:* permission of the director of the Book Arts Center. Lab fee: \$75. Offered every semester. (3 semester hours)

BKRT 215. Hand Bookbinding II**Prof. Baldwin**

Students will refine case-binding skills by building millimeter and simplified bindings, and will learn to sew endbands. Part of the semester will include creative structures like pop-up and structural books. *Prerequisite:* permission of the director of the Book Arts Center. Lab fee: \$75. Offered as needed. (3 semester hours)

BKRT 220. Digital Book and Graphic Design**BKRT Faculty**

Students will explore classical design principles while learning the digital medium of Adobe InDesign, today's principal publishing and graphic arts design tool. Poster and brochure design will prepare students for the final project of a short, digitally produced hand-bound volume. *Prerequisite:* permission of the director of the Book Arts Center. Lab fee: \$40. Offered annually. Expected spring '11. (3 semester hours)

BKRT 225. The History of the Book**BKRT Faculty**

Surveys the development of the codex, from its beginnings as a parchment manuscript to a printed book on paper. Broad themes such as patronage, manufacture, usage and reception are considered, as well as the evolution of writing, papermaking and bookbinding. *Prerequisite:* permission of the director of the Book Arts Center. Offered as needed. Expected spring 11. (3 semester hours)

BKRT 320. The Printed Book**BKRT Faculty**

Each student will produce an edition of letterpress printed books with text and images. Image-making using linoleum blocks, pressure printing, collographs and polymer plates will be taught, as well as simple bookbinding techniques. *Prerequisite:* BKRT 120 and permission of the director of the Book Arts Center. Lab fee: \$75. Offered as needed. (3 semester hours)

BKRT 285/385. Topics in the Book Arts**BKRT Faculty**

In-depth study of a selected topic in the book arts. Topics may include paper making, marbling, calligraphy, publication, etc. Materials fee may be required. May be repeated for credit with different topics. Past topics have included: Inspiration and the Medieval Binding, and Introduction to Box Making. *Prerequisite:* permission of the director of the Book Arts Center. Offered as needed. (2-4 semester hours)

BKRT 299/399. Independent Study in the Book Arts**BKRT Faculty**

Prerequisite: permission of the director of the Book Arts Center. Materials fee may be required. May be repeated for credit. Offered as needed. (1-3 semester hours)

BUSINESS

BUS 111. Personal Financial Management

BUS Faculty

Personal Financial Management teaches students the skills they need to make informed financial decisions in their life. Topics include transactional accounts, savings, loans, credit cards, mortgages and basic investments. Credit score management and living within one's means will be recurring themes. Offered annually. (3 semester hour)

BUS 201. Principles of Management

BUS Faculty

Introduction to management. Topics include overview of the management process, management theory, the environment of business, planning and strategy, management functions, and organization design. Offered annually fall semester. (3 semester hours)

BUS 213. Principles of Accounting I

BUS Faculty

An introduction to basic bookkeeping principles, including analysis of transactions, journal entries, posting to ledger accounts, computer applications, and preparation of the trial balance, income statement, balance sheet, and cash flow statements. Offered annually fall semester. (3 semester hours)

BUS 214. Principles of Accounting II

BUS Faculty

A study of those accounting concepts employed by internal management. Cost-volume-profit relationships, budgeting, cost accounting, capital planning, and price estimating are some of the topics covered. Lotus 1-2-3 is used throughout the course. *Prerequisite:* BUS 213 or equivalent. Offered alternate spring semesters. (3 semester hours)

BUS 220. International Business

BUS Faculty

This course covers the socio-economic, political, cultural, and legal environments in which international business decisions are made. The course develops skill in methods and strategies of conducting international and multinational business in a global context. *Prerequisite:* ECON 101 and/or ECON 102 and/or BUS 201. Offered alternate spring semesters. (3 semester hours)

BUS 230. Introduction to Human Resource Management

BUS Faculty

Principles of managing personnel in an organization. Topics include hiring, training, evaluating and compensating employees. *Prerequisite:* BUS 201. Offered annually fall semester. (3 semester hours)

BUS 250. Innovation, Creative Problem Solving

BUS Faculty

Students learn a creative problem solving methodology consisting of developing empathy, prototyping process, collaboration, iteration, and feedback. The objective is to enable students to address challenges in business and other disciplines, such as the social and physical sciences. Offered annually. (3 semester hours)

BUS 300. Income Tax

BUS Faculty

Analysis of Federal income tax legislation and IRS interpretations affecting individuals' returns. This includes analysis of accounting methods used to determine gross income, deductions, capital gains/losses, and business income. Also includes instruction on availability and use of tax services. *Prerequisite:* BUS 213 and BUS 214 or permission of instructor. Offered alternate years. (3 semester hours)

BUS 301. Principles of Marketing

BUS Faculty

An analytical study of marketing fundamentals, with attention given to marketing as a business function, policies and institutions involved in the distribution of goods, product development, pricing and consumer behavior. *Prerequisite:* ECON 102 and BUS 201. Offered alternate fall semesters. (3 semester hours)

BUS 303. Entrepreneurship & Small Business Management

BUS Faculty

A practical and theoretical introduction to the issues faced by small business people. Topics include: establishing and funding the business or social organization, finance, marketing and personnel management. *Prerequisites:* BUS 213, BUS 201, CS 108. Offered alternate years. (3 semester hours)

BUS 305. Legal Environment of Business

BUS Faculty

Introduction to the legal system and business law. Students will learn about the legal system, constitutional and administrative law, contracts, torts, product liability, and employment law. *Prerequisite:* ECON 102, POLS 155, BUS 201, or permission of instructor. Offered annually. (3 semester hours)

BUS 310. Corporate Finance

BUS Faculty

A study of the theory and practice of corporate financial decision-making. Topics include investment decisions and securities analysis, capital structure and budgeting, working capital management, and strategic planning. *Prerequisite:* ECON 101, ECON 102, BUS 201, BUS 213. Offered alternate fall semesters. (3 semester hours)

BUS 313. Intermediate Accounting I**BUS Faculty**

Accounting concepts and standards. Problems of income determination and asset measurement and valuation. Includes: analysis of cash, funds, flow, receivables, inventories, plant property and equipment, and intangible value of the firm. *Prerequisite:* BUS 213 and BUS 214. Offered alternate fall semesters. (3 semester hours)

BUS 314. Intermediate Accounting II**BUS Faculty**

Accounting concepts and standards concerning short and long term liabilities, and equity accounting. Also addresses income tax allocation, accounting for pensions and leases. *Prerequisite:* BUS 213, BUS 214, BUS 313. Offered alternate years. (3 semester hours)

BUS 320. Implementing Design Thinking for Social, Business & Organizational Change**BUS Faculty**

This courses focuses on developing an entrepreneurial mind-set where students learn how to identify problems that need solving, how to locate the resources to tackle them, and how to view problems as opportunities. Students will participate in a series of competitive games and exercises to practice their entrepreneurial skills. Additionally we will study the work of social entrepreneurs (people dedicated to solving enormous social problems). Offered annually. (3 semester hours)

BUS 353. Investment Management & Strategies**BUS Faculty**

An introduction to investments, markets asset classes and account types, combined with methodologies to develop investment strategies. Emphasis on practical knowledge in order to make personal investment decisions and guide the Wells Affiliates Portfolio. *Prerequisites:* BUS 111 and BUS 213. Offered annually. (3 semester hours.)

BUS 360. Strategic Marketing Database and e-commerce**BUS Faculty**

A study of the theory and practice of utilizing databases and the internet to increase the effectiveness of sales and marketing for businesses and fundraising and servicing for social organizations. Topics are taught and extensively illustrated through use of internet. *Prerequisites:* BUS 301, CS 109. Offered annually fall semesters (3 semester hours)

BUS 365. Management for a Small Planet**BUS Faculty**

Course provided a unique focus regarding the burgeoning concern for sustainability and sustainable organizational practices. The course looks at how large multinational corporations, as well as smaller organizations, are making substantial commitments to the "triple bottom line" of economic success, social responsibility, and environmental protection. *Prerequisites:* BUS 201 and BUS 302. Offered annually spring semester. (3 semester hours)

BUS 380 Hospitality & Services Management**BUS Faculty**

Course deals with unique issues in the hospitality, tourism & service industries, including issues of seasonability, peak demand, natural disasters planning, marketing and retention of skilled personnel. *Prerequisites:* BUS 201, 301, 313. Offered annually. (3 semester hours)

BUS 385. Topics in Contemporary Business Issues**BUS Faculty**

In-depth study of a selected topic in business. Application of economic theories and management principles to current business issues. Topics will vary with student interest, and the course may be taught by visiting faculty. *Prerequisite:* ECON 101 or ECON 102, and BUS 201. May be repeated for credit with different topics. Offered alternate spring semesters. (2-4 semester hours)

BUS 395. Tutorial in Management**BUS Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

BUS 402 Senior Report in Business & Entrepreneurship**BUS Faculty**

Students complete a senior research report in an acceptable business format to completely explore a topic of current relevance in business or management. Research topic must be approved in advance by Business Center Director. *Prerequisites:* Completed all Business Major requirements and permission of Business Center Director. Offered annually spring semesters. (4 semester hours)

See also:

Economics courses, p. 119

CERTIFICATION FOR TEACHING

See p. 35 and minors on p. 69.

CHEMISTRY**CHEM 105L. Forensic Science****Prof. O'Neil**

A course for non-science majors that will provide a basic knowledge of forensic science as applied to criminal investigation and related fields. Focuses on applied principles of physics, chemistry and biology, and on laboratory techniques and procedures. This course is not open to science majors. Offered alternate year spring semester. (4 semester hours)

CHEM 107L. General Chemistry**Prof. Bailey**

A study of the properties of matter with emphasis upon the relation of properties to structure: atomic theory, chemical bonding, the periodic table, and stoichiometry. Offered annually fall semester. (4 semester hours)

CHEM 108L. Chemical Analysis**Prof. Bailey**

The second semester of the introductory chemistry sequence. A study of solutions, solubility, chemical equilibria, acid-base theory, oxidation-reduction reactions, kinetics, and thermodynamics. Quantitative analytical methods, such as volumetric, gravimetric, colorimetric, and electroanalytic techniques will be emphasized in the laboratory. *Prerequisite:* CHEM 107L. Offered annually spring semester. (4 semester hours)

CHEM 213L. Organic Chemistry I**Prof. O'Neil**

Structure, nomenclature, physical properties, stereochemistry, reactions, and reaction mechanisms of alkanes, alkyl halides, alkenes, alkynes, alcohols, ethers, and conjugated compounds will be studied. Introduction to infrared and nuclear magnetic resonance spectroscopy in structure determination. *Prerequisite:* CHEM 108L. Offered annually fall semester. (4 semester hours)

CHEM 214L. Organic Chemistry II**Prof. O'Neil**

A continuation of CHEM 213L. There will be an emphasis on reaction mechanisms, the chemistry of functional groups and the logic of synthesis. Additional topics include an introduction to infrared and nuclear magnetic resonance spectroscopy in structure determination. *Prerequisite:* CHEM 213L. Offered annually spring semester. (4 semester hours)

CHEM 301. Physical Chemistry I**Prof. Heinekamp**

Special emphasis on those aspects of the subject pertinent to biology and biochemistry. Gases and liquids; thermodynamics and thermochemistry; properties of solutions; chemical equilibria; electrode potentials; reaction kinetics. *Prerequisite:* CHEM 213L and MATH 111 and PHYS 111L or permission of instructor. Offered alternate fall semester (3 semester hours)

CHEM 303. Medicinal Chemistry**Prof. O'Neil**

The chemistry, biological evaluation, and mode of action of representative types of drugs; consideration of structure-activity relationships. Current topics selected for detailed study depend upon the interests of those enrolled in the class. *Prerequisite:* CHEM 214L or permission of instructor. Offered occasionally. (3 semester hours)

CHEM 308LL. Laboratory in Physical Chemistry**Prof. Heinekamp**

Study of selected physicochemical topics in the laboratory. Examples include calorimetry, bond energies, order in liquid crystals and reaction kinetics. Three hours of laboratory per week. *Prerequisite:* CHEM 301. Offered alternate fall semester. (1 semester hour)

CHEM 315L. Inorganic Chemistry**Prof. Bailey**

A study of the bonding, structure, and reactions of inorganic complexes with particular attention to coordination compounds. Topics to be discussed include atomic structure, ionic and covalent bonding, valence bond theory, molecular orbital theory, and organometallic chemistry. *Prerequisite:* CHEM 108L or PHYS 212L or permission of instructor. Offered alternate spring semester. (4 semester hours)

CHEM 322. Special Topics in Inorganic Chemistry**Prof. Bailey**

A further study of coordination compounds. Topics discussed have included molecular symmetry and group theory, bioinorganic chemistry. Additional topics will be considered based on the interests of those involved. Past topics have included Bioinorganic Chemistry. *Prerequisite:* CHEM 214L or permission of instructor. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

CHEM 323L. Biochemistry**Prof. O'Neil**

A study of the structures and metabolism of biomolecules and the dynamic aspects of biochemical reactions, especially the structure and reactions of proteins, carbohydrates and lipids, with emphasis on enzyme kinetics and mechanisms, biochemical thermodynamics, and the chemical logic of metabolic pathways. Three hours of laboratory per week. *Prerequisite:* CHEM 214L. Offered alternate fall semester. (4 semester hours)

CHEM 324L. Natural Products**Prof. O'Neil**

Topics chosen from the areas of natural products, including organic chemistry of biosynthesis and the synthesis of heterocycles. *Prerequisite:* CHEM 214L or permission of instructor. (4 semester hours)

CHEM 327L. Instrumental Analysis**Prof. Bailey**

Introduction to modern physicochemical methods of analysis with discussion of the theoretical concepts involved, and the application of these in the laboratory. *Prerequisite:* CHEM 214L or permission of instructor. CHEM 315L is highly recommended. Offered alternate spring semester. (4 semester hours)

CHEM 331. Solid State Chemistry**Prof. Bailey**

A survey of topics in the field of solid state chemistry, including symmetry and group theory, crystal lattice packing, and phase diagrams. Particular emphasis will be placed on the relationship of three-dimensional structure to physical and chemical properties. *Prerequisite:* CHEM 108L or PHYS 212L or permission of instructor. Offered alternate fall semester (3 semester hours)

CHEM 385. Topics in Chemistry**CHEM Faculty**

In-depth study of a selected topic in chemistry. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

CHEM 395. Tutorial in Chemistry**CHEM Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

CHEM 399. Independent Study in Chemistry**CHEM Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also:

BIOL 113L. Plants, Medicines and Civilization

ENVR 131L. Physical Geology

HIST 212. Introduction to the History of Science

COMMUNICATION STUDIES

COMM 290. Internship in Communications**COMM Faculty**

Participation in a field learning experience with a newspaper, magazine, radio, television station, publishing house, advertising agency, or a public relations department. Application to the organization, travel, and living costs and arrangements, are the responsibility of the student. Principally intended for students with a communications minor. *Prerequisite:* at least one course in the communications minor, preferably ENGL 270, or SOC 331, and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

COMM 390. Advanced Internship in Communications**COMM Faculty**

Participation in a field learning experience with a newspaper, magazine, radio, television station, publishing house, advertising agency, or a public relations department. Application to the organization, travel, and living costs and arrangements, are the responsibility of the student. Principally intended for students with a communications minor. *Prerequisite:* at least one course in the communications minor including one prior communications internship and permission of instructor. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 semester hours)

COMM 395. Tutorial in Communication Studies**COMM Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. (1 semester hour)

See also:

Communication Studies Minor

SOC 331. Mass Media and Society
THDA 201. Arts Management
WGS 243. Language and Gender

COMPUTER SCIENCE

CS 103. Scientific, Computational, and Statistical Software

MPS Faculty

A hands-on introduction to a variety of software packages useful for mathematical and statistical analysis. This is a half-semester course. Prerequisite: permission of instructor. Graded: S/U. Offered occasionally. (1.5 semester hours)

CS 105. HTML

MPS Faculty

An introduction to web page design and construction using the Hypertext Markup Language (HTML). This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered twice per semester. (1.5 semester hours)

CS 107. Modeling Dynamic Systems

MPS Faculty

Investigation of dynamic system modeling using Stella software. Systems studied will include population growth, predator-prey systems, global energy balance, and radioactive decay chains. These are accessible systems, yet typical of real systems which are of relevance in environmental science and elsewhere. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Prerequisites: permission of instructor. Graded: S/U. Offered occasionally. (1.5 semester hours)

CS 108. Excel Spreadsheets

MPS Faculty

An introduction to Excel spreadsheet software and applications. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered twice per semester. (1 semester hour)

CS 109. Access Databases

MPS Faculty

An introduction to Access database software and applications. This is a self-scheduled, half-semester course in which the student is responsible for completing a series of tutorials and a project. Graded: S/U. Offered occasionally. (1 semester hour)

CS 131. Computer Programming I

Prof. Adams

An introduction to computer programming using the language C++. The course will include basic data and control structures, an overview of program organization and problem solving using structured programming, and recursion. Offered annually fall semester. (4 semester hours)

CS 132. Computer Programming II

Prof. Adams

A continuation of CS 131, including more advanced algorithmic development, sorting, and representative data structures. *Prerequisite:* CS 131. Offered annually spring semester. (4 semester hours)

CS 145. Game Design and Development

Prof. Adams

A non-programming study of theories, practices, and techniques of game creation. The focus will alternate between design and development stages. *Please note that this course may not be taken concurrently with CS 345.* Offered alternate years. Expected fall '12. (2 semester hours)

CS 195. Tutorial in C++

CS Faculty

Programming in C++. For students who have programming experience equivalent to CS 131, perhaps in another language, and wish to master C++ syntax as preparation for further work in computer science. *Prerequisite:* Programming experience equivalent to CS 131 and permission of instructor. Graded: S/U. Offered as needed. (1 semester hour)

CS 225. Computer Organization and Assembly Language Programming

Prof. Adams

A study of computer organization with an emphasis on assembly language programming and operating systems for representative microcomputers. *Prerequisite:* CS 131. Offered alternate fall semesters. Expected fall '12. (3 semester hours)

CS 228. Programming Languages Survey

Prof. Adams

An introduction to differences among programming languages and commonalities among their features. Students will be introduced to and write basic programs in a handful of modern languages with varying support for static, dynamic, functional, procedural, and object oriented programming. *Prerequisite:* CS 131 or permission of instructor. Offered alternate years. Expected fall '12. (3 semester hours)

CS 285. Neural Nets and Cognitive Systems**CS Faculty**

Mathematical and computational aspects of real and artificial neural systems, from the cell level to cognitive psychology and artificial intelligence (AI). Topics include neural signals, brain systems, programs that learn simple associations, and connections to complex systems, AI and psychology. *Prerequisite:* MATH 111; *co-requisite:* CS 131. Offered annually. (3 semester hours)

CS 290. Internship in Computer Science**CS Faculty**

Individually arranged work relating to computers in an industrial, academic, or governmental setting. Primary responsibility rests with the student for making her or his own arrangements in consultation with the instructor. *Prerequisite:* Three hours or equivalent in computer science and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

CS 310. Software Engineering**CS Faculty**

An introduction to the design and implementation of large software systems. Problem solving approaches are integrated with the software life-cycle considerations, including requirements specification, design, coding, and testing. *Prerequisite:* CS 132. Offered alternate years. Last offered spring '11. (3 semester hours)

CS 322. Algorithms: Design and Analysis**Prof. Adams**

A study of algorithmic solutions to problems, including techniques used in the design of algorithms, analysis of complexity, and proof of correctness. Usual types of algorithms include greedy algorithms, divide and conquer, flow problems, and dynamic programming. *Prerequisite:* CS 132. Offered alternate spring semesters. Expected spring '12. (3 semester hours)

CS 325. Database Systems**CS Faculty**

An introduction to database management systems with emphasis on the relational model. Topics include the entity-relationship model, relational algebra and calculus, principles of database design, query processing, and file organization. A project will be implemented in a commercial database package. *Prerequisite:* CS 132. Offered alternate spring semesters. Expected spring '12. (3 semester hours)

CS 330. Internet Architecture and Programming**CS Faculty**

Fundamentals of network architecture (layers, protocols, client/server model, addressing), with focus on TCP/IP. Programming for distributed computing (HTML, JavaScript, and CGI scripts using Perl). Introduction to UNIX commands and system administration. *Prerequisite:* CS 132 and either CS 105 or knowledge of HTML. Offered alternate years. (3 semester hours)

CS 340. Unix/Linux Systems Administration**CS Faculty**

An introduction to Unix system administration, network administration, and Linux clusters. Perl is used as the scripting administration tool. Linux, a free Unix implementation on PC, will be used in the lab. Most of the contents are readily applicable to commercial Unix systems. *Prerequisite:* CS 132. Offered occasionally. (3 semester hours)

CS 345. Game Design and Development**Prof. Adams**

Design, development and implementation of content of web-deployable games. Students will create a game in Actionscript 3.0 (Flash). Programming topics include event-driven programming, user interface, timeline and scripted animation, and team programming. *Prerequisite:* CS 132; *corequisite:* PHYS 111L. Please note that this course may not be taken concurrently with CS 145. Offered alternate years. Expected fall '12. (4 semester hours)

CS 368. Discrete Mathematics II**CS Faculty**

Continuation of MATH 267 emphasizing the applications of discrete structures. Topics selected from graphs and trees, digital logic circuits, recursion and recurrence relations, efficiency of algorithms, and finite state automata. *Prerequisites:* MATH 267 or permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

CS 385. Topics in Computer Science**CS Faculty**

In-depth study of a selected topic in computer science. Past topics have included: Discrete Mathematics with Computer Applications; Network Architecture and Programming. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

CS 390. Advanced Internship in Computer Science**CS Faculty**

Individually arranged work relating to computers in an industrial, academic, or governmental setting mainly for advanced students. Primary responsibility rests with the student for making her or his own arrangements in consultation with the instructor. *Prerequisite:* CS 290 and permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

CS 395. Tutorial in Computer Science**CS Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

CS 399. Independent Study in Computer Science**CS Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also:

MATH 267. Discrete Mathematics I

MATH 301. Applied and Computational Mathematics

CREATIVE WRITING

See English major: concentration in creative writing, p. 71; creative writing minor, p. 66; English courses, p. 123.

DANCE**DANC 106. Get Moving!****Prof. Goddard**

Students explore concepts of efficient and expressive movement, expand their movement capabilities and understanding, and build a foundation for sports and dance activities. Studio work in guided improvisation and Bartenieff Fundamentals™ is supported by discussions, readings, and videotapes. Offered alternate spring semesters. Expected spring '12. (3 semester hours)

DANC 205. Modern Dance Technique I**Prof. Goddard**

Foundations of Western modern dance technique, for less experienced dancers. Students work from an anatomical and movement analysis perspective to improve alignment, strength, flexibility, dynamic range, style, expressiveness. Introduces a range of contemporary techniques. Satisfies physical education activity requirement. Offered annually fall semester. (2 semester hours)

DANC 206. Ballet Technique I**Prof. Wilmot Bishop**

Foundations of classical ballet technique, for less experienced dancers. Develops alignment, strength, flexibility, dynamic range, style, expressiveness. Articulation of Russian and Italian ballet styles. Satisfies physical education activity requirement. Offered annually. (2 semester hours)

DANC 209. Jazz Dance Technique**Prof. Wilmot Bishop**

Foundations of jazz dance technique, including rhythm, isolations, and mobility, with emphasis on the classical jazz styles of Luigi and Giordano. Develops coordination, strength, flexibility, dynamic and stylistic range, cardiovascular conditioning and endurance. Satisfies physical education activity requirement. May be repeated for credit. Offered annually. (1 semester hour)

DANC 279. Rehearsal and Performance/Dance (Student)**Prof. Goddard**

Performing, stage managing, or serving as assistant choreographer for a student senior thesis work in dance. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. Graded: S/U. May be repeated for credit. (1-3 semester hours)

DANC 281. Rehearsal and Performance/Dance**Prof. Goddard**

Developing and learning choreography for the faculty dance concert. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of theatrical production. *Prerequisite:* permission of instructor; *corequisite for performers:* any dance technique class. May be repeated for credit. Offered annually spring semester. (1-3 semester hours)

DANC 305. Modern Dance Technique II**Prof. Goddard**

In depth study of principles and techniques of modern dance, for more experienced dancers. Further develops physical skills, performance presence, musicality. Students study and compare a range of contemporary techniques (Cunningham, Limón, Hawkins) from a Laban Movement Analysis perspective. Satisfies physical education activity requirement. *Prerequisite:* DANC 205 or DANC 206 or DANC 207 or DANC 209 or permission of instructor. May be repeated for credit. Offered annually spring semester. (2 semester hours)

DANC 306. Ballet Technique II**Prof. Wilmot Bishop**

In depth study of principles and techniques of classical ballet, for more experienced dancers. Further develops alignment, strength, flexibility, dynamic range, style, expressiveness. Emphasis on both historical perspective and current developments in ballet training, as well as musicality and performance quality. Satisfies physical education activity requirement. *Prerequisite:* DANC 205 or DANC 206 or permission of instructor. May be repeated for credit. Offered annually. (2 semester hours)

DANC 316. Dance History**Prof. Goddard**

A cross-cultural study of Western and non-Western theatrical and ritual dance, with attention to selected choreographers, performers, and theorists. Students improve ability to perceive, analyze, and articulate the visual-kinesthetic experience of dance. Movement analysis theory and issues in dance criticism explored by viewing live and recorded performances. *Prerequisite:* any 100-level course in theatre, dance, music, art history, or studio art; or permission of instructor. Offered alternate years. Expected fall '12. (3 semester hours)

DANC 320. Theatrical Tap Technique**Prof. Wilmot Bishop**

Learn the exciting technique of classical and traditional tap dance, beginning with foundation steps (time step, Buffalo shuffle) and progressing to more complex performance sequences. Classes emphasize rhythm, coordination, musicality and style. Tap shoes are required. Open to dancers at all levels of experience. May be repeated for credit. Offered annually spring semester. (1 semester hour)

DANC 325. Dance Composition and Laban Movement Analysis**Prof. Goddard**

Basic principles of Laban Movement Analysis Theory, and their application through Bartenieff Fundamentals exercises and choreography. Students will compose, perform, teach, analyze and notate their original choreography as well as selected masterworks. *Prerequisite:* THDA 100 or a dance technique class or permission of instructor. Offered alternate years. Expected fall '11. (3 semester hours)

DANC 330. Pointe Technique**Prof. Wilmot Bishop**

In depth study and practice of technique en pointe in Western classical ballet, for experienced dancers. Develops strength, precision, agility, musicality, and an awareness of classical style and repertory. Satisfies physical education activity requirement. *Prerequisite:* permission of instructor. May be repeated for credit. Offered every semester. (1 semester hour)

DANC 349. Advanced Rehearsal and Performance/Dance (Student)**Prof. Goddard**

Performing at an advanced level, stage managing, or service as assistant choreographer for a student senior thesis work in dance. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. *Prerequisite:* permission of instructor; *corequisite:* for performers, any dance technique class. Graded: S/U. May be repeated for credit. Offered annually. (1-3 semester hours)

DANC 350. Advanced Rehearsal and Performance/Dance**Prof. Goddard**

Developing and learning choreography for faculty dance concert at the advanced level. Opportunity to work with guest artists, and further develop performance and leadership skills. Students rehearse 5-8 hours per week for 8-10 weeks. Two to three performances and formal critique. *Prerequisite:* permission of instructor; *corequisite* for performers: any dance technique class. May be repeated for credit. Offered annually spring semester. (1-3 semester hours)

DANC 395. Tutorial in Dance**DANC Faculty**

One hour tutorial in dance; selected topics. Recent topics include: Teaching Dance; Advanced Dance Studies; Advanced Solo Repertory; Advanced Choreography; Bodywork. May be repeated for credit with different topics. Offered as needed. (1 semester hour)

See also:**Theatre and Dance Major****ARTS 310. Women and the Arts****MUS 108. Musical Theatre in American Society****MUS 210. World Music****THEA courses****THDA courses**

ECONOMICS

ECON 101. Principles of Macroeconomics

Prof. Uddin

A survey of the basic principles of economic analysis and their application in an examination of the structure and functioning of the market economy, with emphasis on the problems of inflation and unemployment. Offered annually fall semester. (3 semester hours)

ECON 102. Principles of Microeconomics

Prof. Klitgaard

A survey of basic microeconomic concepts with emphasis on the concepts of supply and demand, production, and distribution. Special attention will be paid to ideas of competition, market structure, efficiency, and equity using examples from current policy discussions. Offered annually spring semester. (3 semester hours)

ECON 209. Introduction to Political Economy

Prof. Klitgaard

An analysis of economic theories focusing on the processes of production and accumulation within institutional and political contexts. Topics include the labor theory of value, monopoly capitalism, and the social structure of accumulation. *Prerequisite:* ECON 101 or ECON 102, or INTL 151 or PHIL 240 or POLS 155. Offered alternate years. Expected spring '11. (3 semester hours)

ECON 224. Labor Economics

Prof. Klitgaard

An investigation of the methods of analysis used by economists to study the behavior of individuals and institutions in labor markets. Topics include: theories of wage determination and income distribution, labor market discrimination, dual and segmented labor markets. *Prerequisite:* ECON 102. Offered alternate years. Expected fall '11. (3 semester hours)

ECON 286. Money, Banking, and Capital Markets

Prof. Uddin

A study of the functions of money, the operations of commercial and central banking, and the operations of money and capital markets with emphasis on corporate equities, government securities, and municipal bonds. The roles of financial intermediaries and government will also be considered. *Prerequisite:* ECON 101. Offered alternate years. Expected spring '12. (3 semester hours)

ECON 290. Internship in Economics and Business

Prof. Uddin

Students are encouraged to discover for themselves the use of economic principles and techniques in various institutional settings, including research, institutes, government agencies, banks, corporations, etc. *Prerequisite:* ECON 101, or ECON 102, or permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

ECON 295. Technology and the Labor Process

Prof. Klitgaard

A study of the evolution of systems of management control from a historical and critical perspective. The course focuses on interrelations of technological change and work organization, as well as the effects of managerial choices upon broader economic performance. *Prerequisite:* ECON 101 or ECON 102 or SOC 158. Offered alternate years. Expected spring '12. (3 semester hours)

ECON 302. Managerial Economics

Prof. Uddin

An application of economic theory to real world problems of management, focusing particularly on how supply and demand, marginal analysis, opportunity cost, and maximization fit into a world of profit and loss statements, capital budgets, and multiple goals. *Prerequisite:* ECON 102 and MATH 111 or exemption or higher-level course in calculus. Offered alternate fall semesters. (3 semester hours)

ECON 303. Intermediate Microeconomic Theory

Prof. Klitgaard

A study of optimal allocation of resources in a price system under a pure competitive market structure: demand analysis, production and cost relationships, general equilibrium, and an introduction to welfare economics. *Prerequisite:* ECON 101, ECON 102, and MATH 111 or exemption or higher-level course in calculus. Offered annually fall semester. (3 semester hours)

ECON 304. Public Finance

Prof. Uddin

An examination of the economics of the public sector. Emphasis will be given to the economic analysis of government expenditure and taxation policies. *Prerequisite:* ECON 101 and/or ECON 102. Offered alternate years. Offered fall '12. (3 semester hours)

ECON 306. Intermediate Macroeconomic Theory

Prof. Uddin

A study of alternative theories of the nation's income, employment, and price level, in relation to private consumption, investment expenditures, public expenditure, and taxation. *Prerequisite:* ECON 101 and ECON 102. Offered annually spring semester. (3 semester hours)

ECON 308. The Fiscal Revolution in the United States**Prof. Klitgaard**

American economic history since the late 19th century with an emphasis on the Keynesian revolution and its effect on federal public policy. *Prerequisite:* ECON 101 or POLS 155 or HIST 241. Offered occasionally. (3 semester hours)

ECON 314. Econometrics**Prof. Uddin**

A study of the derivation and application of statistical methods used in economic research. The focus of the course is on economic estimation and regression analysis, although other methods such as analysis of variance are examined. Three will be extensive applications of the techniques developed in the course to economic problems. *Prerequisite:* ECON 101 and/or ECON 102 and MATH 111 or MATH 151 or MATH 251. Offered alternate years. Expected fall '12. (4 semester hours)

ECON 320. Environmental Economics**Prof. Klitgaard**

Environmental Economics applies the fundamental postulates of general equilibrium theory to environmental problems. Topics include: Pareto optimality and externalities; the use of market and non-market incentives in equating social and private costs, including marginal methods and benefit-cost analysis. *Prerequisite:* ECON 102. Offered alternate years. Expected fall '12. (3 semester hours)

ECON 325. Ecological Economics and Political Ecology**Prof. Klitgaard**

This course models the economy as a sub-system of a larger ecosystem, and addresses questions such as optimal scale, investments in natural capital, sustainability, and thermodynamic limits to growth. Sustainable development is treated within the historical context of uneven development. *Prerequisites:* ECON 102 or ENVR 101L. Offered alternate years. Expected spring '13. (3 semester hours)

ECON 330. The World Economy: Trade and Finance**Prof. Uddin**

An analysis of how the world economy, including international economic interdependence, works. Theories and models will be studied concerning trade and financial issues such as the political economy of free trade versus protectionism, foreign direct investment and foreign exchange markets. *Prerequisite:* ECON 101 or ECON 102. Offered alternate years. Expected fall '12. (3 semester hours)

ECON 333. Economics of Health and Medical Care**Prof. Uddin**

A critical examination of the important health and medical care issues through economic analysis. Emphasis will be placed on the increasingly common questions and dilemmas of efficiency, access to care and fairness in the financing and delivery of medical services. *Prerequisite:* ECON 101 and/or ECON 102. Offered alternate years. Expected fall '11. (3 semester hours)

ECON 340. History of Economic Analysis**Prof. Klitgaard**

The evolution of economic intellectual history from pre-capitalist doctrines until the 20th century. Course will emphasize the development of theories of value and price, production, and distribution, with special emphasis given to the labor theory of values. *Prerequisite:* ECON 101 or ECON 102. Offered alternate years. Expected fall '11. (3 semester hours)

ECON 350. Economics of Developing Countries**Prof. Uddin**

A survey of the various economic theories of structural change and growth in developing nations. Particular attention will be paid to the issues of measurement of human welfare and the global distribution of resources. *Prerequisite:* ECON 101 or ECON 102. Offered alternate years. Expected spring '12. (3 semester hours)

ECON 355. The Political Economy of Globalization**Prof. Klitgaard**

The world economy from the standpoint of producing and distributing a surplus. Topics include classical theories of imperialism, global finance, and global and domestic economies in an era where economic growth is limited by peak oil and climate change. *Prerequisite:* ECON 101 or ECON 102 or INTL 151. Offered alternate years. Expected fall '12. (3 semester hours)

ECON 385. Topics in Contemporary Economic Problems**Prof. Klitgaard, Prof. Uddin**

In-depth study of a selected topic in economics. This course applies economic reasoning to a changing set of specific social and/or theoretical issues. Topics will be selected on the basis of student and faculty interest. Past topics have included: An Economic History of the Great Depression. *Prerequisite:* ECON 101 or ECON 102. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

ECON 390. Advanced Internship in Economics and Business**Prof. Uddin**

In an institutional setting of their choice, students are provided with an opportunity to apply more advanced economic concepts and analysis in a practical context. *Prerequisite:* ECON 101 and ECON 102, and ECON 303 and ECON 306 or ECON 290. Graded: S/U. Offered as needed. (2-4 semester hours)

ECON 395. Tutorial in Economics**ECON Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation, meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

ECON 399. Independent Study in Economics and Business**Prof. Klitgaard, Prof. Uddin**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

ECON 402. Senior Seminar in Economics and Management**Prof. Klitgaard, Prof. Uddin**

The seminar explores methods and content of orthodox economics, political economy and the various facets of management thought. Students will present articles from professional journals, prepare for comprehensive exams, and develop and present an original piece of economic or managerial research.

Prerequisite: ECON 101 and ECON 102, or MGMT 201 and MGMT 302. Offered annually spring semester. (4 semester hours)

See also:

Business courses, p. 111

EDUCATION

See also educational studies minors, p. 69 and certification requirements, p. 35.

EDUC 105. Introduction to Teaching**EDUC Faculty**

This course is a required course for all students seeking teacher certification. Offered every semester. (3 semester hours)

EDUC 190/290/390. Internship in Education**EDUC Faculty**

These courses are individually arranged participation in an educational institution. May be repeated for credit. Graded: S/U. Offered as needed. (2-4 semester hours)

EDUC 260. Introduction to Second Language Acquisition**Faculty**

This course involves the study of basic principles necessary for acquiring and teaching a second language. It will explore the theories of second language acquisition, the communicative method, and instructional techniques for developing the presentational, interpretive and interpersonal language modes. *Prerequisite:* none, but students should have a rudimentary background in a second language that could be achieved at the high school level. Offered occasionally. (3 semester hours)

EDUC 275. Using Children's Literature in the Classroom**Prof. Wansor**

In this course students will examine the history, genre, trends, and controversies in children's literature. Students will acquire the skills needed to critically read a variety of children's books and to select literature appropriate for diverse educational programs. *Prerequisite:* EDUC 105 or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 285/385. Topics in Education**EDUC Faculty**

Past topics have included: Looking Within: Personal Ethnography in the Classroom, Integrating Technology in the Classroom, and Action Research in a Local School. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

Topic for fall '11: Crossing Boundaries in Education**Prof. Duff**

Prerequisite: EDUC 105 or permission of instructor. Graded: S/U.

EDUC 301. Balanced Literacy I**Prof. Wansor**

This course will provide students with the instructional methods necessary to teach reading and writing in grades 1 and 2. Students will gain an understanding of developmentally appropriate instructional strategies and assessment techniques. Field experience outside of class time is required. *Prerequisite:* EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 302. Balanced Literacy II**Prof. Wansor**

This course will provide students with the instructional methods needed to create and implement an effective literacy program in grades 3-6. Students will gain an understanding of developmentally appropriate instructional strategies and assessment techniques. Field experience outside of class time is required. *Prerequisite:* EDUC 105 and EDUC 301, or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 315. The Inclusive Classroom**Prof. Talbot**

This course is a study of children with special needs within the larger context of general education and public schools. Students will participate in field experience. *Prerequisite:* EDUC 105 or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 320. Teaching for Diversity and Social Justice**EDUC Faculty**

Using methods of action research, students will examine how social justice and diversity issues get played out in classrooms/schools and develop ways to address them. Social justice and diversity issues include, but are not limited to, injustices or inequities in many areas such as race, class, gender, religion, sexual preference and ability. Offered occasionally. (3 semester hours)

EDUC 325. Managing and Motivating Classrooms**Prof. Talbot**

This course will expose students to an overview of the current research and practice related to motivating students and managing classrooms. We will explore why students are motivated or unmotivated, and strategies for making your classroom a positive, healthy learning environment. *Prerequisite:* EDUC 105 or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 331. Reading and Writing in the Content Areas I**Prof. Wansor**

This course will provide students with instructional methods for teaching reading and writing through content in grades 7-12. Field experience outside of class time is required. *Prerequisite:* EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 332. Reading and Writing in the Content Areas II**Prof. Duff**

This course is designed to analyze the instruction and assessment of reading and writing in the content areas for grades 7-12. Field experience outside of class time is required. *Prerequisite:* EDUC 105 and EDUC 331, or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 340. Foreign Language Literacy Development Methods**Faculty**

This course will apply current second language acquisition theories to the teaching of modern languages. Field work in local schools is an integral part of this course. *Prerequisite:* 200-level of any modern language or permission of instructor. Offered occasionally. (3 semester hours)

EDUC 395. Tutorial in Education**EDUC Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

EDUC 399. Independent Study in Education**EDUC Faculty**

Students who wish to pursue research and/or fieldwork in an educational setting may submit plans for doing so to the appropriate faculty member. *Prerequisite:* permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

EDUC 405. Elementary Methods: Teaching Math and Science**Prof. Talbot**

This course, designed to be taken prior to student teaching, will focus on instructional methods within the context of the math/science elementary classroom. Students will participate in a field experience, working with master teachers, to create and implement math/science curricula. *Prerequisite:* EDUC 105 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

EDUC 406. Instructional Strategies for Secondary Education**Prof. Duff**

Objectives, methods and materials, content, evaluation, and organization of the several subject matter areas of the secondary school. Students will participate with master teachers to create and implement curricula in their subject matter. *Prerequisite:* EDUC 105 and junior standing or permission of instructor. Offered annually spring semester. (3 semester hours)

EDUC 408. Portfolio Development and Analysis**Prof. Duff**

Individual development of a teaching portfolio designed to reflect each student's attainment of skills relating to the NYS Teaching Standards. Portfolios include curriculum units, lesson plans, philosophy statements, reflection and artifacts from student teaching. Portfolios will be presented and critiqued. Taken concurrently with EDUC 410. *Prerequisite:* permission of instructor. Offered every semester. (2 semester hours)

EDUC 410. Student Teaching: Preparation and Analysis**Prof. Duff**

Full-time student teaching in selected elementary and secondary settings; supervision by a public/private school teacher and a representative of the College faculty. (Students are expected to provide their own transportation to student teaching sites.) *Prerequisite:* prior approval of the education faculty. Offered every semester. (12 semester hours)

See also:

PSY 210. Childhood Development

PSY 318. Adolescent Development

SOC 350. The Sociology of Education

ENGINEERING

See p. 38.

ENGLISH

ENGL 104. Introduction to Literature: Form and Meaning

Prof. Burroughs

A study of representative selections of British and American literature. Emphasis on the contribution of form to meaning in the genres of poetry, fiction, and drama, and on modes and strategies of analysis and explication in writing about literature. Offered annually fall semester. (3 semester hours)

ENGL 105. British Literature 1100-1800

Prof. Garrett

A survey of works in British literature from the Middle Ages through 1800, with a focus on the historical development of literary forms, genres and subjects. Texts will range from Arthurian romance, to Elizabethan drama, to pre-Romantic poetry of sensibility. Offered annually spring semester. (3 semester hours)

ENGL 195/295. Tutorial: Writing Good, Better, Best

Prof. Clugston

A workshop in developing skill in writing. Emphasis on increasing clarity, precision, and elegance in expression of ideas across the curriculum. Offered as needed. (1-2 semester hours)

Prerequisite to 200-level courses: SC 101 or ENGL 104 or ENGL 105 (or transfer equivalent), or 201 in a non English literature, unless a prerequisite is stated below in the course description.

ENGL 202. Studies in Literature and Film

ENGL Faculty

Topic to be announced. Past topics have included Jane Austen and E.M. Forster. May be repeated for credit with different topics. Offered alternate years. Expected spring '12. (3 semester hours)

ENGL 213. Survey of Anglophone Drama

Prof. Burroughs

This course ranges over historical periods and geographical locations to study plays written in English by Australian, British, American, South African, and Caribbean writers. It is designed to introduce students – a number of whom may be non-majors – to the particular features of the dramatic genre and to the issues surrounding theatrical production. Our over-arching question crosses cultural boundaries with its formal concern: What kinds of stories make the most effective drama? *How* does one convert a story into a play? Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 214. Women in English Renaissance Literature

Prof. Garrett

Literature by and about women in Renaissance England, including pamphlets in the debate over women, plays by Jonson and Dekker, poetry by Lanyer and Philips. Topics include sex, marriage, spirituality, and women in public life. Offered alternate years. Expected fall '11. (3 semester hours)

ENGL 215. Survey of American Literature

Prof. Lohn

Emphasizes the literary significance of the quest for an "American Identity," the challenges of diversity, and the conflict between individual autonomy and community. *Prerequisite:* SC 101, or first-year students with English AP 4 or 5 and permission of instructor. Offered annually. (3 semester hours)

ENGL 222. American Minority Literatures

Prof. Lohn

An introduction to the literature of the racially oppressed in the United States, emphasizing both historical and cultural contexts and canonical issues. Special focus on African American, Hispanic and Latino American, Asian American, and Native American literatures. *Prerequisite:* sophomore standing or above. Offered alternate years. (3 semester hours)

ENGL 225. Shakespeare

Prof. Burroughs

Approximately 8 plays, representative of the range of Shakespeare's dramatic career. Offered annually. (3 semester hours)

ENGL 240. Literature for "Young Adults"

Prof. Lohn

This socio-political approach to adolescent literature examines "adolescent" as a literary category and a stage in personal development. We will consider both canonical and popular texts as the course focuses on distinctions between 19th and 20th century concepts of "young adulthood." Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 241. Reading Popular Film**Prof. Lohn**

An historical and cultural analysis of cinema, emphasizing its origins in popular culture and examining its unique position as the nexus of art and entertainment. Special focus on issues of race, class, gender as well as celebrity and audience. *Prerequisite:* sophomore standing and at least one other English course or sophomore standing and ENGL 104 or FMS 101 or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 245. The Maker's Craft: Form in Poetry**Prof. Bennett**

An exploration of how form contributes to meaning through study of traditional poems, including sonnets, villanelles, and dramatic monologues. Students will analyze as well as write poems in various forms. Visiting writers and their works will be featured in classes. *Prerequisite:* SC 101, or first-year students with English AP 4 or 5, or permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 250. British Literature 1800 to the Present**Prof. Burroughs**

This course introduces students to the major literary texts produced by British writers between 1800 and the present. Texts to be drawn from the Romantic, Victorian, Edwardian, Modern, and Post-Modern periods. Non-majors welcome. This course is designed to follow (and complement) ENGL 105 British Literature 1100-1800. Offered annually. (3 semester hours)

ENGL 270. Writing for the Mass Media**Prof. Lohn**

Workshop in writing for print and online newspapers and magazines. Topics include news writing, editorial and feature writing, and news and editorial blogging. Students will be encouraged to submit their work to on-campus and online media. *Prerequisite:* SC 101. Offered alternate years. Expected fall '12. (3 semester hours)

ENGL 271. Short Story Writing**Prof. Garrett**

Practice in fiction writing, including exercises in point-of-view, dialogue, setting a scene, and introducing characters. Emphasis will be on student writing in a workshop format, but stories by outside authors, including visiting writers, will also be studied. *Prerequisite:* ENGL 104 or ENGL 105 or equivalent and permission of instructor. Offered annually spring semester. (3 semester hours)

ENGL 272. Poetry Writing**Prof. Bennett**

Practice in writing poems, with discussion focusing on imagery, rhythm, voice, and aspects of formal construction. Emphasis will be on student poetry in a workshop format, but poems by outside authors, including visiting writers, will also be studied. *Prerequisite:* ENGL 104 or ENGL 105 and permission of instructor. Offered annually fall semester. (3 semester hours)

ENGL 275. Creative Nonfiction**Prof. Bennett**

Practice in writing creative nonfiction, with emphasis on student essays in a workshop format. Discussion will focus on elements of craft, style, and discovery of individual voice and subject. Work by outside authors, including visiting writers, will also be studied. *Prerequisite:* ENGL 104 or ENGL 105 or equivalent and permission of instructor. Offered annually. (3 semester hours)

ENGL 285/385. Topics in English**ENGL Faculty**

In-depth study of a selected topic in English. Past topics have included: Erotic and Pornographic Literature, Medieval Romance: The Otherworld, Writers Reading Writers, and Poetry and Science. May be repeated for credit with different topics. Offered occasionally. (3-4 semester hours)

ENGL 290. Internship in English**Prof. Bennett**

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. *Prerequisite:* one course in English and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

Prerequisite to 300-level courses: any 200-level literature course (English or non English language) or exemption.

ENGL 302. Special Topics in the American Novel**Prof. Lohn**

Study of the 19th and 20th century novel in a thematic or "issue-oriented" context. Past topics have included: Greed! May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 304. Special Topics in American Drama**Prof. Burroughs**

The development of dramatic form and ideas in American theatre. May be repeated for credit with permission of instructor. Past topics have included: Staging the Nation: American Drama, 1780-1980. Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 305. Gender, Power, Literature, Film**Prof. Lohn**

Beginning with the Gothic tradition of the “monstrous other”, this course challenges interpretations of masculinity and femininity in film and literature. Students will examine how each creative form both constitutes and undermines the myths of normative gender rolls and identities. *Prerequisite:* one 200-level ENGL course or FMS 101. Offered alternate fall semesters (3 semester hours)

ENGL 319. Early Modern English Love Poetry**Prof. Garrett**

The 16th and 17th centuries produced some of the most powerful love poetry in English, from the religious to the erotic. We will explore poetic and cultural conventions of love in Wyatt, Sidney, Shakespeare, Donne, Philips and others. *Prerequisite:* ENGL 105 or any 200-level course in literature or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hours)

ENGL 337. Topics in British Romantic Poetry**Prof. Bennett**

Advanced study of the poetry of three or more “major Romantics” (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats). The works of other important representative writers of the period will also be explored. May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 349. Special Topics in American Poetry**Prof. Bennett**

Advanced study of the writing of from four to six American poets who are significant figures themselves and also represent the literary periods in which they wrote. Past topics have included Major American Poets of the 20th Century. May be repeated for credit with different topics. Offered annually. (3 semester hours)

ENGL 362. Development of the British Novel**Prof. Garrett**

The development of the British novel in the eighteenth century, from early fictional modes, such as the psychological, satiric and Gothic, to formal realism. Writers will include Defoe, Richardson, Fielding, Burney and Austen. Offered alternate years. Expected fall '11. (3 semester hours)

ENGL 363. Special Topics in the British Novel**Prof. Garrett**

Study of issues in the 19th and 20th century novel. May be repeated for credit with different topics. Offered alternate years. (3 semester hours)

ENGL 366. Special Topics in British Poetry**Prof. Bennett**

Advanced study of the writing of from four to six British poets who are significant figures themselves and also represent the literary periods in which they wrote. Past topics have included: British Victorian Poets. May be repeated for credit with different topics. Offered annually. (3 semester hours)

ENGL 367. Special Topics in Earlier British Drama**Prof. Burroughs**

Representative tragedies and comedies from Medieval, Tudor-Stuart, Restoration, and 18th century dramatists. May be repeated for credit with different topics. Past topics have included: The Erotics of Home (1550-1800). Offered alternate years. (3 semester hours)

ENGL 368. Special Topics in Later British Drama**Prof. Burroughs**

Developments in dramatic meaning, form, and language in 19th and 20th century British drama, from the Romantics to Postmodernist Playwrights. Past topics have included: 19th- and 20th-century British Women Playwrights. *Prerequisite:* 200-level course in any literature or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 371. Advanced Fiction Writing**Prof. Garrett**

Advanced work in fiction writing for those who have distinguished themselves in ENGL 271. Workshops and conferences. Some classes to be taught by visiting writers. *Prerequisite:* ENGL 271 and permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 372. Advanced Poetry Writing**Prof. Bennett**

Advanced work in poetry writing for those who have distinguished themselves in ENGL 272. Workshops and conferences. Some classes to be taught by visiting poets. *Prerequisite:* ENGL 272 and permission of instructor. Offered alternate years. (3 semester hours)

ENGL 375. Advanced Creative Nonfiction**Prof. Bennett**

Advanced work in creative nonfiction writing for those who have distinguished themselves in ENGL 275, workshops and conferences. Some classes to be taught by visiting writers. *Prerequisite:* ENGL 275 and permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

ENGL 380. Critical Theory**Prof. Burroughs/Prof. Garrett**

A survey of critical texts relevant to British and American literature, from Plato to feminist theory. Students will also research criticism of particular literary works, receiving training in advanced research methods and in evaluating diverse critical approaches. *Prerequisite:* junior or permission of instructor. Offered alternate years. (3 semester hours)

ENGL 390. Advanced Internship in English**Prof. Bennett**

Individually arranged work experience in publishing, journalism, library work, and other fields or areas related to bibliography, literature, or skills in writing. *Prerequisite:* three courses in English, ENGL 290, and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

ENGL 395. Tutorial in English**ENGL Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

ENGL 399. Independent Study in English**ENGL Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ENGL 401. Senior Essay in English**ENGL Faculty**

Completion of an extended literary essay by students in the literature concentration, an extended creative project and critical essay by students in the creative writing concentration. Topics must be approved by the department. Students will work with a faculty advisor and participate in workshops. Open only to students in the English major. Offered annually fall semester. (4 semester hours)

See also:

University of Stirling, p. 22

York University, p. 22

Advanced Studies in England (Bath), p. 22

ESL 255/256. English as a Second Language I, II

HUM 281. Film and Literature

HUM 360. Latin American Literature, Revolution, and History

HUM 378. Women and Literature in Latin America

OCS 215. London Theatre

ENGLISH AS A SECOND LANGUAGE**ESL 255/256. English as a Second Language I, II****Prof. N. Gil**

Open to foreign students, ESL addresses four main areas: pronunciation, acquisition of idiomatic American vocabulary, writing, discussion of American life and culture. *Prerequisite:* interview and permission of instructor. Offered annually as needed. (3 semester hours each)

ESL 257. English as a Second Language III**Prof. N. Gil**

Open to non-native English speakers, ESL III focuses on academic writing including vocabulary, grammar, and the organization and writing of academic papers. *Prerequisite:* permission of instructor. Offered as needed. (3 semester hours each)

ENVIRONMENTAL STUDIES**ENVR 101L. Introduction to Environmental Science****Prof. O' Leary**

An introduction to the field of environmental science. Includes an analysis of natural resources and the environmental impact of their extraction and use by humans. Environmental quality, pollution, toxicology will be among the topics covered. (4 semester hours)

ENVR 102L. Conservation of Biodiversity**Prof. O' Leary**

An introduction to the field of conservation science. Local and global aspects of species, ecosystem and landscape conservation will be discussed. *Prerequisite:* ENVR 101L or BIOL 119L or permission of instructor. (4 semester hours)

ENVR 131L. Physical Geology**Prof. Schnurr**

The origin, composition, structure, and geological history of the earth. This will include the study of geological processes affecting the earth's crust and interior, and examination of theories concerning geological phenomena such as origin of mountains and plate tectonics. Meets natural laboratory science distribution requirement. Offered alternate spring semesters. (4 semester hours)

ENVR 195. Tutorial in Geographic Information Systems**Prof. O' Leary**

A self-guided tutorial in Geographic Information Systems (GIS). Focus is on the development of basic skills relevant to geospatial analysis, such as map symbology, data overlay, and projection. *Prerequisite:* ENVR 101L and ENVR 102L. Graded: S/U. (1 semester hour)

ENVR 290/390. Internship in Environmental Studies**Prof. O' Leary**

Work relating to environmental policy or science in an academic, governmental, industrial or public interest group setting. *Prerequisite for ENVR 290:* ENVR 101L or permission of instructor. *Prerequisite for ENVR 390:* ENVR 290 or permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

ENVR 303. Environmental Impact Assessment**Prof. O' Leary**

Examination of the process that determines potential environmental impact of a proposed project. Aims, elements, strengths, and limitations of such assessments will be discussed as they apply to various factors. Discussion of local and international applications of environmental impact assessments. Offered alternate years. (3 semester hours)

ENVR 340. Sustainable Agriculture**Prof. O' Leary**

This course will examine the environmental consequences of agriculture as it is practiced today in tropical and temperate regions, and discuss the agroecological basis for tools and techniques designed to address these problems. *Prerequisite:* ENVR 101L and ENVR 102L or BIOL 130L and BIOL 114L or permission of instructor. Offered alternate fall semesters. (3 semester hours)

ENVR 385/385L. Topics in Environmental Studies**ENVR Faculty**

In-depth study of a selected topic in environmental studies. May be repeated for credit with different topics. Past topics have included: Agriculture and the Environment, and Pollution Science. Offered as needed. (3-4 semester hours)

ENVR 399. Independent Study in Environmental Science**ENVR Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

ENVR 403. Senior Thesis in Environmental Studies**Prof. O' Leary**

Identification of an original topic and development of a senior research paper or alternative project in environmental studies. Preparation and presentation of a paper or project based on independent research and analysis. Work to be conducted in conjunction with a member of the ENVR faculty. *Prerequisite:* senior standing in ENVR and permission of instructor. Offered annually spring semester. (4 semester hours)

See also environmental studies major, p. 72, for a list of related courses counting toward the major.

FILM AND MEDIA STUDIES

FMS 101. Media and Power in American Culture**Prof. Lohn**

This course investigates the media's role in the daily lives of Americans and examines issues of social control, conformity, consumerism, and the politics of desire through detailed analysis of films and television, print media, internet media, and advertising. Offered annually fall semester. (3 semester hours)

FMS 105/205. Practicum for College Publications**Prof. Lohn**

This workshop covers the practical aspects of student publications: recruiting and encouraging staff, accepting and giving criticism, managing a budget, selecting material, and basic layout and editing. Offers weekly problem-solving exercises in common issues student journalists face. (1-2 semester hours)

FIRST NATIONS AND INDIGENOUS STUDIES

FNIS 285/385. Topics in First Nations and Indigenous Studies**FNIS Faculty**

Selected topics of interest. May be repeated for credit with different topics. Past topics have included Contemporary Issues of Native America, Federal Policy and Indian Law, The Haudenosaunee and New York State, and Indigenous Thought and Western Science. Offered as needed. (3 semester hours)

FRENCH

FREN courses are taught in French.

FREN 101, 102. Introductory French I and II**FREN Faculty**

This course introduces students with little or no French background to France and Francophone culture. Using a communicative approach based on oral exercises in class and written homework, students work on the four language skills: comprehension, speaking, reading and writing. *Prerequisite for FREN 101:* no more than two years of French in high school; *prerequisite for FREN 102:* FREN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

FREN 123, 124. Intermediate French I and II**FREN Faculty**

Designed for students with some background in French, these courses explore the cultural contexts of the French/Francophone world through oral practice and written homework. Students develop proficiency through active participation. *Prerequisite FREN 102* or three years high school French; those with two years of high school French may take a placement exam to determine enrollment at a higher level. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

See also:

Wells in Dakar, p. 19

Arts in Paris, p. 19

GEOLOGY

See ENVR 131L. Physical Geology.

GERMAN

GRMN courses are taught in German.

GRMN 101, 102. Elementary German I and II**GRMN Faculty**

Development of all four communication skills in German: speaking, understanding, reading, and writing. Essentials of grammar, basic vocabulary, practice speaking and writing German. Information on current social and cultural issues of German-speaking countries. *Prerequisite for GRMN 101:* no more than two years of German in high school; students with two years of German may take a placement exam to determine enrollment at a higher level. *Prerequisite for GRMN 102:* GRMN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

GRMN 123, 124. Intermediate German I and II**GRMN Faculty**

Designed to further develop a student's ability to speak, read, and write German. Emphasis on communication skills. Grammar review and vocabulary building. Readings of short stories and texts on social and cultural aspects of German-speaking countries. *Prerequisite for GRMN 123:* GRMN 102 or Level III or IV of high school German, or permission of instructor. *Prerequisite for GRMN 124:* GRMN 123 or permission of instructor. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

GRMN 199/299/399. Independent Study in German**GRMN Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also:

University of Bonn: The Freie Universität Berlin FU-BEST Program, p. 21

HEALTH PROFESSIONS

See p. 34.

HISTORY**HIST 101. Introduction to World Civilizations, Antiquity to 1650****Prof. Chen**

From the ancient Middle East to the age of European overseas exploration, the survey gives particular emphasis to cultural interaction among world civilizations. Special attention is given to the role of geography, technology, and ideas as forces of change and continuity. Offered alternate years. (3 semester hours)

- HIST 103. Introduction to World Civilizations, 1650-Present** **Prof. Chen**
From the Portuguese and Spanish voyages of exploration and conquest to space exploration, the survey gives particular emphasis to interaction among world civilizations. Special attention is given to European imperial expansion, technology, and main currents of thought. Offered alternate years. (3 semester hours)
- HIST 205. Women as Revolutionaries** **Prof. Farnsworth**
American women "revolutionaries" in the 1960s compared with Russian women revolutionaries of the 1860s. Are the Americans replicas of the earlier Russian models? Focus on biographies and memoirs. Offered annually. (3 semester hours)
- HIST 210. Women and Gender in Europe, 1550-Present** **Prof. Koeppe**
Course surveys both the experiences of women in European history and various social constructions of gender over time. Topics include attitudes toward sexuality, definitions of feminine and masculine, the family, education, law, social movements, industrialization, domestic life, and current issues in Europe today. Offered alternate years. (3 semester hours)
- HIST 212. Introduction to the History of Science** **Prof. Koeppe**
A survey of developments in scientific thought, from antiquity to the early 20th century. Offered alternate years. Expected spring '12. (3 semester hours)
- HIST 215. The Growth of Industrial Society, 1750-Present** **Prof. Koeppe**
Examines social, cultural and economic consequences of modernization, from the Industrial Revolution in England to the contemporary "post-industrial" world. Topics include changing nature of work, new roles for women, workers' responses to change, and current issues of migration, "guest-workers," and a global economy. Offered alternate years. (3 semester hours)
- HIST 228. The Bourgeois Century, 1815-1914** **Prof. Koeppe**
European social movements and the history of ideas. Utopian socialists, nationalism, the belief in material progress as illustrated by Marx and Darwin, Freud's irrational man, and the breakdown of the belief in human rationality. Offered annually. (3 semester hours)
- HIST 241. Interpreting U.S. History I** **Prof. Groth**
An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include colonial development, slavery and racism, Revolution, the expansion of a market economy, changing gender roles, religion and social reform, immigration, westward expansion, and sectional crisis. Offered annually fall semester. (3 semester hours)
- HIST 242. Interpreting U.S. History II** **Prof. Groth**
An analysis of primary documents and secondary sources to arrive at meaningful interpretations of the nation's past. Topics include Reconstruction, Industrialization and urbanization, social and political reform, race and ethnicity, changing gender roles, the changing role of government in American life, and the emergence of the United States as a global power. Offered annually spring semester. (3 semester hours)
- HIST 245. Civil War and Reconstruction** **Prof. Groth**
The Civil War remains the central event in U.S. history. Topics include the origins of the conflict, the impact of "Total War," the war on the home front, and the promises and failures of Reconstruction. Offered alternate years. Expected spring '12. (3 semester hours)
- HIST 250. The Family in China in the 20th and 21st Centuries** **Prof. Farnsworth**
This course, emphasizing social history, explores Confucian concepts of women's and men's roles in the family, the societal importance of males over females, the Communist Revolution's attempt to "liberate" women's lives, and how, in post-Mao China, women's roles as wife, daughter-in-law and mother were redefined. (3 semester hours)
- HIST 253. Interpreting Russian History: Beginnings to 1815** **Prof. Farnsworth**
The decline of Kievan Rus and the rise of Tsarist power. Emphasis on understanding the characters of Ivan the Terrible, Peter and Catherine the Great, and Alexander I. (3 semester hours)
- HIST 254. Modern Russia** **Prof. Farnsworth**
Political, social, and economic development of modern Russia; a comparison of the Czarist, Soviet, and post-Soviet periods from the 19th century to the 21st. Offered annually. (3 semester hours)

HIST 285/385. Topics in History**HIST Faculty**

In-depth study of a selected topic in history. Past topics have included: Japanese Visual Culture; History of Japan; Introduction to Modern China; History of the Samurai; Islam in Central Asia; Geisa; Culture and Everyday Life in Ancient China; and Cinema and City in East Asia. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

Topic for fall '11: Introduction to China and Japan (Antiquity to 1840)

HIST 290. Internship in History**Prof. Farnsworth**

Individually arranged participation in work of institutions devoted to historical work and practice.

Prerequisite: one course in history and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

HIST 310. Colonial and Revolutionary America**Prof. Groth**

An examination of the American experience from the 17th century to the Revolutionary era. Topics include the clash of cultures, colonial life, the origins of Revolution, the War for Independence, republicanism, the Constitution, and the founding of the Republic. *Prerequisite:* HIST 241 or permission of instructor. Offered alternate years. (3 semester hours)

HIST 329. 20th Century Europe**Prof. Koeppe**

Europe since 1890, with special emphasis on the causes and consequences of interstate conflict and of the dissolution of overseas empires. Lectures and discussions are designed to illustrate the problems of historical interpretation in recent history. *Prerequisite:* sophomore standing or above. Offered alternate years. Offered spring '12. (3 semester hours)

HIST 330. The Enlightenment and The French Revolution**Prof. Koeppe**

Examines European thought and society from 1685-1815, with an emphasis on France. Topics include the legacy of Enlightenment ideas, scientific revolution, social conditions of "the people," the French Revolution and its debates, Napoleonic era, and early Romanticism. *Prerequisite:* sophomore standing or above. Offered alternate years. Expected fall '11. (3 semester hours)

HIST 335. Popular Culture in Early Modern Europe, 1400-1800**Prof. Koeppe**

Course examines attitudes, beliefs, and practices of common people, especially peasants and workers. Topics include daily life, religion and magic, witchcraft, folklore, attitudes toward women and sexuality, impact of printing, popular rebellions, relations between "the people" and the elite. *Prerequisite:* sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 345. Stalin and His Successors**Prof. Farnsworth**

Course examines Stalinism, Khrushchev's historical impact, Gorbachev, Yeltsin and the fall of Soviet communism, and the significance of V. Putin. Topics include the Terror of the 1930s, daily life, women's status and the impact of capitalism on the formerly communist state. *Prerequisite:* HIST 254 or permission of instructor. Offered alternate years. (3 semester hours)

HIST 351. African-Americans in the Age of Slavery**Prof. Groth**

An analysis of the African-American experience from colonial origins to emancipation. Topics include the evolution of slavery and racism, the formation of black culture, the black Revolutionary experience, the slave community, free blacks, slave resistance, abolitionism, and the Civil War. *Prerequisite:* sophomore standing or above. Offered alternate years. Expected fall '11. (3 semester hours)

HIST 352. The African-American Struggle for Human Rights**Prof. Groth**

An analysis of the African-American experience from emancipation to the present. Topics include Reconstruction, "Jim Crow" and black protest, migration and urbanization, the Harlem Renaissance, world wars and the Great Depression, the Civil Rights Movement, and the post-Civil Rights era. *Prerequisite:* sophomore standing or above. Offered alternate years. (3 semester hours)

HIST 357. Twentieth-Century America**Prof. Groth**

A chronological and thematic examination of the "American Century." Topics include Industrialization and economic change, race and ethnicity, political and social reform, civil rights, feminism, consumerism, popular culture, war, and America's place in the world. *Prerequisite:* HIST 242 or permission of instructor. Offered alternate years. Expected fall '12. (3 semester hours)

HIST 360. History of American Feminism**Prof. Farnsworth**

The cultural and philosophical context out of which the feminist movement arose in America. Comparison of the 19th and 20th century feminist movements in America, analyzing the reasons for the failure of the former and the rise of the latter. *Prerequisite:* sophomore standing or above, or one American history course. Offered annually. (3 semester hours)

HIST 361. Voices of African-American Women**Prof. Farnsworth**

Recovering the history of black women from slavery in the 19th century through the Civil Rights movement of the 1960s and current feminist activism. Readings will emphasize slave narratives, memoirs, biographies, and writings by black women. *Prerequisite:* sophomore standing or above, or one American history course. (3 semester hours)

HIST 372. Colonial Encounters**Prof. Koeppe**

The cultural and social consequences of European colonialism from the Age of Exploration to the present—incorporating views of both colonizers and colonized. Issues include racism and slavery, women and sexuality, technology and progress, identity and difference, travel, disease, and work. *Prerequisite:* sophomore standing or above. Offered alternate years. Expected spring '13. (3 semester hours)

HIST 375. Writing History**Prof. Koeppe**

Discussion of the methodological problems involved in historical research and historical criticism. Readings focus on historians' own views of the problems involved in writing and justifying history. *Prerequisite:* sophomore standing or above. Offered annually fall semester. (3 semester hours)

HIST 390. Advanced Internship in History**HIST Faculty**

Individually arranged participation in work of institutions devoted to historical work and practice. Students will develop at a more advanced level the skills and techniques demanded from a previous history internship. *Prerequisite:* HIST 290 and permission of instructor. Graded: S/U. Offered as needed. (2-3 semester hours)

HIST 395. Tutorial in History**HIST Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

HIST 399. Independent Study in History**HIST Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

HIST 401. Senior Essay in History**HIST Faculty**

Preparation of an essay based on individual research. *Prerequisite:* senior history major. Offered annually fall semester. (3 semester hours)

HIST 402. Senior Seminar in History**HIST Faculty**

A collaborative seminar for students writing their senior essays. Seniors will meet regularly to discuss research methods and problems, participate in peer editing of drafts, and give presentations of their work. *Prerequisite:* senior history major. Offered annually fall semester. (1 semester hour)

See also:**AMST 310. The Decade****Washington Semester, p. 23****Public Leadership Education Network: Women and Public Policy Internship Program in Washington, D.C., p. 23****Public Leadership Education Network: Parliamentary and Public Policy Internships in London (Hansard Scholars Programme), p. 23****DANC 316. Dance History****OCS 275. Women and Public Policy Seminars****THEA 315. Theatre History****HUMANITIES****HUM courses are taught in English.****HUM 220. Post-Colonial African Cinema****Prof. Siamundele**

A study of contemporary Africa through images and representations shaped by African filmmakers. Particular attention will be given to the relationship between cities and rural areas, foreign and national languages, African vs. Western values. Using themes such as immigration, quest for identity, struggle between modernity and tradition, an examination of challenges facing Africa in the post-colonial era. Offered alternate years. Expected fall '12. (3 semester hours)

HUM 236. Francophone Cultures**Prof. Siamundele**

Study of multiple aspects of the Francophone world by examining cultural and historical differences between societies that belong to *Francophonie*. Through lecture and discussions, the course will focus on the struggles for independence, the quest for separate identities and the building of modern societies. Topics may include family, gender, environment, political organization, educational systems, religion, current events, and popular culture. Offered as needed. (3 semester hours)

HUM 281. Film and Literature**HUM Faculty**

Film art reflects (on), integrates and develops the concerns and strategies of modern literary narratives and movements. This course explores the work of key filmmakers of world cinema in conjunction with the discussion of relevant (Post-)Modernist literary texts. Offered alternate years. Expected spring '12. (3 semester hours)

HUM 285/385. Topics in Humanities**HUM Faculty**

In-depth study of a selected topic in languages, literatures, and cultures. May be repeated for credit with different topics. Past topics have included Berlin and Barcelona: Sister Cities, African Post-Colonial Literature, and Writers of the Caribbean. (3 semester hours)

HUM 305. Post-Colonial African Literature**Prof. Siamundele**

This course will discuss how colonial heritage plays out in the works of major post-colonial African writers. African historical and cultural issues will be presented as a background for the study of literary works by representative post-independence major authors. We will approach these texts through close readings while focusing on the cultural context and theoretical questions of post-colonial discourse. Fictional texts will be studied both as a product of society and as a picture of a specific universe considered in a historical, political and sociological context. Offered alternate years. Expected spring '11. (3 semester hours)

HUM 360. Latin American Literature, Revolution, and History**HUM Faculty**

A cross-cultural and multidisciplinary approach to the study of the forces affecting socio-political and aesthetic changes in 19th-century European and Latin American countries. The concepts of Independence, Revolution, and Class are studied in the works of Martí, Fuentes, Castellanos, García Márquez, Allende, and Valenzuela. *Prerequisite:* permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

HUM 378. Women and Literature in Latin America**HUM Faculty**

Using feminist perspectives, this course examines the multiple factors influencing the representation of women in Latin American literature. Authors include Bombal, Mistral Allende, Ferré, de Burgos, and Lispector. Topics include political realism and literary surrealism, language and feminist writing. *Prerequisite:* permission of instructor. Offered occasionally. (3 semester hours)

HUM 386. Hispanic-U.S. Experience in Literature and the Arts**HUM Faculty**

Examines the rich, diverse response of Spanish-speaking peoples in the USA to issues of language, gender, identity, and acculturation, through works of literature, the media, and the arts. Includes textbooks, plays, and more. Offered occasionally. (3 semester hours)

INTERDISCIPLINARY STUDIES**ID 290/390. Interdisciplinary Internship****Faculty**

Individually-arranged internships in a community or workplace in which students apply and practice the ideals of the liberal arts beyond a single academic discipline. Required reflective assessment activities vary by experience and sponsor. Offered every semester, plus January and summer. (2-4 semester hours)

INTERNATIONAL STUDIES**INTL 151. Introduction to International Studies****Prof. Lumumba-Kasongo**

Introduction to concepts and tools for the analysis of international and global issues. Course develops understanding of sociocultural, political, and economic differences and similarities. Topics include world areas and ecosystems, social-cultural differences, cultural identity, values, and international/intercultural relations. Offered annually. Offered fall semester. (3 semester hours)

INTL 160. Introduction to Africana Studies**Prof. Lumumba-Kasongo**

The course will focus on the debates on black studies and the perception of Africa among black people in the diaspora. Offered alternate years. Expected spring '12. (3 semester hours)

INTL 350. Comparative Environmental Policy Analysis**Prof. Lumumba-Kasongo**

Comparative analysis of contemporary governmental environmental policies, using quantitative and qualitative data. Within cost-benefit analysis typologies, the course deals with implication of such policies within the framework of conservative, protectionist, and progressive political arguments. Case studies from industrialized and less industrialized countries. *Prerequisite:* INTL 151, POLS 155, or ECON 209. Offered alternate years. Offered fall '12. (3 semester hours)

INTL 385. Topics in International Studies**Prof. Lumumba-Kasongo**

In-depth study of selected topics in international studies. *Prerequisite:* INTL 151 or POLS 155 or permission of instructor. May be repeated for credit with different topics. Past topics have included: Violence and Refugee Problems, China: the Global Political Economy and International Relations. Planned future topics include: Environment as a Social and Political Movement in pre-post Cold War. Offered as needed. (2-4 semester hours)

INTL 399. Independent Study in International Studies**INTL Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

INTL 402. Senior Seminar in International Studies**Prof. Lumumba-Kasongo**

Research and analysis of an international issue with a focus on specific world areas and a multidisciplinary approach. The outcome will be a senior thesis. *Prerequisite:* senior standing. Offered annually spring semester. (4 semester hours)

See also:

International studies major for a list of related courses counting toward the major, p. 78

Courses taught in French, p. 128

Courses taught in German, p. 128

Courses taught in Spanish, p. 154

ITALIAN

ITAL courses are taught in Italian.

ITAL 101, 102. Elementary Italian I and II**ITAL Faculty**

Intensive audio-lingual training, inductive grammar study, practice in reading and writing. Four meetings per week and language laboratory drills, films, and slides. *Prerequisite for ITAL 101:* no more than two years of Italian in high school; those with two years of high school Italian may take a placement exam to determine registration at a higher level. *Prerequisite for ITAL 102:* ITAL 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

ITAL 123, 124. Intermediate Italian I and II**ITAL Faculty**

Review and expansion of grammar. Designed to increase the student's ability to understand, speak, read, and write Italian, and to acquaint her or him with significant aspects of Italian culture. The second semester emphasizes reading and writing. Use of videos, slides, tapes. *Prerequisite for ITAL 123:* ITAL 102 or Level III or IV of high school Italian, or permission of instructor. *Prerequisite for ITAL 124:* ITAL 123 or permission of instructor. Offered occasionally. (3 semester hours each)

ITAL 195/295. Tutorial in Italian**ITAL Faculty**

Aspects of Italian culture: a study of selected topics. Readings and discussion in Italian. *Prerequisite:* permission of instructor. Offered occasionally. (1 semester hour)

ITAL 399. Independent Study in Italian**ITAL Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered occasionally. (1-3 semester hours)

See also:

Wells in Florence, p. 19

OCS 230. Italian Language and Culture

JAPANESE

JPN courses are taught in Japanese.

JPN 101, 102. Elementary Japanese I and II

Prof. Pipa

Development of all four basic communication skills: speaking, listening, reading, and writing. Intensive oral and written practice in class. Students will also be introduced to Japanese culture and society. *Prerequisite for JPN 101*: no more than two years of Japanese in high school; those with two years of high school Japanese may take a placement test to determine enrollment at a higher level. *Prerequisite for JPN 102*: JPN 101 or permission of instructor. Offered annually, 101 in fall and 102 in spring. (4 semester hours each)

JPN 123, 124. Intermediate Japanese I and II

Prof. Pipa

Designed to improve students' ability to understand, speak, read, and write Japanese, while also learning about social and cultural aspects of Japanese society. Second semester will emphasize more reading and writing. *Prerequisite for JPN 123*: JPN 102 or permission of instructor. *Prerequisite for JPN 124*: JPN 123 or permission of instructor. Offered annually, 123 in fall and 124 in spring. (3 semester hours each)

JPN 195. Tutorial in Japanese

Prof. Pipa

Designed to increase students' ability to express thoughts in sustained conversation and to approximate native speech and pronunciation. May be repeated for credit. *Prerequisite*: JPN 101-102 and permission of instructor. Offered every semester. (1 semester hour)

See also:

Doshisha Women's College, Kyoto, Japan, p. 22

MATHEMATICAL AND PHYSICAL SCIENCES

MPS 402. Senior Seminar in Mathematical and Physical Sciences I

Prof. Heinekamp

The student will select a project that integrates and expands on material from earlier courses. The project proposal (to be implemented in MPS 403) will be completed by the end of the semester. Meets two hours a week. *Prerequisite*: senior MPS major in good standing or permission of instructor. Offered annually fall semester. (2 semester hours)

MPS 403. Senior Seminar in Mathematical and Physical Sciences II

MPS Faculty

Continuation of MPS 402. Student implements proposal and presents project to group. Meets two hours a week. *Prerequisite*: MPS 402. Offered annually spring semester. (2 semester hours)

See also:

Computer science courses, p. 115

Mathematics courses, p. 134

Physics courses, p. 143

MATHEMATICS

Several mathematics courses are recommended particularly to students concentrating in the social sciences or the natural sciences. The calculus sequence is a valuable adjunct to all such fields. The statistical courses, MATH 251 Probability and Statistics I, MATH 300 Probability and Statistics II, and the computer-oriented courses, as well as MATH 212 Linear Algebra and MATH 213 Ordinary Differential Equations, also are of considerable use to the students in these fields. For students unable to devote as much time to mathematics, courses MATH 105 Contemporary Mathematics, MATH 109 Elementary Functions, and MATH 151 Elementary Statistics furnish more limited mathematical ideas and tools that also are of great use in the social sciences and the other natural sciences.

MATH 105. Contemporary Mathematics

MATH Faculty

An introduction to some essential ideas, methods and applications of mathematics. Topics include logic and deduction, problem solving, and numbers and numeracy. Tilings and symmetry, voting systems, and game theory will be covered as time permits. *Prerequisite*: permission of instructor. Offered at least annually. (3 semester hours)

MATH 109. Elementary Functions

Prof. Adams

An introduction to the algebra of sets and functions emphasizing polynomials, exponential, logarithmic and trigonometric functions. Applications to business, economics and biology. Can serve as preparation for calculus. *Prerequisite*: three years of high school mathematics, including two of algebra, and permission of instructor. Offered annually fall semester. (3 semester hours)

MATH 111. Calculus I: Introduction to Calculus**MATH Faculty (fall)/Prof. Stiadle (spring)**

Properties and graphs of algebraic and transcendental functions. Conceptual and analytical introduction to limits, continuity and derivatives, with applications. *Prerequisite:* MATH 109 or four years of secondary school mathematics, or permission of instructor. Offered every semester. (4 semester hours)

MATH 112. Calculus II: Introduction to Calculus**MATH Faculty**

Continuation of MATH 111. The fundamental theorem of calculus, methods of integration, and applications. Introduction to differential equations, partial derivatives, vectors, and vector functions. *Prerequisite:* MATH 111. Offered every semester. (4 semester hours)

MATH 151. Elementary Statistics**MATH Faculty**

Fundamental techniques of applied statistics, descriptive statistics and data analysis, probability, population parameters, hypothesis testing, regression and correlation. *Prerequisite:* three years of high school mathematics. Not recommended for students in the first semester of college. Students who have received credit for MATH 251 may not enroll in MATH 151. Offered every semester. (3 semester hours)

MATH 195. Tutorial in Trigonometry**Prof. Stiadle**

Self-paced study of trigonometry topics, either as review or as an introduction. May be used as preparation for calculus or may be taken concurrently. Graded: S/U. Offered every semester. (1 semester hour)

MATH 211. Calculus III: Multivariable Calculus**MATH Faculty**

Continuation of MATH 112. Infinite sequences and series. Vector functions, functions of several variables and applications. Multiple integrals and vector analysis. *Prerequisite:* MATH 112. Offered annually fall semester. (3 semester hours)

MATH 212. Linear Algebra**MATH Faculty**

Matrices, vector spaces, linear transformations, determinants, and eigenvalues, with applications. *Prerequisite:* MATH 112. Offered annually spring semester. (3 semester hours)

MATH 213. Ordinary Differential Equations and Applications**MATH Faculty**

Basic theory of differential equations with applications to continuous models. Focus on analytic methods with introduction to numerical methods. Introduction to computer tools in determining symbolic and numerical solutions. *Prerequisite:* MATH 112. Offered annually spring semester. (3 semester hours)

MATH 251. Probability and Statistics I**Prof. Sievers**

Descriptive and exploratory data analysis, one variable and two. Designing experiments and sampling. Examples of probability distributions, random variables, means and standard deviations. Central Limit Theorem. Correlation and regression. Confidence intervals and hypothesis testing. Other topics as time allows. *Prerequisite:* MATH 111 or permission of instructor. Offered alternate years. Expected fall '11. (3 semester hours)

MATH 267. Discrete Mathematics I**MATH Faculty**

An introduction to the foundations of mathematics and computer science through the study of discrete structures. Topics include logic, methods of proof, set theory, functions, relations, number systems, and algorithms. *Prerequisite:* one mathematics course or CS 131 or permission of instructor. Offered annually fall semester. (3 semester hours)

MATH 290. Internship in Mathematics**MATH Faculty**

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office. The student must submit a report or paper on an appropriate topic approved by the instructor. *Prerequisite:* background in mathematics appropriate to the project, and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

MATH 300. Probability and Statistics II**Prof. Sievers**

Densities and cumulative distributions of discrete and continuous random variables. Mathematical expectation, independence. Sums of random variables, analysis of Central Limit Theorem. Multivariate distributions. Application of mathematical probability tools in statistical estimation and testing concepts such as power, error types, regression, maximum likelihood principle. *Prerequisite:* MATH 112 and MATH 251 or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hours)

MATH 301. Applied and Computational Mathematics**MATH Faculty**

This course will emphasize the mathematical formulation of "real world" problems along with common computational techniques used for their solution. Numerical methods and computer use will be emphasized. *Prerequisite:* MATH 112, PHYS 111L, and a 200-level MPS course, or permission of instructor. Offered alternate years. Expected fall '11. (3 semester hours)

MATH 305. Operations Research**Prof. Stiadle**

Theory and application of representative methods in operations research including linear programming, network analysis, dynamic programming, game theory, and queuing theory. *Prerequisite:* MATH 212 or permission of instructor. Offered alternate years. Expected fall '12. (3 semester hours)

MATH 312. Real Analysis**Prof. Stiadle**

Some topological concepts of the real line, properties of continuous functions, sequences of functions, uniform convergence, and Riemann integration. *Prerequisite:* MATH 267. Offered alternate years. Expected spring '13. (3 semester hours)

MATH 313. Abstract Algebra**Prof. Stiadle**

Properties and examples of groups, rings and fields. Emphasis on common categorical notions such as homomorphisms, quotients and isomorphism theorems. *Prerequisite:* MATH 267. Offered alternate years. Expected spring '12. (3 semester hours)

MATH 385. Topics in Mathematics**MATH Faculty**

In-depth study of a selected topic in mathematics. Past topics have included: History of Mathematics. Possible future topics include: Topology; Complex Analysis; Number Theory. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

MATH 390. Internship in Mathematics**MATH Faculty**

Individually arranged participation in the work of a computer laboratory, statistical office, or industrial research office designed primarily for more advanced students. May be repeated for credit. *Prerequisite:* MATH 290 or permission of instructor. Graded: S/U. Fee will be variable, living expenses at site. Offered as needed. (2-4 semester hours)

MATH 395. Tutorial in Mathematics**MATH Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

MATH 399. Independent Study in Mathematics**MATH Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

See also:

HIST 212. Introduction to the History of Science
Computer science courses, p. 115

MOLECULAR BIOLOGY

See biochemistry and molecular biology, p. 61.

MUSIC**MUS 108. Musical Theatre in American Society****MUS Faculty**

The evolution of musical theatre from the 19th century to the present day, and how society affected or was affected by this evolution. A survey of the best musicals in chronological order, including units on World War II, ethnic, and "Great Books" musicals. (3 semester hours)

MUS 112. Listening: A Survey of Western Music**Prof. Posegate**

A survey of Western classical musical styles in historical perspective including compositions by Bach, Mozart, Beethoven, and Stravinsky. (3 semester hours)

MUS 121. Beginning Class Guitar**Prof. Posegate**

Group instruction on acoustic guitar for beginning students. Graded: S/U. May be repeated. Offered each semester. (1 semester hour)

MUS 141. Beginning Class Piano**MUS Faculty**

Class lessons at the beginning level using the electronic keyboard lab. Students will learn basic symbols, terms, and rhythms, and to play simple solo and ensemble pieces. Graded: S/U. May be repeated. Offered annually fall semester. (1 semester hour)

MUS 145. Introduction to Music Theory**Prof. Campbell**

A study of basic music theory with analysis for students with little or no music experience; development of practical skills such as ear training, dictation, sight singing and piano keyboard skills. Includes some elementary composition. (3 semester hours)

MUS 150. Concert Choir

Concert Choir consists of two choral ensembles; one for women (section 1), one for men (section 2). These two groups also meet together as a mixed ensemble. *Prerequisite:* audition. Graded: S/U. May be repeated for credit. Offered every semester. (2 semester hours)

MUS Faculty**MUS 210. World Music**

An introduction to the great diversity of traditional musics worldwide including units selected from Africa, Asia (China, Japan, Indonesia), the Indian subcontinent, Latin America, and Native American music; some consideration of theatre and dance as well. Includes recorded music, videos, and guest presentations. (3 semester hours)

MUS Faculty**MUS 220. Wells College Jazz Band**

Students learn to perform the standard jazz repertoire on their instrument of expertise. They also learn improvisation technique. *Prerequisite:* audition or permission of instructor. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hours)

Prof. Campbell**MUS 242. Music Theory I**

A study of the language of music and its construction. Includes part writing in 4 part vocal style and analysis of Western music and harmony with some composition. Electronic keyboard lab is used for practice and assignments. *Prerequisite:* MUS 145 or permission of instructor. (3 semester hours)

MUS Faculty**MUS 253. Chamber Orchestra**

Instrumental musicians rehearse and perform orchestral works from the Renaissance period to the present. Two weekly rehearsals and at least one performance on campus each semester. *Prerequisite:* permission of instructor and musical and technical proficiency to match other members of the orchestra. May be repeated for credit. Graded: S/U. Offered every semester. (1 semester hour)

Prof. Campbell**OFF-CAMPUS STUDY****OCS 110. January at the Art Students League — New York City**

Thorough instruction in drawing, painting, sculpture, graphics, and illustration. The Art Students League is the oldest, and one of the most respected, art schools in the United States. Classes Monday-Friday. Afternoon visits to galleries, museums, and artists' studios. Graded: S/U. May be repeated for credit. Offered January. (3 semester hours)

ART Faculty**OCS 215. London Theatre**

Offerings in London theatre. Attendance at approximately 10-15 performances will sample the range of venues, types of drama, and styles of production from the Royal Shakespeare and National Theatre and fringe and pub companies; reading of selected plays, discussion, and written reviews of performances. *Prerequisite:* permission of instructor. Offered alternate years. (3 semester hours)

Prof. Easter**OCS 225. Off-Campus Study in Spain**

An intensive language course emphasizing oral and written expression, as well as literary theory. Its aim is to prepare the students for courses to be taken during the spring semester at the University of Sevilla. Orientation and advising will be conducted by the instructor from Wells. *Prerequisite:* open only to those students enrolled in Off Campus in Spain. Graded S/U. Offered annually January. (2 semester hours)

Prof. M. Gil**OCS 230/231. Italian Language and Culture**

Program orientation and culture immersion in Rome and Florence as preparation to a semester's study at the Culture Center of the University of Florence or the Institute of Italian Studies-Lorenzo de' Medici. Lectures on various aspects of Italian culture; visits to famous museums, churches and archaeological sites; art walks, travel to Pompei, Sorrento, Positano, Amalfi, Assisi, Siena. Open only to students enrolled in the Wells Affiliated program in Italy OCS 230 graded S/U; OCS 231 graded by letter grade (A-F), taken when necessary for transfer. Offered every semester. (2-3 semester hours)

OCS Faculty**OCS 255. January in Spain: Spanish Life and Culture**

Daily visits to famous museums, churches, and historical sites in Madrid, Segovia, Toledo, Granada, and Cordoba will bring to life the lessons of Spain's cultural diversity and artistic greatness. The Moorish architecture and culture, and its influence will be explored. *Prerequisite:* SPAN 101 or equivalent and permission of instructor. Graded: S/U. Offered every January. (2 semester hours)

Prof. M. Gil**OCS 271. Cross-Cultural Preparation**

Topics include culture, cultural differences, culture shock, cross-cultural conflict, safety while abroad, and re-entry shock. Offered B-session of the semester before going abroad. Required for study abroad. Graded: S/U. Offered every semester. (.5 semester hour)

OCS Faculty

OCS 272: Cross-Cultural Reflection**OCS Faculty**

Required during and after studying abroad, this course addresses and reflects on and discusses concepts introduced in OCS 271. Classroom application of new perspectives learned abroad will be one of the topics discussed. Graded: S/U. Offered every semester. (.5 semester hour)

OCS 275: Women and Public Policy Seminar**Prof. Tabrizi**

Week-long seminar with women leaders in public service. Formal and informal sessions include policy issues and political institutions, including the Supreme Court, think tanks, Congress, the Executive Branch, and nongovernmental organizations — all from women's perspectives. Graded: S/U. May be repeated once. Offered every January. (1 semester hour)

OCS 280. Women and Science/Technology Policy Seminar**Prof. Tabrizi**

Week-long seminar with women leaders working in the fields of science and technology, held in Washington, DC. Speakers are drawn from a variety of agencies and organizations. Graded S/U. May be repeated once. Offered every January. (1 semester hour)

OCS 285: Topics in Experiential Learning**OCS Faculty**

Week-long experiential learning in a variety of settings, including community service, with opportunities to apply and test studies in the liberal arts. Past offerings have included: American Genealogical Resources; Navajo Nation Experience; Environmental Restoration and Protection in the FL Everglades; and Southern Adventures of Fanny Kemble. Graded: S/U. Offered annually in January. (1-3 semester hours)

OCS 300: The Anthropological Experience in Hawaii**Prof. Olson**

This course will involve 2 to 3 weeks of experiential learning and fieldwork in the Islands of Hawaii. Students will explore issues such as Native Hawaiian culture and history, cultural resource management, environmental preservation, agricultural development of sugar cane and coffee, archaeology, multiculturalism, and the impact of tourism. *Prerequisite:* ANTH 350 and permission of instructor. Offered every January. (3 semester hours)

OCS 305: The Anthropological Experience in Belize**Prof. McClusky**

This is a two week intensive course in the multicultural nation of Belize doing fieldwork among Garifuna, Maya, Creole and American ex-patriots. Issues covered include land rights, education, cultural survival, tourism, archaeology and preservation of natural resources. Experiential learning opportunities are available. *Prerequisite:* permission of instructor. Offered annually during January. (3 semester hours)

See also:**Affiliated off-campus study for semester-long off-campus study, p. 19****PHILOSOPHY****PHIL 114. Logic and Critical Thinking****Prof. Geller**

Introduction to the art of sound reasoning. Emphasis is placed on informal logic and practical applications, although some formal proofs are also considered. Offered at least annually. (3 semester hours)

PHIL 230. Ancient and Medieval Philosophy**Prof. Frazier**

Survey of works by significant classical and medieval writers such as Plato, Aristotle, Augustine and Aquinas. Offered alternate years. Expected fall '11. (3 semester hours)

PHIL 235. Modern and Post-Modern Philosophy**Prof. Frazier**

A study of philosophy from the 17th to the 20th century. Focus on major philosophers such as Descartes, Pascal, Kant, Hegel, Mill, Derrida and Foucault. Offered alternate years. Expected fall '12. (3 semester hours)

PHIL 240. Ethics**PHIL Faculty**

Introduces concepts and methods of philosophical ethics. Discussion of basic analytic tools, and theoretical answers to fundamental ethical questions; also considers contemporary moral problems such as animal rights, abortion, and euthanasia. Offered at least annually. (3 semester hours)

PHIL 250. Ethics, Health, and Medicine**PHIL Faculty**

Ethical principles and their applications to such topics as justice in health care, medical experimentation, abortion, and reproductive and genetic technologies, and death and dying. Offered alternate years. Expected '12. (3 semester hours)

PHIL 280. Ethics and the Human Genome Project**PHIL Faculty**

The Human Genome Project will revolutionize biology and medicine. Can its potential benefits be made available to all? What problems might it create? Covers such issues as prenatal testing, genetic screening and therapy, cloning, and ownership of information. *Prerequisite:* sophomore standing or permission of instructor. Offered occasionally. (3 semester hours)

PHIL 285/385. Topics in Philosophy**PHIL Faculty**

In-depth study of a selected topic in philosophy. For example, a topic in ethics such as the family, abortion or war, or a topic on human nature or religion, such as philosophy of mind, Buddhist philosophy, or existentialism. *Prerequisite:* PHIL 240 (for ethics topics) or permission of instructor. May be repeated for credit with different topics. Offered occasionally. (3 semester hours)

PHIL 300. Philosophy of Religion**Prof. Frazier**

A critical examination of various approaches to the philosophical study of religion and analysis of specific topics such as evil, death, revelation, knowledge of God. *Prerequisite:* PHIL 114 or PHIL 240. Offered alternate years. Expected fall '12. (3 semester hours)

PHIL 310. Ethics, Law, and Social Policy**PHIL Faculty**

Examination of issues at the interface of ethics, law, and policy. Topics such as free speech, separation of church and state, equality, and sex and reproductive rights. *Prerequisite:* PHIL 240. Offered as needed. (3 semester hours)

PHIL 324. Issues in Feminism**Prof. Frazier**

An examination of the justifications proposed for different positions regarding women's role in society, including consideration of specific moral and political problems such as reproductive rights and equality in the workplace. *Prerequisite:* one philosophy course; recommended: WGS 148. Offered alternate spring semesters. (3 semester hours)

PHIL 325. Belief and Knowledge**Prof. Frazier**

This course explores philosophical perspectives on belief and knowledge. Sociological, psychoanalytic and historical perspectives also will be considered. Some topics to be examined include the ethics of belief, the meaning and significance of scepticism, theories of knowledge, the social construction of reality, and faith versus reason. *Prerequisite:* one PHIL course or permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

PHIL 329. Aesthetics**PHIL Faculty**

Special attention to the philosophy of creativity, aesthetic value judgments, and the relation between imagination and knowledge. *Prerequisite:* one course in philosophy or one course in arts or literature. Offered occasionally. (3 semester hours)

PHIL 342. Sexual and Reproductive Ethics**PHIL Faculty**

Investigation of moral and political issues raised by the separation of sex and reproduction, and new reproductive technologies. Consideration of such topics as contraception, abortion, autonomy in birthing, egg donation, surrogacy, stem cell research, designer babies, and gay parenting. *Prerequisite:* PHIL 240 or permission of instructor; recommended: one biology course. Offered alternate years. Expected spring '12. (3 semester hours)

PHIL 385. Topics in Philosophy**PHIL Faculty**

Past topics have included: What is Philosophy? Offered as needed. (3 semester hours)

PHIL 395. Tutorial in Philosophy**PHIL Faculty**

Opportunities are offered for advanced tutorial study in subjects of special interest to individual students or small groups of students. The number of such courses offered in any single semester must be restricted. Examples of the range and variety of such offerings are individual philosophers, schools of philosophy, and philosophical issues. *Prerequisite:* permission of instructor. May be repeated for credit. Offered as needed. (1 semester hour)

PHIL 399. Independent Study in Philosophy**PHIL Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

PHIL 401. Senior Seminar in Philosophy**PHIL Faculty**

This course is a seminar for philosophy majors who will be writing their senior theses. *Prerequisite:* senior PHIL major. Offered annually fall semester. (3 semester hours)

PHIL 402. Research and Thesis in Philosophy**PHIL Faculty**

Preparation of a thesis based on individual research. *Prerequisite:* senior PHIL major. Offered annually spring semester. (3 semester hours)

PHYSICAL EDUCATION

The Physical Education Department is committed to developing health awareness in each student, with an emphasis on physical fitness and proficiency in lifetime sports.

With some exceptions, in order to complete the requirements for a degree from Wells College, each student must complete a one-year physical education requirement, generally by the end of the sophomore year. The requirement consists of four seven-week courses: Wellness, swimming, and two additional courses (P.E. activity classes, dance classes, or varsity sports). Every effort will be made to accommodate students with special needs.

Opportunity is given for exemption in swimming. The swimming exemption test will be given the first week of the fall semester. If the student passes the swimming test she or he needs only to take Wellness and two P.E. activity courses to fulfill the physical education requirement. However, once the requirement is fulfilled, a student is encouraged to participate in the physical education program throughout her or his college career.

Courses are offered on both a full-semester and seven-week basis. Academic credit is earned upon the successful completion of the course, or participation on an intercollegiate team. Should a student wish to continue an activity once they have completed the 100-level, they may continue the activity at a higher level.

PE 100. Wellness**PE Faculty**

Course designed to improve and promote total body awareness and overall well-being. Topics covered include: nutrition, fitness, weight control, eating disorders, and stress management. Graded: S/U. Offered every semester. (1 semester hour)

PE 101. Tai Chi**PE Faculty**

Tai Chi uses the philosophies of Yin and Yang and the Five Elements to create its foundation and training principles. The practice of the martial art of Taijiquan can improve health, reduce stress and assist in slowing and reversing many human complaints such as arthritis, asthma, etc. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 105. Meditation for Stress Reduction and Relaxation**PE Faculty**

This introductory level class will explore various forms of meditation for stress reduction and relaxation including seated meditation, walking meditation, and mindfulness-based meditation. Simple yoga postures and breathing techniques will be included as appropriate to class needs. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 109. Community First Aid and Safety**PE Faculty**

American Red Cross certification includes Community CPR and Standard First Aid. Graded: S/U. Additional fee. Offered every semester. (1 semester hour)

PE 110. Beginning Swimming**PE Faculty**

Course designed primarily for those students who do not pass the Wells swimming test. Emphasis on basic stroke technique. Graded: S/U. Offered every semester. (.5 semester hour)

PE 115. Aerobic Kickboxing**PE Faculty**

This course will explore aerobic kickboxing and fitness training using "Seven-Minute Interval-Fire Functional Fitness®" routines. In each session new aerobic and kickboxing sequences will be presented and practiced working up a great sweat and stoking your metabolic furnace with a routine that is not only a great workout but customizable to your personal goals. Graded: S/U. May be repeated for credit. Additional fee. Offered every semester. (.5 semester hour)

PE 118. Beginning Sailing**PE Faculty**

Emphasis will be on understanding how to use the wind to sail a boat in a set direction. In addition, how to rig a Sunfish sailboat, take care of equipment in and out of the water, and water safety will be taught. The many different ways a sailboat can be used for personal enjoyment will also be presented. *Prerequisite:* pass the swim test. Graded: S/U. May be repeated for credit. Offered annually fall semester. (.5 semester hour)

PE 119. Canoeing and Kayaking**PE Faculty**

Emphasis will be on learning basic strokes used to control and power these boats. Also, care of equipment, both in and out of the water and water safety will be taught. How these boats are used for personal enjoyment in many different ways will also be presented. *Prerequisite:* pass the swim test. Graded: S/U. May be repeated for credit. Offered annually fall semester. (.5 semester hour)

PE 121. Water Aerobics**PE Faculty**

Low-impact exercises designed to tone your body, increase strength and flexibility, and improve your cardiovascular endurance. Graded: S/U. May be repeated for credit. Offered annually. (.5 semester hour)

PE 123. Yoga**PE Faculty**

Yoga is a dynamic system of balance that leads to a healthy mind and body. The course contains various techniques of concentration, proper breathing, posture, cleansing and relaxation. Topics covered encourage knowledge of simple hygiene and nutrition. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 124. Toning**PE Faculty**

Exercises designed to increase strength and flexibility of the various body parts. Challenging. Low impact. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 125. Exercise and Weight Training**PE Faculty**

Introduction to weight training and exercise principles. Instruction in proper technique and maintenance of a weight training program utilizing the Universal unit. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 128. Downhill Skiing and Snowboarding**PE Faculty**

Instruction at beginning, intermediate and advanced levels available at major local ski area. Additional fee. Graded: S/U. May be repeated for credit. Offered annually spring semester. (.5 semester hour)

PE 129. Beginning Horseback Riding**PE Faculty**

An introduction to the horse. Course includes basic grooming skills, safety around the horse and in the saddle. Understanding the animal while learning balance, symmetry and relaxation in the saddle at the walk and trot. At introduction to canter is possible. Additional fee. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 130. Beginning Tennis**PE Faculty**

Emphasis placed on skill acquisition of the basic strokes: forehand, backhand, serve, and volley. Introduce rules and scoring. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 135. Golf**PE Faculty**

Instruction in basic techniques from beginning through more advanced levels of play. Opportunity for videotaping and course play. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 175. Scuba Diving**PE Faculty**

This course prepares the student for safe and enjoyable participation in recreational scuba diving. Successful completion of classroom, pool and open water dives results in lifetime international certification. All scuba equipment furnished. Additional fees. *Prerequisite:* pass swim test. Graded: S/U. Offered every semester. (1 semester hour)

PE 180. Self-Defense I**PE Faculty**

This course presents basic techniques against a weaponless attacker. Self-defense techniques and escapes against grabs, chokes, punches, and kicks are emphasized along with physical skills to avoid injury, strategies applying the psychology of victim/attacker, and tactics to create effective defense. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 185. Beginning Shorin-ryu Karate**PE Faculty**

This course will introduce students to the basic movement skills and concepts of Shorin-ryu karate. Students will learn elementary hand and foot techniques that will be applied in prearranged movement exercises and beginning-level sparring. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 190. Nutrition and Women's Health**PE Faculty**

Through lecture/discussion, independent research, and personal introspection, students will identify personal nutrition and wellness issues and learn to discriminate between external sources of nutritional information and their own internal nutritional wisdom. Topics include diets and weight loss, body image, and the role of diet in chronic diseases relevant to women's health, including osteoporosis, breast cancer, and eating disorders. Graded: S/U. Offered occasionally. (1 semester hour)

PE 199. Independent Study in Physical Education**PE Faculty**

With approval and under special extenuating circumstances, a student may elect an independent course of study for seven weeks in the area of her or his choice. Minimum requirements include seven weeks of activity, five times weekly, for a minimum duration of 30 minutes. A journal is to be submitted upon course completion. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 218. Intermediate Sailing**PE Faculty**

This course will continue to develop a student's skills of sailing a boat through the various points of sail, both upwind and downwind. Water safety rescue procedures will be taught and demonstrated. In addition how to read a nautical chart, plot a course over water along with basic right-of-way rules for all types of boats will be taught. *Prerequisite:* pass the swim test and pass PE 118. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 223. Intensive Yoga**PE Faculty**

Yoga is a dynamic system of balance that has received scientific documentation for leading to a healthy mind and body, and also having enabled students to combine natural law with practical sense of well-being. The course contains various techniques of concentration, proper breathing, posture, cleansing and relaxation. Topics covered encourage knowledge of simple hygienic and nutritional hints. Graded: S/U. May be repeated for credit. Offered every semester. (1 semester hour)

PE 229. Progressive Horseback Riding**PE Faculty**

Must be comfortable riding a horse at the walk and trot. Course will allow for review and practice of basic horseback riding techniques and introduction to new ones. Additional fee. *Prerequisite:* beginning horseback riding or an equivalent instructional background. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 280. Self-Defense II**PE Faculty**

This course builds on basic techniques and presents those for use against a weaponed attacker. Techniques include take downs, escapes, baton use, multiple attacker defense, and defense against a knife. A self-defense training sequence for individual practice will be taught. *Prerequisite:* PE 180. Graded: S/U. May be repeated for credit. Offered every semester. (.5 semester hour)

PE 290/390. Internship in Physical Education**PE Faculty**

Individually arranged participation in activities related to physical education and athletics, at institutions such as YM-YWCAs, high schools, health clubs, or similar sports facilities. *Prerequisite:* permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hour)

PE 305. Prevention and Care of Athletic Injuries**PE Faculty**

Introduction to basic concepts in athletic training, with emphasis on anatomical bases and mechanisms of common athletic injuries. Basics of injury prevention, recognition and initial care are covered. Taping and wrapping are also demonstrated. Graded: S/U. Offered occasionally. (2 semester hours)

PE 310. Swim for Fitness**PE Faculty**

Emphasis on cardiovascular conditioning through interval training techniques. *Prerequisite:* permission of instructor. Graded: S/U. May be repeated for credit. Offered annually spring semester. (.5 semester hour)

PE 315. Lifeguard Training**PE Faculty**

American Red Cross certification. Instruction in advanced rescues and escape techniques. *Prerequisite:* swimming endurance required. Standard First Aid and CPR/BLS required for certification. Additional fee. Graded: S/U. Offered every semester. (2 semester hours)

PE 410. Intercollegiate Swimming**Swimming Coach**

Prerequisite: tryout. Graded: S/U. Students register for the course during the spring semester and receive a grade at the end of spring semester, but practices begin in the fall. Offered annually spring semester. (1 semester hour)

PE 415. Intercollegiate Softball**Softball Coach**

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

PE 416. Water Safety Instructor**PE Faculty**

This course is dedicated to developing the skills necessary to instruct and plan courses in the American Red Cross Swimming and Water Safety program. Students are expected to be proficient in the following strokes: front crawl, back crawl, elementary backstroke, breaststroke, and sidestroke. Additional Fee.

Prerequisite: permission of instructor. Graded: S/U. Offered annually spring semester. (2 semester hours)

PE 430. Intercollegiate Tennis**Tennis Coach**

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 435. Intercollegiate Cross-Country**Cross-Country Coach**

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 440. Intercollegiate Field Hockey**Field Hockey Coach**

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 442. Intercollegiate Soccer**Soccer Coach**

Prerequisite: tryout. Graded: S/U. Offered annually fall semester. (1 semester hour)

PE 445. Intercollegiate Lacrosse**Lacrosse Coach**

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

PE 446. Intercollegiate Basketball**Basketball Coach**

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

PE 447. Intercollegiate Golf**Golf Coach**

Prerequisite: tryout. Graded: S/U. Offered annually spring semester. (1 semester hour)

See also:**DANC 205. Modern Dance Technique I****DANC 206. Ballet Technique I****PHYSICS**

Of the physics offerings, one course, PHYS 106 Introductory Astronomy, is of general interest and is intended for students majoring outside the sciences. This course meets the College laboratory science requirement.

Fundamentals of Physics I-III (111L, 112L, 213L) form a three-semester sequence and are designed to emphasize the fundamental principles of classical physics and to develop in the student a quantitative understanding of these principles. A fourth course, PHYS 302 Introduction to Modern Physics, is an introduction to the revolutionary ideas of 20th century physics.

PHYS 221L Principles of Electronics provides an introduction to the fast-changing science of information and signal processing. They are appropriate for students in the sciences.

The course MATH 301 Applied and Computational Mathematics is designed for a student with a major in mathematical and physical sciences. It concentrates on a variety of mathematical and computer-related tools with applications in physical science.

The remaining courses are designed for the mathematics and physics majors and offer more concentrated study of particular areas of physics and pre-engineering.

PHYS 106. Introductory Astronomy**Prof. Heinekamp**

This course covers the basic ideas and techniques of astronomy, The night sky; star physics and evolution; contents and structures of galaxies; black holes and cosmology. Nighttime telescope work, weather permitting. Meets natural laboratory science distribution requirement. Offered alternate years fall semester. (3 semester hours)

PHYS 111L. Fundamentals of Physics I**PHYS Faculty**

A calculus-based introductory course for all science, mathematics, and pre-engineering students. Particle kinematics; vectors; Newton's law; forces and their effects; energy conservation; systems of particles; momentum conservation; rotational kinematics. *Prerequisite:* four years of high school mathematics and MATH 111 or equivalent. Offered annually spring semester. (4 semester hours)

PHYS 212L. Fundamentals of Physics II **PHYS Faculty**
A continuation of PHYS 111L. Traveling and standing waves; Electrostatics in vacuum and in materials (Coulomb's and Gauss's laws); Magnetostatics (Biot-Savart's and Ampere's laws); Faraday's law of induction; lenses and mirrors; interference and diffraction of light. *Prerequisite:* PHYS 111L, MATH 112. Concurrent registration in MATH 211 is encouraged. Offered annually fall semester. (4 semester hours)

PHYS 221L. Principles of Electronics **Prof. Heinekamp**
Introduction to analog and digital electronics. DC and AC circuit theory, impedance, filters, transistor operation and amplification, operational amplifiers, simple logic gates, counters, D/A converters. *Prerequisite:* PHYS 212L or permission of instructor. Offered alternate years. Expected spring '12. (4 semester hours)

PHYS 290. Internship in Physics **PHYS Faculty**
Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. *Prerequisite:* permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

PHYS 302. Modern Physics **PHYS Faculty**
This course covers the following: Einstein's theories of special relativity and the photoeffect; black-body radiation; introduction to the Schrodinger equation and application to one- and three-dimensional examples, including the hydrogen atom; atomic physics; spectroscopy; and the periodic table. *Prerequisite:* PHYS 212L and MATH 112. Offered annually fall semester. (3 semester hours)

PHYS 303. Theoretical Mechanics **Prof. Heinekamp**
An advanced theoretical study of Newton's laws, making use of numerical computing. Dynamics of particles, orbits, coupled systems, damped oscillators, phase portraits, periodicity, and chaos are topics typically covered. *Prerequisite:* PHYS 212L and MATH 212. Offered alternate years. Expected fall '10. (3 semester hours)

PHYS 307. Quantum and Statistical Mechanics **Prof. Heinekamp**
Review of the Schrodinger equation approach and applications, including tunneling; Heisenberg's matrix mechanics; spin and statistics; classical and quantum statistical mechanics with application to solids. *Prerequisite:* PHYS 212L and MATH 112; PHYS 302 or CHEM 315L, or permission of instructor. Offered alternate spring semesters. Expected spring '11. (3 semester hours)

PHYS 340. Experimental Physics **Prof. Heinekamp**
Advanced laboratory work in the physical sciences (for example, the Franck-Hertz, Millikan oil drop, and Cavendish torsion balance experiments), to develop thorough understanding of theoretical and practical considerations of these and other historic experiments. *Prerequisite:* PHYS 212L or permission of instructor. Offered alternate years. Expected fall '11. (3 semester hours)

PHYS 351. Research in Physics and Computing **PHYS Faculty**
Collaboration with physics and related faculty in specialized work. Ongoing projects include: automated data acquisition and analysis, molecular order in liquid crystals, computing languages, and computer modeling and simulations. May be repeated for credit. *Prerequisite:* permission of instructor. Offered as needed. (2 semester hours)

PHYS 385. Topics in Physics **PHYS Faculty**
In-depth study of a selected topic in physics. A course in selected advanced topics in Physics such as Electricity and Magnetism, Quantum Mechanics, or Thermal and Statistical Physics. *Prerequisite:* junior and senior majors and permission of instructor. May be repeated for credit with different topics. Offered as needed. (3 semester hours)

PHYS 390. Advanced Internship in Physics **PHYS Faculty**
Individually arranged participation in research with industry or a university. This course will not satisfy any requirement in the mathematics/physics major or minor. *Prerequisite:* permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

PHYS 398. Supplementary Advanced Work in Physics **PHYS Faculty**
Prerequisite: permission of instructor. Offered as needed. (3 semester hours)

See also:

CHEM 308LL. Laboratory in Physical Chemistry

HIST 212. Introduction to the History of Science

MATH 301. Applied and Computational Mathematics

POLITICAL SCIENCE

POLS 155. American Politics

Prof. Tabrizi

An introduction to the institutional and behavioral foundations of American politics. Offered every semester. (3 semester hour)

POLS 210. The United Nations Simulation

Prof. Lumumba-Kasongo

Students who participate actively in the Model U.N. Club may receive credit for work done in conjunction with the club's activities. May be repeated for credit. Offered in the spring semester as needed. (1 semester hour)

POLS 230. Democratic Theory

Prof. Tabrizi

Explores the central themes of democratic thought in political theory, including classical democracy, social contract theory, and current issues. Both classical and contemporary readings address citizenship, equality, and political participation. *Prerequisite:* POLS 155 or permission of instructor. Offered alternate years. (3 semester hours)

POLS 235. The U.S. Congress

Prof. Tabrizi

Introduces students to the development of public policy in the United States by focusing on Congress as an institution, congressional policy roles, and relations between the legislative and executive branches. *Prerequisite:* POLS 155. Offered annually spring semester. (3 semester hours)

POLS 255. American Parties and Elections

Prof. Tabrizi

A detailed look at the nature of political parties in the United States including organization, electoral considerations and government functions. Independent research by students regarding the health of the party system. *Prerequisite:* POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hours)

POLS 262. Politics in Developing Countries

Prof. Lumumba-Kasongo

An analysis of political institutions, dependency, militarism and democratization in developing countries. *Prerequisite:* POLS 155 or INTL 151. Offered alternate years. Expected fall '11. (3 semester hours)

POLS 267. International Organization

Prof. Lumumba-Kasongo

Examination of the goals, nature, and problems of international organizations with specific focus on the role of the United Nations and its related agencies and programs. *Prerequisite:* INTL 151 or POLS 155 or permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

POLS 268. Comparative Governments and Politics: Cases of Predominantly Black Nations

Prof. Lumumba-Kasongo

The study of the structures of the major political and social institutions and the struggle for power in predominantly black nations. *Prerequisite:* POLS 155 or INTL 151. Offered alternate years. Expected spring '11. (3 semester hours)

POLS 285/385. Topics in Public Policy and Politics

POLS Faculty

In-depth study of a selected topic in political science. Study of participation, public policy and policy making in industrial societies. Topics may include: poverty, housing, education, job training, health care, unemployment, welfare, conservation, political participation, elections, and campaigns. *Prerequisite:* POLS 155 or sophomore standing. May be repeated for credit with different topics. Past topics have included: U.S. Social Welfare Policy; Race, Public Policy and Democracy in the U.S.; The Politics of Terrorism; and Politics and Whiteness in the U.S. Offered as needed. (3 semester hours)

POLS 290/390. Internship in Political Science

POLS Faculty

Students may submit proposals for internships in any governmental or political office or in a legal office. *Prerequisite:* one course in political science or permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (2-4 semester hours)

POLS 299/399. Independent Study in Political Science

POLS Faculty

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

POLS 307. Contemporary Political Ideologies

Prof. Tabrizi

Introduces political theory by examining the ideologies that have most influenced modern, political institutions, movements, and arguments. Possible ideologies include liberalism, socialism, fascism, nationalism, and feminism. *Prerequisite:* POLS 155 or INTL 151 or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hour)

POLS 320. Liberalism and Its Critics**Prof. Lumumba-Kasongo**

Liberalism as a central tradition of the West. From its mid-17th century origins, liberalism has encountered a series of problems: of the individual, exchange, the public, limits, power, welfare, and the self. Response by critics of liberalism. *Prerequisite:* POLS 155 or INTL 151 or permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

POLS 332. Old and New Paradigms in World Politics**Prof. Lumumba-Kasongo**

Critical discussion on the old and new paradigms within the world of politics. Major topics will include population control, environmentalism, search for peace, etc. *Prerequisite:* POLS 155 or INTL 151 or permission of instructor. Offered alternate years. Expected fall '11. (3 semester hours)

POLS 340. Japan's Development Policy Toward Less Industrialized Countries**Prof. Lumumba-Kasongo**

This course aims at identifying and examining systematically the nature of Japan's policy toward less industrialized countries since the 1970s in specific sectors, which include agriculture, education, environment, health, trade, technology, politics, and peace. *Prerequisite:* INTL 151 or POLS 155. Offered alternate years. Expected spring '12. (3 semester hours)

POLS 345. Public Opinion**Prof. Tabrizi**

An investigation of the substance and structure of public opinion in the United States. Students will assess the current literature and conduct independent research. *Prerequisite:* POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hour)

POLS 355. Approaches to International Relations**Prof. Lumumba-Kasongo**

Survey of the main theories and approaches to international relations, such as systems analysis, idealism, realism, environmental and psychological theories, functionalism, imperialism, conflict and decision-making theories. *Prerequisite:* INTL 151 or POLS 155 or permission of instructor. Offered alternate fall semesters. (3 semester hours)

POLS 360. The U.S. Judiciary**Prof. Tabrizi**

Examines the role of the U.S. judiciary and public policy with an emphasis on judicial review, civil rights and liberties, and the Supreme Court. *Prerequisite:* POLS 155 or HIST 242. Offered alternate years. (3 semester hours)

POLS 365. Governments and Politics in Industrialized Countries**Prof. Lumumba-Kasongo**

Analysis of the government and politics in major industrialized countries with particular emphasis on political culture, political institutions, policies, and electoral process and behavior. *Prerequisite:* POLS 155 or INTL 151 or permission of instructor. Offered alternate spring semesters. (3 semester hours)

POLS 395. Tutorial in Political Science**POLS Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

POLS 399. Independent Study in Political Science**POLS Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

POLS 401. Senior Seminar and Thesis in Political Science**POLS Faculty**

This seminar is about the examination of individual research issues and topics that seniors in political science are working on in their theses. Besides specific sessions on the methodological and theoretical issues, seniors will regularly meet to exchange ideas related to their common experience. *Prerequisite:* POLS senior. Offered annually fall semester. (4 semester hours)

See also:**Washington Semester, p. 23****Public Leadership Education Network: Women and Public Policy Internship Program in Washington, D.C., p. 23****Public Leadership Education Network: Parliamentary and Public Policy Internships in London (Hansard Scholars Programme), p. 23****OCS 275. Women and Public Policy Seminars****PRE-LAW**

See p. 34.

PSYCHOLOGY

PSY 101. General Psychology

PSY Faculty

An introduction to the scientific study of behavior, including an examination of various approaches to psychological thought. Among the topics addressed are learning, cognition, development, motivation, and psychopathology. Format varies; may be lecture or seminar. (3 semester hours)

PSY 206. Health Psychology

Prof. Markowitz

An introduction to the interdisciplinary field of health psychology. Students will learn theories and principles of health psychology and apply them to wellness, prevention, illness, and healthcare. *Prerequisite:* PSY 101 or permission of instructor and at least sophomore standing. (3 semester hours)

PSY 210. Child Development

PSY Faculty

An introduction to developmental psychology covering conception through adulthood. Physical, social and cognitive development are explored with emphasis on early and mid-childhood. Major theories are applied to common issues in development, e.g., parent-child relations, education, poverty and delinquency. *Prerequisite:* PSY 101. (3 semester hours)

PSY 214. The Psychology of Women

Prof. Muñoz

This course uses the theories and methods of psychology to focus on women's development, personality, and role in society. (3 semester hours)

PSY 224. Social Psychology

Prof. Morfei

This course will explore the interaction between the individual and the social world. Topics covered will include social cognition; the self; attitudes and persuasion; group process; prejudice, stereotyping, and discrimination; aggression; and prosocial behavior. Cross-cultural perspectives will be examined. *Prerequisite:* PSY 101. Not available to students who took SOC 324 Social Psychology. (3 semester hours)

PSY 227. Abnormal Psychology

Prof. Markowitz

A survey of research and descriptive aspects of behavior pathology and methods of treatment. *Prerequisite:* PSY 101. (3 semester hours)

PSY 235. Forensic Psychology

Prof. Morfei

This course provides an introduction to forensic psychology, which is the intersection of psychology and the legal system. Examples of topics covered are expert witness issues, insanity pleas, false confessions, issues surrounding repressed memory, eyewitness testimony, and criminal profiling. Special attention will be given to the psychological implications of the legal system's treatment of minority groups. *Prerequisite:* PSY 101. (3 semester hours)

PSY 242. Drugs and Behavior

PSY Faculty

A study of mind-altering drugs and their effects on the central nervous system, and behavior. Drug dependence and abuse. Principles of psychopharmacology. *Prerequisite:* PSY 101 or permission of instructor. (3 semester hours)

PSY 250. Human Sexuality

Prof. Muñoz

A survey of the biological, psychological, and cultural aspects of human sexuality including the development of sexual behavior, love and sexual relationships, AIDS, sexual victimization, the physiology and sexual behavior and sexual dysfunctions, controversial issues in human sexuality. *Prerequisite:* BIOL 130L or PSY 101 or SOC 151 or SOC 158. (3 semester hours)

PSY 270. Foundations and Methods

PSY Faculty

This course is an introduction to methodological thinking in psychology, using a hands-on approach that applies basic methodological concepts to professional and popular press reports related to psychological concepts. The course will provide students with a foundation for success in the study of psychology as well as critical thinking skills that can be applied to any social science and in everyday life. (3 semester hour)

PSY 275. Positive Psychology

Prof. Gagnon

Review of strength-based approaches to psychology. Research, theory, and cross-cultural perspectives on resiliency, gratitude, forgiveness, spirituality, humor, mindfulness, emotional intelligence, and creativity and their effects on well-being and "the good life" are just some of the topics to be investigated. *Prerequisite:* PSY 101 or permission of instructor. (3 semester hours)

PSY 280. Psychology of Art**Prof. Gagnon**

An examination of the creation and experience of art as a product of human behavior and mental process, and an exploration of the positive uses to which it can be applied (e.g., toward the pursuit of wellness or social justice) *Prerequisite:* PSY 101 (students who have previously taken SC 101: Psychology, Art, Culture, and Experience may not enroll for this course). (3 semester hours)

PSY 285. Topics in Psychology**PSY Faculty**

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology; Violence and Schools; and Organizational Psychology. (2-4 semester hours)

PSY 290. Internship Program in Psychology**PSY Faculty**

Individually arranged field experiences in psychological settings, for example, psychiatric hospitals, both private and public, and education classes for students with disabilities. A journal and a paper evaluating the experience will be required as a form of assessment. *Prerequisite:* two courses in psychology and permission of instructor. Graded: S/U. (2-4 semester hours)

PSY 306. Organizational Behavior**Prof. Morfei**

Students will explore issues such as employee motivation, group goal achievement, development of leadership skills, and working successfully with diverse populations. We will discuss power and politics, stress and coping, and other topics related to navigating the workplace. *Prerequisites:* PSY 101 or permission of instructor and at least sophomore standing. PSY 224 Social Psychology is a recommended (but not required) prerequisite. (3 semester hours)

PSY 315. Psychology of Personality**Prof. Markowitz**

A critical survey of the major concepts and theories of normal personality, and of the techniques used in assessment. *Prerequisite:* two courses in psychology. (3 semester hours)

PSY 318. Adolescent Development**Prof. Muñoz**

Psychological approaches exploring the diversity of adolescent development. The course will focus on the intersections of culture, race, class, gender, and sexuality during adolescence. Topics include: growing up rural/urban, immigration and schooling, resiliency, love and intimacy, identity in global times. *Prerequisite:* PSY 101. (3 semester hours)

PSY 322. Educational Psychology**Prof. Duff**

This course will investigate educational issues through psychological methods and theories. Topics emphasized: cognitive, language, social and emotional development, individual variation, motivation, standardized testing, innovative classroom assessment, culture, community, and creating new kinds of learning environments for a multicultural society. *Prerequisite:* PSY 101. (3 semester hours)

PSY 330. Indigenous Psychologies**Prof. Muñoz**

Emphasizes a cultural sciences approach to psychology, including counseling/therapy, assessment, and research. Challenges assumptions of Western psychology and emphasizes the necessity of understanding each culture within its own social and ecological context and frame of reference. *Prerequisite:* PSY 101 and two other courses in psychology or permission of the instructor. (3 semester hours)

PSY 335. Psychology of Environmental Sustainability**Prof. Morfei**

This course examines theoretical perspectives and empirical research on promoting environmentally sustainable behavior. Through team-based, service learning projects, students apply knowledge gained in the course to address sustainability issues on the Wells campus and in the surrounding community. *Prerequisite:* PSY 101 or permission of instructor. (3 semester hours)

PSY 338. Psychotherapy**Prof. Markowitz**

An examination of the major systems of psychotherapy (psychoanalysis, cognitive, person-centered, behavioral, etc). Objectives include: developing a model of therapy, learning basic elements of counseling, working with diverse populations developing and applying knowledge of the ethics code. *Prerequisite:* PSY 227 or permission of instructor. (3 semester hours)

PSY 340. Psycholinguistics**Prof. Gagnon**

The psychological study of language: how it is learned, produced, comprehended, and used. Philosophical, biological, cultural, methodological, and theoretical issues will be covered. Special topics such as animal language, sociolinguistics, second language acquisition, and language disorder will also be discussed. *Prerequisite:* PSY 101 (experience with a second language and PSY 347 desirable but not required). (3 semester hours)

PSY 342. Biological Bases of Behavior**Prof. Gagnon**

A survey course designed to provide an understanding of the physiology, anatomy, and pharmacology of the various structural and functional components of the nervous and endocrine systems and to establish the relevance of these basic mechanisms for human psychological/behavioral processes. *Prerequisite:* PSY 101. (3 semester hours)

PSY 343. Neuropsychology**Prof. Gagnon**

A study of clinical and experimental research concerning human brain function with particular emphasis on psychological deficit. Methods of assessment of neuropsychological impairment. *Prerequisite:* two courses in psychology or permission of instructor. (3 semester hours)

PSY 347. Cognitive Psychology**Prof. Gagnon**

Cognitive psychology is concerned with the scientific study of the mind and how we process, store, and retrieve information. Mental functions studied in the course include perception, attention, memory, reasoning, decision making, problem solving, and language processing. *Prerequisite:* PSY 101. (3 semester hours)

PSY 349. Cognition and Culture**Prof. Gagnon**

An interdisciplinary exploration of the interplay between cultural and cognitive processes, the resulting diversity of mind, and its role in actions such as intergroup conflict resolution. Conducted as an upper-level discussion seminar complemented by the cultural perspectives of guest speakers. *Prerequisite:* PSY 101 or ANTH 161 (PSY 347 recommended). (3 semester hours)

PSY 355. Adult Development and Aging**Prof. Morfei**

Using a lifespan approach, this course examines recent research on the physiological, psychological, and social dimensions of adult development. The goals of this course are to acquaint students with the basic processes of adult development and to promote positive attitudes and expectations about aging. *Prerequisite:* PSY 101. (3 semester hours)

PSY 360L. Qualitative Research Methods**Prof. Muñoz**

Methodologies in psychology which use qualitative description and analysis. Methods emphasized: interviews, case study, and participant observation. Extensive use of video and computer technologies for data collection and analysis. Three class hours and two of field-based study. *Prerequisite:* two courses in psychology and MATH 151, or permission of instructor. (4 semester hours)

PSY 365L. Quantitative Methods in Psychology**Prof. Gagnon**

Basic quantitative research methods commonly used in psychology are examined in detail, with particular emphasis on choosing appropriate methods for research questions/hypothesis in different areas of psychology (e.g., developmental, social, cognitive). For the laboratory session, students spend two hours each week collecting and/or analyzing data. *Prerequisite:* two courses in psychology and MATH 151, or permission of instructor. (4 semester hours)

PSY 370. Sensation and Perception**Prof. Gagnon**

An exploration and appreciation of the sensory and perceptual processes that produce an interpretation of the world for us. Experiential activities will include perceptual illusions and experiments, art museum field trip, and mammalian eye dissection. *Prerequisite:* PSY 101 or permission of instructor. (3 semester hours)

PSY 385. Topics in Psychology**PSY Faculty**

In-depth study of a selected topic in psychology. May be repeated for credit with different topics. Past topics have included: Constructing Sexual Identities: Cross-Cultural Perspectives; Environmental Psychology, Sensation and Perception; and Stereotyping and Stigmatization. (2-4 semester hours)

PSY 390. Advanced Internship Program in Psychology**PSY Faculty**

Individually arranged field experiences for students who have taken PSY 290. A journal and a research paper on a topic related to the internship will be required of students enrolled in this program as a form of assessment. *Prerequisite:* PSY 290 and permission of instructor. Graded: S/U. (2-4 semester hours)

PSY 395. Tutorial in Psychology**PSY Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. (1 semester hour)

PSY 396. Tutorial: Diversity and Psychology**Prof. Muñoz**

We will critically explore such topics as how western research shapes our understanding of human behavior, possibilities for constructing different psychologies, how paradigms frame our understanding of human life, how class and gender shape identities in the classroom, implicit assumptions in developmental theory and their consequences in the practice of psychology. Participants will be encouraged to continue critical examination of their attitudes, beliefs, and assumptions regarding race, class, gender, sexual orientation, ability, culture, etc. through dialogues with other participants. (1 semester hour)

PSY 398. Supplementary Advanced Work in Psychology**PSY Faculty**

Prerequisite: adequate preparation for advanced work in the field, and permission and approval of instructor. May be repeated for credit. (3 semester hours)

PSY 399. Independent Study in Psychology**PSY Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. (1-3 semester hours)

PSY 403. Senior Seminar:**Contemporary Issues in Psychology****PSY Faculty**

An examination of selected theoretical and professional issues in psychology. Students will prepare a thesis based on review of the literature on a topic approved by the instructor and the department. *Prerequisite:* senior standing with major field in psychology. (4 semester hours)

PSY 404. Senior Empirical Research Project in Psychology**PSY Faculty**

Empirical research project based on PSY 403 research proposal. *Prerequisite:* permission of instructor. (4 semester hours)

See also:

BIOL 324L. Animal Behavior**MATH 151. Elementary Statistics****MATH 251. Probability and Statistics I****RELIGION****RELG 100. Gods and Creation: East and West****RELG Faculty**

This course is a basic introduction to religion in a diversity of cultural contexts, ranging from the ancient Near East to African traditional religions, and focusing on how different traditions have envisioned the gods, the created order, and the place of humanity within that order. Offered annually fall semester. (3 semester hours)

RELG 255. Islamic Civilization and Culture**RELG Faculty**

This course will trace Islam's historical development and cultural contributions, analyze its basic beliefs and practices, examine the Muslim experience in America, and assess Islam's place in the contemporary world. Offered alternate years. Expected spring '11. (3 semester hours)

RELG 260. Biblical Archaeology**RELG Faculty**

This course is a survey of the archaeology of biblical lands. Students will explore the basic history and archaeology of the southern Levant and come to understand the scholarly debates relevant to the specialization of biblical archaeology. *Prerequisite:* previous RELG and ANTH course or permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

RELG 263. The Hebrew Bible and Jewish Tradition**RELG Faculty**

A study of the literature, religion, and faith of ancient Israel in light of the ancient Near Eastern environment, religious and ethical factors within Israel, and the course of historical events and social change. Offered alternate years. Offered fall '10. (3 semester hours)

RELG 264. The New Testament and Early Christianity**RELG Faculty**

A study of the literature, religion, and faith of early Christianity, as compared to and contrasted with early Judaism and Hellenistic religions. Jesus, Paul and the first Christian communities. Offered alternate years. Expected spring '11. (3 semester hours)

RELG 265. Christianity**RELG Faculty**

An introduction to central figures, writings and intellectual movements in the history of Christianity and related religious traditions from late antiquity to the beginning of the Reformation in Europe. Themes will range from significant theological ideas, such as theories about the person of Jesus of Nazareth, to the evolution of Christian moral teaching on abortion and the status of women. *Prerequisite:* RELG 263 or RELG 264. Offered alternate years. Expected fall '11. (3 semester hours)

RELG 269. History, Myth and Religion**RELG Faculty**

A general introduction to the phenomenology of religion, examining the patterns of humanity's experience of the sacred, from ancient to modern times, and how particular beliefs, symbols, and sacred histories (myths) have persisted and interacted in texts, art, and ritual. Offered alternate years. (3 semester hours)

RELG 275. Religions of Asia**RELG Faculty**

An exploration of Asian religious traditions with special reference to cultural origins, social context, and foundational beliefs and practices. Offered alternate years. Offered fall '10. (3 semester hours)

RELG 320. Meaning and Place**Prof. Olson**

The course will be a cross-cultural examination of conceptions of place, landscape, and sacred geography. Readings from anthropology, cultural ecology, and religious studies will allow for an exploration of diverse perspectives on the place of humanity within the realm of nature and the cosmos. Offered alternate years. (3 semester hours)

RELG 321. Faith, Culture and Modernity**RELG Faculty**

A study of significant religious and humanistic thinkers from the nineteenth and twentieth centuries, with special reference to issues of contemporary social and political concern, and the relevance of religion to such discussions in the twenty-first century. Offered occasionally. (3 semester hours)

RELG 330. Native Americans and the Environment**Prof. Olson**

This seminar will provide an overview of traditional Native American world views and ceremonial life. Special attention will be given to an in-depth exploration of the environmental philosophies and sacred practices of selected peoples. Offered occasionally. (3 semester hours)

RELG 375. Body and Soul: From Antiquity to Post-Modernity**RELG Faculty**

An exploration of the way in which religions have conceptualized the human body, human sexuality, and the soul. The course will examine themes ranging from body-soul dualism to materialism, reincarnation, and afterlife, with special reference to the cultural contexts of these beliefs and the scientific, ethical and philosophical grounds for holding them. *Prerequisite:* one course in religion, philosophy, or anthropology. Offered alternate years. (3 semester hours)

See also:

ANTH 282. Indigenous Peoples of North America

ANTH 350. Cultures and Religions of Hawaii

SCIENCE, HEALTH, AND VALUES

SHV 290/390. Internship in Science, Health, and Values**SHV Faculty**

Internship in a setting that permits students to learn firsthand about issues related to health including ethics, health care, and health administration. *Prerequisite:* sophomore standing, at least one course in Ethics, and permission of instructor; SHV 290 is a prerequisite for SHV 390. Graded: *SU*. Offered as needed. (2-4 semester hours)

SHV 399. Independent Study in Science, Health, and Values**SHV Faculty**

The independent study is an opportunity to reflect on the moral ramifications of the knowledge about health and health care acquired in the course of the science, health, and values minor. *Prerequisite:* SHV minor, junior standing. Offered as needed. (1-3 semester hours)

See also:

Science, health, and values minor for related courses, p. 89

SOCIAL AND ECONOMIC JUSTICE

SEJ 250. Introduction to Community Organizing**Prof. McClusky**

This course helps students bridge the gap between learning about social injustices and doing something about them. By examining social movements of today and yesterday, students will focus on a specific issue and develop a campaign for change in the future. *Prerequisite:* permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

SEJ 290/390. Internship in Social and Economic Justice**Prof. McClusky**

Students will gain experience working for an organization that promotes social and/or economic justice, or on a campaign that is fighting for social and/or economic justice. Arrangements are the students responsibility, but must be made in consultation with the SEJ faculty sponsor and the Career Services Office. Costs are the responsibility of the student. *Prerequisite:* permission of instructor and at least one course in the minor. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

SOCIAL SCIENCES**SS 290/390. Internship in the Social Sciences****SS Faculty**

Individually arranged field experiences in the social sciences. Graded: S/U. (2-4 semester hours)

SS 299/399. Independent Study in the Social Sciences**SS Faculty**

Individually arranged independent study in the social sciences. (1-3 semester hours)

SOCIOLOGY**SOC 151. Principles of Sociology****Prof. McClusky, Prof. Renfrow**

An introduction to the basic concepts and major perspectives of sociology, examining in particular the relationship between personality and society, the study of groups as social systems, and the analysis of societies and their structure. Offered every semester. (3 semester hours)

SOC 158. Social Problems**SOC Faculty**

An introduction to sociology through a survey of social problems in contemporary American society. Problems include inequality, pollution, racism, sexism, and problems of institutions (economy, education, criminal justice). Emphasis will be on causes and possible solutions. Offered annually spring semester. (3 semester hours)

SOC 200. Humans, Animals and Interaction**Prof. Renfrow**

What can our close living and working relationships with non-human animals reveal about human society? Why do we eat some animals but consider others (wo) men's best friend? This course examines our complicated and often relationships with animals. *Prerequisites:* SOC 151, or SOC 158 OR ANTH 151. Offered annually spring semesters. (3 semester hours)

SOC 215. Introduction to Criminology**Prof. Renfrow**

This course critically examines the development of classical and contemporary theories of crime, historical and contemporary crime trends in the U.S., official data sources, and the criminal justice system. *Prerequisite:* SOC 151 or SOC 158 or ANTH 161. Offered annually spring semester. (3 semester hours)

SOC 220. Interpersonal Communication:**Social, Psychological and Interdisciplinary Perspectives****SOC Faculty**

Study of 50 percent of verbal communication which is nonverbal in nature. Styles and significance of verbal, listening, feedback and nonverbal communication are examined as they influence gendered and multicultural interaction in daily life, in professions, and in international business. *Prerequisite:* SOC 151 or SOC 158 or PSY 101 or ANTH 161. Offered occasionally. (3 semester hours)

SOC 225. Social and Cultural Implications of the Internet**SOC Faculty**

Study of public responses to technological innovations; implications of the Internet; possible consequences for portions of society defined by social class, ethnicity, gender, sexual orientation, and age; and how Internet use may change the nature and patterns of our culture. Offered occasionally. (3 semester hours)

SOC 235. "Deviance" and Society**Prof. McClusky, Prof. Renfrow**

This course deals with issues of power in the definition of deviance, and the creation, resistance and abandonment of deviant identities. We end the semester with an examination of the "normal". *Prerequisite:* SOC 151 or SOC 158 or PSY 227 or permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

SOC 270. The Social Science of Food**Prof. McClusky**

This course looks at human relationships with food — the meaning of food, the origins of food, the political economy of food, and food controversies — all with the eye of a social scientist. *Prerequisite:* one course in the social sciences. Offered alternate years. Expected spring '11. (3 semester hours)

SOC 277. Social Inequality: Class and Ethnicity**Prof. McClusky**

This course examines issues of poverty, wealth, power and powerlessness as they pertain to class and ethnicity. The main focus will be on the United States, but we will also examine global inequalities. *Prerequisite:* SOC 151 or SOC 158. Offered annually fall semester. (3 semester hours)

SOC 285/385. Topics in Sociology**SOC Faculty**

In-depth study of a selected topic in sociology. Past topics have been: Sociology of Work and Occupations, Gender Differences in Language and Aggression, Hate Crimes and Bias Motivated Violence, Gender. May be repeated for credit with different topics. Offered as needed. (2-4 semester hours)

SOC 290. Internship in Social Service Agencies**SOC Faculty**

Students learn within social agencies and institutional settings where they observe trained professionals working with clients. The settings may include mental hospitals, child care or nursery schools, nursing homes, etc. Costs and arrangements are the responsibility of the student. *Prerequisite:* one sociology or anthropology course and permission of instructor. Graded: S/U. Offered every semester. (2-4 semester hours)

SOC 315. Men and Masculinities**Prof. Renfrow**

This course critically examines the matrix of masculinities "out there" in American culture, as well as the structures and practices which contribute to the scripting of gender relations, men's use of power, and the constraints associated with some masculine forms. *Prerequisite:* SOC 151 or WGS 148 or ANTH 161 and sophomore standing or permission of instructor. Not available to students who took SOC 385 Gender. Offered annually. (3 semester hours)

SOC 331. Mass Media and Society**Prof. McClusky**

Media are primary socializing agents. This course investigates the relationship between media and hyper-consumerism in American society, the ways media contribute to the formation of racial, gender-based, age-based and class-based stereotypes, the relationship between media and democracy and the degree to which media may be an agent of cultural imperialism. *Prerequisite:* SOC 151 or SOC 158 or SEJ 260. Offered alternate years. Expected spring '12. (3 semester hours)

SOC 335. Urban Sociology**Prof. Renfrow**

This course examines the reciprocal relationship between people and place. Interrogating classic and contemporary statements on the "metropolis," this course explores the intersection of social statuses and issues of unemployment, segregation, criminality, and the search for authenticity in an urban context. *Prerequisite:* SOC 151 or permission of instructor. Offered annually. (3 semester hours)

SOC 350. The Sociology of Education**Prof. McClusky**

This course takes a critical look at our education system. We will examine issues such as the perpetuation of social inequalities, the assimilation of ethnic minorities, and the growing corporatization of our schools. *Prerequisite:* SOC 151 or SOC 158 or PSY 101. Offered annually spring semester. (3 semester hours)

SOC 355. Social Movements and Social Change**SOC Faculty**

This course deals with the issue of how local and national movement organizations arise to address a social injustice and work toward mitigating this issue. A combination of historical and current movements are included. *Prerequisite:* SOC 151 or SOC 158. Offered alternate spring semesters. (3 semester hours)

SOC 363. Introduction to Sociological Theory**Prof. Renfrow**

An introduction to major theoretical approaches in the study of sociology by reading works of Marx, Durkheim, and Max Weber as well as 20th century symbolic interactionists and functionalists. Discussion of these approaches in contemporary sociological research. *Prerequisite:* SOC 151 and junior standing or permission of instructor. Offered annually fall semester. (3 semester hours)

SOC 365. Families and Intimate Relationships**SOC Faculty**

This course provides a broad overview of the historical, social and cultural influences on the family in the U.S. and abroad. We will explore the impact social forces have on romantic love, courtship and mate selection, cohabitation, child-bearing and parenthood, and relationship dissolution. *Prerequisite:* SOC 151 or SOC 158. Offered occasionally. (3 semester hours)

SOC 390. Advanced Internship in Social Service Agencies**SOC Faculty**

In addition to observing trained professionals working with clients within social agencies and institutional settings, students in this advanced internship assume greater responsibility for working with clients served by the institution. Analysis in the term paper should reflect the knowledge and background of an upper-level student. *Prerequisite:* five sociology and anthropology courses and permission of instructor. Graded: S/U. Offered as needed. (2-4 semester hours)

SOC 394. Research Methods in the Social Sciences**Prof. Renfrow**

Study of major empirical techniques of qualitative and quantitative research, with an emphasis on survey research. Readings on research design and analysis will be complemented by a class research project. *Prerequisite:* one course in the social sciences and sophomore standing or permission of instructor. Offered annually spring semester. (4 semester hours)

SOC 395. Tutorial in Sociology

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

SOC Faculty**SOC 398. Supplementary Advanced Work in Sociology**

Topic open. *Prerequisite:* senior standing and permission of instructor. Offered as needed. (1 semester hour)

SOC Faculty**SOC 399. Independent Study in Sociology**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

SOC Faculty**SOC 401. Senior Essay and Research Seminar in Sociology and Anthropology**

Preparation of an essay in the field of sociology based on class work and individual research. Intended for students majoring in sociology. *Prerequisite:* major in sociology. Offered annually fall semester. (4 semester hours)

SOC Faculty**SPANISH****SPAN courses are taught in Spanish.****SPAN 101, 102. Elementary Spanish I and II**

Oral training, essentials of grammar, and practice in writing and reading. Second semester also includes dialogues and "lectures" which present current social, economic, and cultural issues of Latin American and Hispanic cultures in the United States. Four meetings per week. Language laboratory, films, slides, and drills. *Prerequisite for SPAN 101:* no more than two years of Spanish in high school; those with two years of high school Spanish may take a placement exam to determine enrollment at a higher level. *Prerequisite for SPAN 102:* SPAN 101 or permission of instructor. Offered annually, 101 in fall, 102 in spring. (4 semester hours each)

Prof. M. Gil, Faculty**SPAN 123, 124. Intermediate Spanish I and II**

Designed to improve the student's ability to understand, speak, read, and write Spanish, while concentrating on social and cultural aspects of Hispanic society. The second semester places increased emphasis on reading and writing. Three meetings per week and language laboratory, films, drills. *Prerequisite for SPAN 123:* SPAN 102, or Level III or IV of high school Spanish, or permission of instructor; those with three years of high school Spanish may take a placement exam to determine enrollment at a higher level. *Prerequisite for SPAN 124:* SPAN 123 or permission of instructor. Offered annually, 123 in fall, 124 in spring. (3 semester hours each)

Prof. M. Gil, Faculty**SPAN 203. Composition and Conversation in Spanish**

Study of structural principles in Spanish. Uses current audiovisual technology (CD, Internet, e-mail, DVD, videos), practice in writing, reading comprehension, and conversation aimed at the development of a reasonable competence in writing and speaking correct Spanish. *Prerequisite:* SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered annually fall semester. (3 semester hours)

SPAN Faculty**SPAN 204. Conversation and Composition Through Film**

The course aims to give students a new appreciation of Spanish language cinema and Hispanic culture while improving their written and conversational skills. *Prerequisite:* SPAN 124, Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered alternate years. Offered spring '12. (3 semester hours)

Prof. M. Gil**SPAN 205. Introduction to Spanish Literature**

Characteristic features of genres, authors, and outstanding works, giving special attention to the social, ideological, cultural and economic background. Analysis of texts that are considered illustrative. Three meetings per week. *Prerequisite:* SPAN 124, or Level V of high school Spanish, or departmental placement exam, or permission of instructor. Offered annually fall semester. (3 semester hours)

Prof. M. Gil**SPAN 206. Introduction to Latin American Literature**

Through selected works of fiction, the course explores contemporary Latin American authors' approach to universal questions. Course emphasizes reading comprehension, pronunciation, and grammar review. Careful analysis of selected works by Rulfo, Borges, Mistral, García Márquez and Isabel Allende. *Prerequisite:* SPAN 203 or permission of instructor. Offered alternate years. (3 semester hours)

SPAN Faculty

SPAN 210. Cultural Diversity of Spain**Prof. M. Gil**

A study of the different regions of Spain with emphasis on art, history, and geography. Assignments will include an in-depth study of a region to be chosen by each student. *Prerequisite:* at least one 200-level Spanish course or permission of instructor. Offered alternate years. (3 semester hours)

SPAN 212. Introduction to Latin American Cultures**SPAN Faculty**

Introduction to cultural, social, political, and economic issues in Latin America with emphasis on the region's geography, history, and the arts. Students will do an in-depth study of selected regions or cities in Latin America as part of their course work. *Prerequisite:* at least one 200-level Spanish course or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hours)

SPAN 290/390. Internship in Spanish**Prof. M. Gil**

Students wishing to investigate careers in which the Spanish language and culture play an important role may work out a project in consultation with the Spanish Department. In order to be considered for this program the student should have an appropriate background in Spanish. *Prerequisite:* Evidence of workplace-ready fluency in Spanish and permission of instructor. Graded S/U. Offered annually as needed. (2-4 semester hours)

SPAN 295/395. Tutorial in Spanish and Latin American Studies**SPAN Faculty**

In-depth study of an area of special interest. Topic determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. May be repeated for credit. Offered as needed. (1 semester hour)

SPAN 299/399. Independent Study in Spanish and Latin American Studies**SPAN Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered as needed. (1-3 semester hours)

SPAN 319. Women and Society in 19th Century Spain**Prof. M. Gil**

A close study of the role of women in Spain and the struggle against their position in a traditional patriarchal society; the birth of feminism and women's fight toward emancipation. Readings from the most important novelists of the period: Pardo Bazán, Valera, Galdos and Clarín. *Prerequisite:* SPAN 205 or SPAN 212 or permission of instructor. Offered alternate years. (3 semester hours)

SPAN 345. Golden Age in Spanish Letters**SPAN Faculty**

Interdisciplinary overview of Renaissance and Baroque literary works in Spain and Latin America. Seminar concentrates on the major socio-political and artistic representative elements of the period. Authors include Garcilaso, Calderón, Góngora, de Zayas, Sor Juana, Ruiz de Alarcón y Lope. *Prerequisite:* SPAN 203, SPAN 205, SPAN 212, or permission of instructor. Offered occasionally. (3 semester hours)

SPAN 351. Cervantes and the Modern Novel**Prof. M. Gil**

A close reading of *Don Quixote* from two perspectives: 1) as a novel of the Baroque; 2) as a major contribution to the development of the modern novel. *Prerequisite:* SPAN 205 or SPAN 212 or permission of instructor. Offered alternate years. (3 semester hours)

SPAN 359. Latin American Literature from Pre-Columbian to Modern**SPAN Faculty**

Selected works of fiction and nonfiction including pre-Columbian texts through the "cronistas" and the colonial period to independence. The focus is the relationship of texts to the development of Latin American literature and history. Readings include the Popol Vuh, Inca Garcilaso, "cronistas," Sor Juana, and Sarmiento. *Prerequisite:* SPAN 205 or SPAN 212 or permission of instructor. Offered alternate years. Expected spring '11. (3 semester hours)

SPAN 370. Literature and Film: Two Ways of Telling a Story**Prof. M. Gil**

19th and 20th century Spanish literature: The realism of Galdós, the lyricism of Garcia Lorca and the socio-political commitment of Sender, Delibes and Cela. Emphasis on the impact of their works both as films and on film-making in contemporary Spain. *Prerequisite:* SPAN 205 or SPAN 212 or permission of instructor. Conducted in Spanish. Offered alternate years in the fall. (3 semester hours)

SPAN 375. 20th Century Literature in Spain**Prof. M. Gil**

Writers of the Generation of '98: Unamuno, Valle-Inclán, Baroja and Axorin; the Poetic Movement from Lorca to Miguel Hernandez, followed by a study of key examples of prose and drama from the outbreak of the Civil War to the present. *Prerequisite:* SPAN 205 or SPAN 212 or permission of instructor. Offered alternate years in the spring. (3 semester hours)

SPAN 385. Topics in Spanish and Latin American Studies**SPAN Faculty**

In-depth study of a selected topic in Spanish and Latin American Studies. Past topics have included: Renaissance and Baroque in Spanish and Latin American Letters and Societies, Magin Realism in Latin American Literature, and Latin American Masterpieces. May be repeated for credit with different topics. Past topics include Study of developments in dramatic literary expression in Latin America throughout the 20th century. Includes works by Villaurrutia, Carballido, Dragún, Diaz, Gambaro, Luis Rafael Sanchez and Fornes. *Prerequisite:* at least one 200-level Spanish course or permission of instructor. Offered as needed.

SPAN 402. Senior Seminar in Spanish and Latin American Studies**Prof. M. Gil**

Selected topics chosen to meet student needs. Conducted in Spanish. Required of seniors majoring in Spanish. *Prerequisite:* Spanish major with senior standing or permission of instructor. Offered annually spring semester. (4 semester hours)

See also:

Off Campus in Spain, p. 22

HUM 360. Latin American Literature, Revolution and History

HUM 378. Women and Literature in Latin America

STUDIO ART

See p. 104 and visual arts major p. 96.

SUSTAINABLE COMMUNITY**SC 101. Crafting Meaningful Lives****SC 101 Faculty**

The first year Wells experience is designed to root students in the creative, transformative world of learning. These writing attentive seminars examine the way engagement in social issues, political action, creative work in the arts and sciences, and the pursuit of knowledge bring meaning and focus to individual lives. Offered annually fall semester. (3 semester hours)

SC 111. New Student Experience**Prof. Speaker**

Students are introduced to College values, resources, and support services through staff presentations, guest speakers, and discussions led by peer leaders, under the coordination of the Associate Provost. Offered annually, one-half in first seven weeks of fall semester, and the second half in first seven weeks of spring semester. (1 semester hour)

TEACHING CERTIFICATION

See p. 35 and minors p. 69.

THEATRE**THEA 128. Acting One****Prof. Easter**

Exploration of acting through improvisation and foundation work with dialogue and text. An introduction for non-majors and those considering majoring in theatre and dance. Offered annually. (3 semester hours)

THEA 200. Acting Two**Prof. Easter**

Intermediate acting class. Approaches to playing characters, text analysis and ensemble work. *Prerequisite:* THDA major or permission of instructor. Offered alternate spring semesters. Expected spring '12. (3 semester hours)

THEA 255. Stage Management**Prof. Easter**

Study of the techniques and theories of production stage management, including leadership, production planning and scheduling, communication, production team coordination, employee contracts, unions, safety regulations, technical rehearsals, trouble shooting, mediation and calling a show. Class projects and assigned production positions required. Offered as needed. (3 semester hours)

THEA 278. Rehearsal and Performance/Theatre (Student)**Prof. Easter**

Acting, stage managing, or serving as assistant director for a student senior thesis project in theatre. Experiential learning: students develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. *Prerequisite:* permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1-3 semester hours)

THEA 280. Rehearsal and Performance/Theatre**Prof. Easter**

Acting, stage managing, or serving as assistant director for faculty theatre production. Students rehearse 3-4 days per week for 6-9 weeks. Two to three performances and formal critique. Hands-on experience of the creative process that develops performance skills, discipline, collaborative leadership, and an understanding of the theatrical production. *Prerequisite:* permission of instructor. May be repeated for credit. Offered annually. (1-3 semester hours)

THEA 315. Theatre History**Prof. Easter**

An historical exploration of theatre arts from the ancient Greeks to the present, the development of drama in selected periods against a background of cultural and social norms. The course focuses on comparison and analysis of texts and production elements. *Prerequisite:* THDA 100, any ARTH, HIST, or dramatic literature course, or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hours)

THEA 320. Marginalized Voices: Women Playwrights**Prof. Easter**

Study of American identities as they are portrayed in contemporary performance. Students will read plays; view films; and attend performances selected from diverse ethnic, racial, and class perspectives. Issues include nontraditional casting, censorship, ideas of performance and identity. *Prerequisite:* THDA 100 or a course in dramatic literature; or permission of instructor. Offered alternate years. Expected spring '12. (3 semester hours)

THEA 330. Improvisational Theatre**Prof. Easter**

An exploration of improvisational theatre concentrating on the forms of comedic improvisation and Playback Theatre. Students will learn how to think on their feet, share the space with other actors, and explore the art of storytelling. Course work consists of group projects and ensemble acting. Some acting experience helpful, but not required. *Prerequisite:* permission of instructor. May be repeated for credit. Offered alternate years. Expected fall '12. (1 semester hour)

THEA 331. Acting Shakespeare**Prof. Easter**

Students will investigate "speaking the speech" of Shakespeare. In-depth script analysis, pronunciation, and rhythm will give basis for scene and monologue work. Students will research character and text, and will perform scenes as part of their course work. Some acting experience helpful, but not required. *Prerequisite:* permission of instructor. May be repeated for credit. Offered alternate years. Expected spring '13. (1 semester hour)

THEA 332. Acting Styles**Prof. Easter**

In this course, students will research and perform a variety of classical acting styles. Language, voice, and movement of these styles will be considered as students read plays from the various time periods. This course serves to expose the students to advanced styles of acting. Styles may include Greek tragedy, commedia dell'arte, Moliere, Chekhov, Ibsen, and/or Shaw. Some acting experience helpful, but not required. *Prerequisite:* permission of instructor. May be repeated for credit. Offered alternate years. Expected fall '11. (1 semester hour)

THEA 333. Getting the Part: Monologues and Audition Techniques**Prof. Easter**

Students will learn the techniques of researching and finding monologues for audition material. Students will also learn about the process of auditioning and will gain knowledge of various methods for a successful audition. Monologues, headshots and resumes will be prepared and will be "audition ready" by the end of the course. Some acting experience helpful, but not required. *Prerequisite:* permission of instructor. May be repeated for credit. Offered alternate years. Expected spring '12. (1 semester hour)

THEA 338. Methods of Directing**Prof. Easter**

The study of theories, practices and techniques of stage direction, with special emphasis on the function of director as interpreter, organizer, teacher and visionary. *Prerequisite:* THEA 128, THEA 200, DANC 106, or permission of instructor. Offered alternate years. Expected spring '13. (3 semester hours)

THEA 349. Advanced Rehearsal and Performance/Theatre (Student)**Prof. Easter**

Performing at an advanced level, or stage managing, or service as assistant director for a student senior thesis project in theatre. Students further develop performance skills, discipline, collaborative leadership ability, and an understanding of theatrical production. *Prerequisite:* permission of instructor. Graded: S/U. May be repeated for credit. Offered as needed. (1-3 semester hours)

THEA 350. Advanced Rehearsal and Performance/Theatre**Prof. Easter**

Acting, stage managing or service as assistant director for faculty theatre production at the advanced level. Opportunity to further develop performance and leadership skills. Students rehearse 4-5 days per week for 6-9 weeks. Two to three performances and formal critique. *Prerequisite:* permission of instructor. May be repeated for credit. Offered annually. (1-3 semester hours)

See also:

Theatre and Dance Major

ARTS 310. Women and the Arts

DANC courses, p. 117

MUS 108. Musical Theatre in American Society

MUS 210. World Music

THDA courses

THEATRE AND DANCE

THDA 100. Introduction to Performing Arts**Prof. Easter/Prof. Goddard**

Students gain practical knowledge of the entertainment business while deepening their theoretical understanding and aesthetic appreciation of fine craftsmanship in the disciplines of dance, music and theatre. Required field trips to live performances are followed by class discussion and writing assignments. Hands-on work in scene shop, box office, and other areas. Additional fee: \$80 for theatre tickets and travel. Offered annually fall semester. (4 semester hours)

THDA 130. Introduction to Technical Production**THDA Faculty**

A lecture and studio class to introduce students to terminology and processes of theatrical productions. Students will become familiar with the theatre while learning such skills as hand and machine sewing, shop safety and tool operation, light board operation, and drafting. Students will be required to attend all department productions for in-class discussion. Offered alternate fall semesters. (3 semester hours)

THDA 201. Arts Management**Prof. Easter**

An interdisciplinary approach to arts management. Students will develop skills in marketing, public relations, development, and management of arts programming and organizations through the study of theory as well as through practical experience. Offered alternate spring semesters. Expected spring '13. (3 semester hours)

THDA 220. Principles of Design**THDA Faculty**

Exploration of script analysis and in-depth research common to all theatrical design, interspersed with studio sessions covering basic rendering techniques, methods of presentation, and drafting skills. Students will be required to attend all department productions for in-class discussion. Offered alternate fall semesters. (3 semester hours)

THDA 225/325. Production Practical**THDA Faculty**

This course will put the theoretical knowledge students have gained in technical theatre and performing arts courses into real use on real productions. They will be assigned a "job" in lighting, scenic, properties, costumes, or hair and makeup at a level consistent with skills, knowledge, and interest and will work in a semi-professional setting under professors, visiting artists, and other students. *Prerequisite:* THDA 225: permission of instructor; THDA 325: THDA 225 or permission of instructor. THDA 225 may be repeated for credit. Offered every semester. (1-3 semester hours)

THDA 285/385. Topics in Theatre or Dance**THDA Faculty**

In-depth study of a selected topic in theatre or dance. Past topics have included: Women Making Dance, Arts in Education, Dance Un/framed: Modernism and Postmodernism in American Dance, Costume Design, Scenic Design, and Lighting Design. Offered as needed. (2-4 semester hours)

THDA 290/390. Internships in Theatre or Dance**THDA Faculty**

Individually arranged participation in areas of arts management, dance, education or other related careers in the performing arts. Students may submit proposals. Graded: S/U. Offered every semester. (2-4 semester hours)

THDA 395. Tutorials in Theatre or Dance**THDA Faculty**

In-depth study of one topic agreed upon by students and instructor. Past topics have included Body and Earth, Movement for Athletes, and Advanced Directing. *Prerequisite:* permission of instructor. May be repeated for credit. Offered as needed. (1 semester hour)

THDA 399. Independent Study in Theatre or Dance**THDA Faculty**

Prerequisite: permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

THDA 401. Senior Thesis Project in Theatre and Dance**THDA Faculty**

Each student completes a senior thesis project in theatre or dance, or an interdisciplinary combination. Topics must be approved by a faculty member in the discipline. Offered annually. (3 semester hours)

THDA 402. Senior Seminar: Building a Career in Theatre and Dance**THDA Faculty**

Seminar includes presentations and discussion as well as individual meetings with the faculty advisors. Offered annually spring semester. (1 semester hour)

See also:

DANC courses, p. 117

MUS courses, p. 136

THEA courses, p. 156

VISUAL ARTS

VART 401. Senior Seminar in Visual Arts**VART Faculty**

Art history students will engage in an intensive study of approaches, research methods, and historiographies that apply to art history. Studio art students will do advanced work in their discipline under the guidance of the appropriate faculty. The course will also address professional concerns including preparation for graduate school and/or a professional career in the arts. Lab fee: \$50. *Prerequisite:* senior VART major. Offered annually fall semester. (4 semester hour)

VART 402. Senior Project or Essay in Visual Arts**VART Faculty**

Art history students will write a research paper on a topic approved by the instructor. Studio art students will complete work to be included in their senior exhibition. Lab fee: \$50. *Prerequisite:* senior standing. Offered annually spring semester. (3 semester hour)

VART 403. Senior Exhibition in the Visual Arts**VART Faculty**

Studio art students will participate in all aspects of their senior thesis exhibitions including publicity, card design, lighting, reception, etc., as well as curating their part of the senior exhibition and learning techniques in portfolio preparation. This will prepare students for graduate or professional pursuits. *Prerequisite:* VART 401; *corequisite:* VART 402. Offered annually spring semester. (1 semester hour)

See also:

Visual arts major for a list of courses applicable to the major, p. 96

Studio art courses, p. 104

Art history courses, p. 106

Interdisciplinary courses in the arts, p. 107

WELLS LEARNING COMMONS COURSES

WLLS 121. Research Tools and Skills**Prof. Godbout and Prof. Brown**

This course is designed to teach and strengthen lifelong research and information literacy skills by introducing students to the nature of information and research, and the role of the library in the research process. The method of instruction will be problem-based and require active and collaborative participation. Graded: S/U. Offered every semester. (1 semester hour)

WLLS 122. Learning Strategies**Prof. Zieler**

This course will assist students in developing the academic skills needed to be successful in college. The course will focus on the importance of organization, time management, and specific study strategies. Offered every semester. (1 semester hour)

WLLS 190. Experiential Learning and Reflection**WLLS Faculty**

Individually-arranged field experiences allowing students to transcend boundaries by exploring their interests. Through reflection activities students assess their learning (knowledge, skills, and beliefs) and their own personal development. The student's academic advisor serves as the faculty sponsor for the experience. *Prerequisite:* first-year or sophomore standing only. Graded S/U. May be repeated for credit. Offered annually in January or as needed. (1-3 semester hours)

WOMEN'S AND GENDER STUDIES

WGS 148. Introduction to Women's and Gender Studies

Prof. Hall

An interdisciplinary examination of contemporary scholarship on women's experience. The course will include analysis of women's political, social, and cultural experiences, using discussions, readings, films, student presentations, and guest lectures. Offered every semester. (3 semester hours)

WGS 243. Language and Gender

Prof. Koester

Effects and implications of gender roles in communication (how men and women talk differently) and of sexism in language (how language can discriminate against women and other groups); analysis and possibilities for change. Readings in English; optional French/German component as tutorial. Offered as needed (as independent study). (3 semester hours)

WGS 245. Body Politics

WGS Faculty

Analysis of the ways women's bodies are made the site of power struggles between competing interest groups in society, and the effect of this on individual women's lives. Topics include body image, reproductive rights, violence, harassment, sexuality, self defense. *Prerequisite:* WGS 148 or permission of instructor. Offered occasionally. (3 semester hours)

WGS 260. Indigenous Women's Experiences

Prof. Hall

Utilizing an interdisciplinary approach, this course will provide an introduction to the lives and experiences of indigenous women from pre-Contact to contemporary times. By centering indigenous women's experiences, theories, and perspectives, dominant feminist frames of reference will be critically examined. Offered annually spring semester. (3 semester hours)

WGS 285/385. Topics in Women's and Gender Studies

WGS Faculty

In-depth study of a selected topic in women's and gender studies. May be repeated for credit with different topics. Past topics have included: Women's Utopian/Anti-Utopian Fiction; Transgenderism; Femininities/Masculinities. Offered occasionally. (3 semester hours)

WGS 290/390. Internship in Women's and Gender Studies

Prof. Hall

Students will use their backgrounds in women's and gender studies to blend their academic expertise with work addressing women's concerns, such as with the Women's Hall of Fame, Planned Parenthood, N.O.W. Arrangements are the student's responsibility in consultation with the instructor(s) and the Office of Career Development Services. *Prerequisite:* permission of instructor and successful completion of a course listed for the women's and gender studies major. Graded: S/U. May be repeated for credit. Offered every semester. (2-4 semester hours)

WGS 295/395. Tutorial in Women's and Gender Studies

WGS Faculty

Analysis of the ways women's bodies are made the site of power struggles between competing In-depth study of an area of special interest. Topic to be determined jointly by a faculty member and student(s) in consultation. Meets weekly for one hour. Offered as needed. May be repeated for credit. (1 semester hour).

WGS 301. Feminist Theory

Prof. Hall

An intensive readings course for upper-level women's and gender studies majors and minors. A focus on debates and conflicts shaping and affecting the production of feminist knowledge will provide an introduction to feminist theorizing. Emphasis placed on writing as thinking and active discussion in class. *Prerequisite:* WGS 148, one other course from the women's and gender studies major, and junior standing or above or permission of instructor. Offered annually fall semester. (3 semester hours)

WGS 310. Feminist Methodologies: Intersectionalities

Prof. Muñoz

Exploration of the complexities of race/class/gender/sexuality/ability/nation in the social construction of identities as they impact multiple inequalities. Examines methodologies and theoretical frameworks developed to understand how differing methods of classification and oppression operate as interactive and interdependent systems. *Prerequisite:* WGS 148, one other women's and gender studies course, and junior standing or above. Offered annually spring semester. (3 semester hours)

WGS 399. Independent Study/Project in Women's and Gender Studies

WGS Faculty

Readings and papers, or a more innovative course comprised of, for example, readings and a creative project, or readings and work with an agency concerned with women's issues. *Prerequisite:* permission of instructor and approval. May be repeated for credit. Offered every semester. (1-3 semester hours)

WGS 401. Senior Project in Women's and Gender Studies**Prof. Hall**

Project of an interdisciplinary nature, informed by the student's disciplinary focus, concerning gender studies. Directed by a primary advisor (selected from women's and gender studies faculty) and a secondary advisor. Students will present their work in the Women's and Gender Studies Colloquium. *Prerequisite:* senior standing and women's and gender studies major. Offered annually spring semester. (4 semester hours)

See also:

Women's and Gender Studies major for a list of courses applicable to the major, p. 97

WRITING, CREATIVE

See English major: concentration in creative writing, p. 71; creative writing minor, p. 66; English courses, p. 123.

Admission Information



ADMISSION INFORMATION

Admission

Wells College admits students on the basis of the strength of their academic preparation. Since many of the classes at Wells are small and emphasize original, independent work, a student is expected to possess the intellectual curiosity, motivation, and maturity to profit from this experience. Wells seeks students with varied perspectives, experiences, and backgrounds, as this creates a stimulating, intellectual environment. We apply no cut-off points, arbitrary standards, or quotas of any kind, regardless of race, sex, color, creed, age, marital status, sexual orientation, disability, national or ethnic origin. Wells College students come from widely different backgrounds. The common denominator of Wells students is enthusiasm for their academic pursuits and the serious intent to use their education in the future to enhance both their personal and professional lives.

Recommended Secondary Program

Candidates for admission are expected to complete a solid college preparatory program during their four years in secondary school. The College recommends a program that provides the best background for study at Wells, including four years of English grammar, composition, and literature; three years of history/social science; three years of mathematics; two years of a language other than English; and two years of laboratory science. Students' records are enhanced by the addition of advanced placement and honors-level courses, as well as courses in computer science, art, and music, when appropriate curricular choices are offered. It is further recommended that candidates pursue English and one other area for four years, so that they may have the stimulation and challenge of advanced level work.

Application for Admission

To apply for admission to Wells College candidates must submit their completed application form and a \$40 application fee to the Admissions Office by March 1 of the year of entrance. In addition, the following credentials are required: an official high school transcript including a recommendation from the college/guidance counselor; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT I) or the American College Testing Program (ACT); a letter of recommendation from a teacher in English, math, history, science or foreign language. A personal interview is recommended.

Application Options: Wells accepts both paper and electronic applications for admissions. Students may download a copy of the Wells application form from the College Web site or they may contact the Admissions Office at 1.800.952.9355 to receive a copy in the mail. In addition, students may use Wells's on-line application (www.wells.edu) or the Common Application (www.commonapp.org) to apply electronically.

Admission Deadlines:

Early Decision – December 15: Students whose first choice is Wells College are encouraged to apply under the early decision option. This is a binding admissions option; if admitted, early decision applicants agree to accept Wells's offer of admission and agree to withdraw their applications to all other colleges.

Early Decision – December 15: Students whose first choice is Wells College are encouraged to apply under the early decision option. This is a binding admissions option; if admitted, early decision applicants agree to accept Wells's offer of admission and agree to withdraw their applications to all other colleges.

Early Action – December 15: Students who would like to receive an early review of their application files are encouraged to apply under the early action option. This is a non-binding admissions option.

Regular Admission – March 1: All other applications to the College should be received by the regular admission deadline. Applications are reviewed after this date and decisions are mailed by April 1.

Admission for Homeschooled Students

The College welcomes applications from homeschooled students and appreciates the uniqueness of their schooling experience. A student who has been homeschooled must submit a completed application form with a detailed description of their academic coursework at the secondary school level, a narrative that describes their educational experience, standardized test scores from either the SAT or ACT, and two letters of recommendation from individuals who have participated in their school experience. An admissions interview is strongly recommended.

International Student Admission

The College welcomes applications from citizens of other countries. Students who plan to enter with first-year standing should present strong secondary school records or the equivalent and be completing the university entrance requirements of their own countries. Students currently enrolled in university courses, or those who have received university credits, should apply to Wells as transfer students. All students should apply to the Admissions Office and follow the routine procedures set forth in this section of the Catalog.

Those students for whom English is not a first language must demonstrate fluency in the speaking and the writing of English. It is required that international students take the Test of English as a Foreign Language (TOEFL) and submit official score reports.

Transfer Student Admission

Applications for transfer to Wells College are considered individually as soon as the student completes the application file. Admissions are rolling; however, preferred submission dates are by June 1 for fall semester and by December 1 for spring semester. Students wishing to transfer to Wells must be in good academic and disciplinary standing at the last college attended. The institution from which a student wishes to transfer must be fully regionally accredited in order that course credits will be accepted toward the Wells degree.

Wells College defines a transfer student as one who has graduated from high school and has attended college elsewhere, regardless of the number of credits actually earned. A student may transfer more than 60 hours to Wells; however, they must complete 60 semester hours at Wells to fulfill the residency requirement.

In addition to the application form and \$40 application fee, a transfer student must submit official transcripts from all colleges attended, a high school transcript or GED, and letters of recommendation, including at least one from a professor or academic advisor well-acquainted with the candidate's academic work. An interview is recommended.

Credit for Prior Study and Life Experience, see p. 44

Early Admission

Wells welcomes applications from students who have completed their high school programs in three years. Strong high school records and evidence of maturity are determining factors when evaluating Early Admissions candidates. Early Admissions candidates follow the first-year student admissions procedures set forth in the catalog on p. 164.

Students who wish to matriculate at Wells College before they complete their secondary education must meet additional criteria under the College's Ability to Benefit policy. For more information about this admissions option, contact the Admissions Office.

Admission for Nontraditional Age Students

Wells College admits nontraditional age students, who are defined as having reached the age of 24, or who have dependents, or who have a spouse, or have served full time in the military. Nontraditional age students must meet the same degree requirements and follow the same programs as traditional age students.

Special Students

Students not currently affiliated with another college or university may register for courses. Special students are not degree-seeking candidates but may choose to enroll full-time. Their enrollment is approved on a course-by-course basis. For further information contact the Admissions Office.

Visiting Students

A student in good standing from another college or university may apply to study for a semester or a year at Wells College. They should write to the Admissions Office explaining the purpose of such study and should be prepared to furnish a transcript of academic coursework and a letter of approval from the dean of her or his present college. For further information contact the Admissions Office.

Part-Time Students

Part-time students, whether regular degree candidates at Wells or elsewhere, may enroll in no more than 11 hours in any semester. Full tuition charges will be incurred after the student has enrolled in 12 semester hours. For further information contact the Admissions Office.

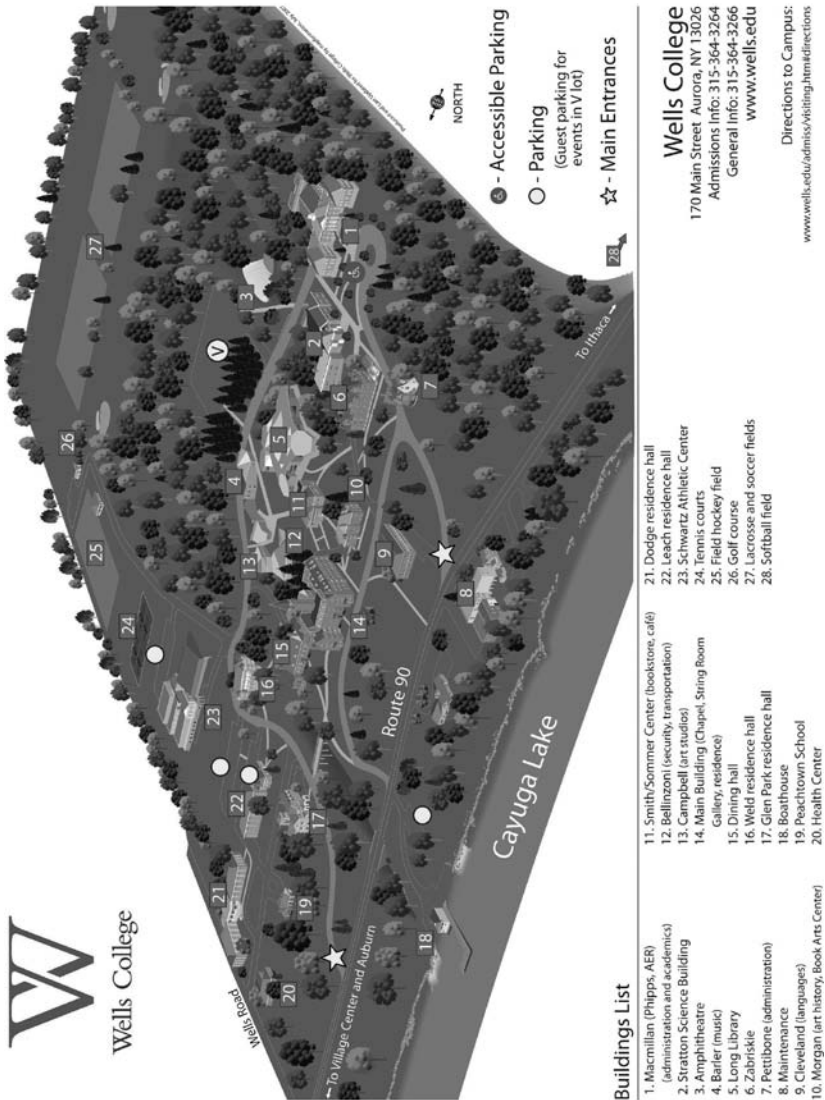
Deferred Admission

Accepted students may postpone entrance to Wells for one year following graduation from high school. A student electing this option should submit a written request for deferred admissions with the enrollment deposit by May 1 in the year of acceptance.

VISITING CAMPUS

The Admissions Office, located in Macmillan Hall, is open Monday through Friday between 8:30 a.m. and 4:30 p.m. for campus visits. Prospective students and their families are encouraged to visit Wells and should call in advance to schedule an appointment for a campus tour and/or interview. Additionally, during the school year, the Admissions Office can arrange meetings with faculty members, coaches, and members of the financial aid staff, as well as schedule class visitations.

To make arrangements for a campus visit call the Admissions Office at 1.800.952.9355.





Merit Scholarships

MERIT SCHOLARSHIPS

Wells offers a variety of merit-based scholarships to entering students who are registered full time. These awards recognize students of outstanding abilities without regard to financial need.

Henry Wells Scholars Program: Henry Wells Scholars are selected annually in recognition of academic excellence and outstanding scholastic achievement. As named scholars, students receive a \$20,000 per year scholarship, a guaranteed internship or related experience during the January intersession of their freshman year, and a \$3,000 stipend to support an internship, research, or related experiential learning opportunity. Scholars are eligible to use their stipend upon achieving junior standing for any option that fulfills the Experiential Learning requirement (see outline on p. 30) so long as the activity involves a minimum of six weeks (240 hours). In addition, Wells will pay the reasonable cost of transportation to visit campus for a special celebration in honor of the Henry Wells Scholars traditionally held in the early spring.

Scholarships For Leaders: Wells College also offers Scholarships For Leaders with awards valued at \$18,000 per year. The Admissions Office selects candidates at the time of acceptance based on academic achievement and leadership ability.

Janet Taylor Reiche '52 Legacy Scholarships: Each year the College awards \$10,000 legacy scholarships to the children and grandchildren of Wells alumnae/i. These scholarships, valued at \$2,500 a year for four consecutive years of study, are named in honor of Wells alumna Janet Taylor Reiche '52 who served as the first woman chair of the Wells College Board of Trustees.

Transfer Scholarships are awarded to students who transfer from a regionally accredited college. Applicants for these scholarships must have a cumulative GPA of 3.0 or above. Transfer scholarships are awarded up to \$10,000 per year. Phi Theta Kappa Honor Society transfer scholarships are awarded to students who transfer from a regionally accredited two year college and are members in good standing of Phi Theta Kappa. These scholarships are awarded at \$15,000 per year.

For more information about merit scholarships, please call the Admissions Office at 800-952-9355.

Financial Information



FINANCIAL INFORMATION

FULL-TIME STUDENTS

Full-time students: those students who are registered for 12 or more semester hours per semester. Students on full-time financial aid must register for at least 12 semester hours each semester.

The following is a list of standard annual charges for attending Wells College in academic year 2011-2012:

Tuition, Room & Board for returning students who matriculated prior to the fall of 2009 and maintained enrollment

Tuition	\$22,350
Room and Board	11,440

Tuition, Room & Board for first-year students, students who matriculated in the fall of 2009, and new transfer students

Tuition	\$31,910
Room and Board	11,440

Fees for All Students

Health and Wellness Fee	550
Technology Fee	600
Student Government and Activity Fee	350

Single Rooms

Additional fee	\$1,000
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Green House, Mandell House, Fairlane Apartments

Room	\$8,360
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Optional Board Plan \$4,500*

*Additional individual meal plans may be purchased from Campus Dining

Health and Wellness Fee

The health and wellness fee is mandatory and provides nine-month accident and sickness insurance, as well as Health Center nursing service and routine medical care, wellness programs, and counseling while College is in session. An informational booklet describing the health services plan is distributed at the beginning of the fall semester. Students may purchase additional coverage at an additional cost.

Student Government and Activity Fee

The Student Government and Activity fee is distributed to various student organizations and departmental budgets to provide direct student programming and services. The fee is determined annually based on student enrollment and the appropriate percentage distributed to the Collegiate Cabinet, the Programming Board, the Publications Board, Residence Life (for RA programming) and to fund annual student events such as Gospel Choir Weekend, Activism Symposium, etc.

The charges for tuition and room and board include admission to most College-sponsored concerts, lectures, use of all athletic facilities, music practice rooms and computer facilities.

Payments

Entering students pay \$300 when notifying the Admissions Office of their intent to matriculate. This deposit will be applied to the charges of the succeeding semester, and is not refundable.

Returning students pay a re-enrollment deposit of \$200 in the spring, to be applied to the charges of the succeeding semester. This deposit is refundable only if the student gives to the dean of students written notification of her or his intention not to return; such notification must be made before June 15 and/or January 15.

The fall semester bill, due August 15, is sent to the student's parents at their home address, or to the financially responsible party. The spring semester bill is due January 15.

If an approved payment plan is not used, all payments received after the above due dates will be subject to a \$200 late fee per semester.

The Bookshop and Cashier's Office accept MasterCard, Visa, DiscoverCard, and American Express for charging books, supplies, or small fee balances.

Monthly Payment Plans are described in detail under Financial Planning on p. 187.

INTERNSHIPS, EXPERIENTIAL LEARNING AND INDEPENDENT STUDY

January Internships and Independent Study

For returning students, the per credit charges are incorporated into the full time tuition charges for the spring semester. For students who do not return for the spring semester, the per credit charge will be billed at the matriculated rate.

Summer Internships and Independent Study

For returning students taking a summer internship to fulfill the experiential learning requirement, the per credit charges are incorporated into the full time tuition charges for the fall semester. For students who do not return for the fall semester, the per credit charge will be billed at the matriculated rate. Any summer internship beyond the requirement stated above, as well as all independent study courses, will be charged the matriculated rate. Non-matriculated students will be billed at the non-matriculated rate.

PART-TIME AND SPECIAL STUDENTS

Part-time students: those students who are registered for fewer than 12 semester hours per semester.

Non-Matriculated students	\$600/semester hour
Credit for Prior Learning	600/semester hour
Credit by Examination	600/semester hour
Returning students who matriculated prior to 2009	960/semester hour
Returning students who matriculated after 2009, and newly matriculated students and transfers	1,420/semester hour
Technology Fee	300/semester (for matriculated and non-matriculated students)

Special students: those students who are not matriculated.

High School Students	\$160/semester hour for first six credit hours
Full-time employees* (1,000 hours or more per year)	10/semester hour
Full-time employee spouse/partner (9 or fewer semester hours per semester)	40/semester hour
Part-time employees (fewer than 1,000 hours per year)	160/semester hour
Audit	40/semester hour
Students age 55 and older	ONE FREE audit per semester
Supervised Internships/Credit for Prior Learning/ Credit by Examination	500/semester hour

Payments

The fall semester bill is due August 15 and the spring semester bill is due January 15.

OTHER CHARGES/FEEES

Application Fee	\$40
Car Registration	
Full-time resident students	40
Non-resident students	20
Parking Fines	80
Illegally parking in a handicap area	80
Official Transcripts	7
Credentials File Fee for Alumnae/i	10
Off-Campus Study administrative fee for nonaffiliated programs*	100
Room damage deposit**	100
Late payment of tuition, room and board	200 per semester
Late registration fee	150
Returned Check Fee	30

*Additional charges may be incurred for off-campus study programs.

**For all new incoming students, there is a required \$100 one-time deposit which is returned upon graduation if not used. The deposit will be maintained at \$100 while a student is enrolled at Wells. If damages occur to any rooms during the four years, the student will lose the deposit and will be responsible for any costs of repairs that exceed \$100. If needed, the deposit may also be used for: the cost of replacing unreturned library books and/or any other outstanding tuition or debts at end of student's enrollment.

In addition to the standard charges listed above, students incur expenses for textbooks, travel, and incidentals. Most students require \$1,600-\$2,000 per year for these personal expenses.

Refund Policy

No refunds of fees are made in the case of suspension or dismissal.

If a student receives financial aid, tuition refunds will be calculated based on the Student Status Determination (below), the Withdrawal Date (below), the Wells College Tuition Refund schedule (below), and the Federal Title IV Financial Aid refund calculation (below).

Student Status Determination

A student's status (full-time, part-time, or less than part-time) will be determined at the end of the drop period. A student cannot change her or his status after this date. After the drop deadline a student can withdraw from a course(s) through the 8th week, but the student will retain the course(s) on her or his academic record with a grade of a "w".

Withdrawal Date

A student's withdrawal date is 1) the date the student officially notifies the school of withdrawal by completing the Withdrawal Form and Exit Survey and returning it to the Dean of Students Office, or 2) if the student drops out without notifying the school, the last recorded date of class attendance by the student, or 3) if a withdrawal cannot be determined based on the above, the date will be established as the midpoint of the enrollment period.

Wells College Tuition Refund

Students who drop or withdraw from the College are entitled to a refund of tuition in accordance with the following schedule:

Refund during:

1st - 10th day	100%
11th - 17th day	70%
18th - 24th day	50%
25th - 31st day	30%
32nd - 38th day	10%
over 38 days	0%

The first day of the semester is considered the first day of class sessions, regardless of when a given course actually meets the first time.

Financial Aid Refunds

Department of Education regulations govern the return of federal financial aid (Title IV funds) for students that withdraw from the College before the end of the semester. Title IV funds include all federal Direct Loans, Perkins Loans, Parent Loans, Federal Pell Grant, Federal SEOG Grants, and Federal TEACH Grants. Federal Work-Study is excluded. A student earns his or her Title IV financial aid based on the period of time he or she remains enrolled. During the first 60% of the enrollment period, a student earns funds in direct proportion to the length of time he or she remains enrolled. A student withdrawing before the 60% point in the semester may have Title IV financial aid reduced. A student who remains enrolled beyond the 60% point earns all aid for the period and has incurred full-tuition liability.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, the College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. The College may use all or a portion of your post-withdrawal grant disbursements for tuition, fees, and room and board charges. The College needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds, however, it may be in your best interest to allow the College to keep these funds to reduce your debt to the school.

If you receive (or your parent on your behalf) excess Title IV program funds that must be returned, the College must return a portion of the excess equal to the lesser of (1) your institutional charges multiplied by the unearned percentage of your funds or (2) the entire amount of excess funds. When the institution has determined that a portion of aid is unearned, the unearned aid to be returned is processed in the following order: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Federal/Direct PLUS Loans, Federal Pell Grant, Federal ACG Grant, Federal SMART Grant, Federal SEOG Grant, and Federal TEACH Grant.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that the College may have. Therefore, you may still owe funds to the College to cover unpaid institutional charges. The College may charge you for any Title IV program funds that we are required to return. College scholarships and grants are awarded on the basis of full-time enrollment for the full semester. Students that withdraw early may lose their institutionally funded scholarships and grants. The financial aid office and the billing office will be able to inform students of the financial consequences of withdrawing from the College before the semester is completed.

Room and Board and Fees

After a student has registered and occupies a room, 50% of the room fee will be charged. In addition a per-diem board charge shall be calculated from the first day of occupancy until the 38th day. After the 38th day no refund of room and board will be granted.

There will be no refund of the Health and Wellness and the Student Government and Activity Fees after the first day of classes.

If the student withdraws from the College prior to the first day of classes all room and board and fees will be refunded.

Regulations Concerning Fees

Academic transcripts will not be issued for current or former students whose College debts are unpaid.

Members of the graduating class are required to settle all financial commitments before graduation. Diplomas, as well as transcripts, are withheld for those who don't.

FINANCIAL AID

Private colleges are expensive, but financial assistance is available to students demonstrating need. Wells College, through its endowment, gifts, and grants, provides financial assistance to eligible students. To find out if you are eligible for financial aid YOU MUST APPLY. In no way does an application for financial assistance affect your admission to Wells College.

Institutional and Federal Aid Application Process

To apply for institutional and federal financial assistance a student and their family must file the [Free Application for Federal Student Aid \(FAFSA\)](#) annually. The Wells College federal school code is #002901. Financial assistance will continue to be provided where financial need is demonstrated and will be reviewed annually. If your family situation does not change over your years at Wells, your institutional grant funds will remain the same. You can complete one of the two federal aid application processes:

- Complete your aid application electronically at www.fafsa.gov. If you and/or your parents do not have a PIN number, at the end of your electronic application you can print the signature page and send it to the federal processor. The federal government will not process your application until they receive your completed signature page. If you have received a PIN number from the federal processor, this number will serve as your signature. Students and parents cannot share the same PIN number, therefore, if you are a dependent student your parent will need to obtain a PIN number also. Anyone can obtain a PIN number at the fafsa.gov Web site. If you provide an e-mail address, your PIN will be sent to you via e-mail. Otherwise, your PIN will be mailed to you within 7-10 days.
- Complete the paper FAFSA. This can be obtained through the Central Processing Center by calling 1.800.433.3243 or contacting the Financial Aid Office. Allow four weeks processing time if filing by paper.

Renewal FAFSA Applicants

If you are a renewal-eligible student who had a valid application the year before, when you enter your personal identifiers on FAFSA on the Web the federal processor will ask you if you want to pre-fill some of the application with data from the prior year. If you choose this option you can review each pre-filled item, correct any that has changed, and provide new information as needed.

In January and February of each year most students will automatically receive a renewal reminder by e-mail from the federal government if they provided an e-mail address in the previous application year, or by regular mail if they did not. The reminder tells students that they can reapply for aid on the Web and that if they forgot their PIN, they can retrieve it online. Wells College also will send a reminder to all students in January who applied for aid in the current year.

State Grant Application

New York State students initiate their TAP grant application when they file the FAFSA. If you did not successfully complete your TAP application at the time you filed your FAFSA you will receive in the mail a postcard from the state processing center outlining the application instructions. The TAP application can be completed online at www.tapweb.org. Our New York State TAP code is #1050.

Students from Rhode Island and Vermont can have their state grants transferred to Wells College. Application procedures for these grants may vary so we recommend you contact your state processing center for application instructions.

Deadline Dates

Freshmen Applicants:	Recommended filing date of February 15th
Returning Applicants:	April 15th for the upcoming academic year
Early Decision Applicants:	December 15th
Fall Transfer Applicants:	August 1st
Spring Transfer Applicants:	December 15th

Students can submit applications beyond these dates. Wells College reserves the right to penalize any returning student with a reduction in their institutional grant if they apply beyond the deadline date. The federal government requires that students must have a processed federal aid application with an official expected family contribution on file before the student ceases enrollment to receive financial aid funds.

Part-Time Students

Wells College does not offer merit or need-based aid to part-time students. If eligible under federal and state guidelines, a student may receive some forms of federal and state assistance.

Independent Student Definition

Not living with your parents or not being claimed by them on tax forms does not determine your independent status. You must meet one of the following conditions to be considered an independent student:

- You are 24 years old.
- You will be enrolled in a master's or doctorate program.
- You are married.
- You have children who will receive more than half of their support from you during the school calendar year.
- You have dependents (other than children or spouse) who live with you and receive more than half of their support from you now and during the school calendar year.
- You are currently serving on active duty in the U.S. Armed Forces for purposes other than training.
- You are a veteran of the U.S. Armed Services. You are considered a veteran if you have engaged in active duty or are a National Guard or Reserve enlistee who was called to active duty for purposes other than training, or were a cadet or midshipman at one of the service academies, and was released with an honorable discharge.

- From the time you turned 13, both your parents were deceased and you were in foster care or was a dependent or ward of the court. This condition applies even if you are no longer in foster care or a dependent or ward of the court.
- You had no living parent (biological or adoptive) since you turned age 13, even if you are now adopted.
- You are or you were an emancipated minor as determined by a court in your state of legal residence. You must be able to provide a copy of a court's decision that as of today you are an emancipated minor or are in legal guardianship or you were an emancipated minor or were in legal guardianship immediately before you reached the age of being an adult in your state. The court must be located in your state of legal residence at the time the court's decision was issued.
- You were at any time from July 1 of the previous year determined by your high school or school district homeless liaison that you were an unaccompanied youth who was homeless.
- You were at any time from July 1 of the previous year determined by a director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development that you were an unaccompanied youth who was homeless.
- You were at any time from July 1 of the previous year determined by a director of a runaway or homeless youth basic center or transitional living program that you were an unaccompanied youth who was homeless or was self-supporting and risked being homeless.

"Homeless" means lacking fixed, regular and adequate housing, which includes living in shelters, motels, cars, or temporarily living with other people because you had nowhere else to go.

"Unaccompanied" means you are not living in the physical custody of your parents or guardian.

"Youth" means you are 21 years of age or younger or you are still enrolled in high school.

The application of each student applying for independent status will be considered individually. Wells College distinguishes between voluntary and involuntary independence for the purpose of institutional aid eligibility. If a student enters Wells College as a dependent student they will be considered dependent for all the years they attend unless an exception is granted by the director of financial aid in consultation with the dean of students.

Eligible Noncitizen Students

The following students are considered eligible noncitizens and will be considered for financial assistance and should file a Free Application for Federal Student Aid:

- U.S. Nationals
- U.S. Permanent Residents with alien registration receipt cards (I-151 or I-551)
- Permanent Residents of the Northern Mariana Islands
- Other eligible noncitizens with one of the following documents from the U.S. Immigration and Naturalization Service:
 - Arrival-Departure Record (I-94) showing (a) "refugee," or (b) "adjustment applicant," or (c) "conditional entrant," or (d) "indefinite parole."
 - An official statement that shows you have been granted asylum in the U.S.

If you only have a Notice of Approval to Apply for Permanent Residence (I-171 or I-464), you are not eligible for federal student aid. If you are in the U.S. on certain visas, including F1 (or F2) student visa or a G series visa, you are not eligible for federal financial aid.

International Students

Although we recognize the special financial needs of many international students, Wells College is only able to offer limited financial assistance to foreign students. Foreign students are eligible to apply for merit scholarships and student employment by contacting the Admissions Office. International Students are not eligible to receive federal and state financial aid.

INSTITUTIONAL FINANCIAL AID

Wells College Scholarships

Scholarships are awarded by the Admissions Office upon acceptance into the institution. A listing of all Wells College Scholarships can be found below.

Wells College Grants

Wells grants are funded by the Wells endowment, and by the gifts and grants it receives.

Wells College Endowed Funds

Class of 1945 Scholarship for Leaders
Class of 1946 Scholarship for Leaders
Class of 1956 Scholarship for Leaders
Class of 1973 Marianne Quattrocchi Scholarship
William G. Allyn Scholarship for Leaders
Fred L. Emerson Foundation Scholarship for Leaders
Ruth Maijgren DeWitt Hill 1928 Scholarship for Leaders
Jephson Educational Trusts Scholarship for Leaders
George Link Jr. Scholarship for Leaders
Jeannik Méquet Littlefield 1941 Scholarship for Leaders
Marcia Strickler Maxon 1940 Scholarship for Leaders
Barbara Flowers Murray 1944 Scholarship for Leaders
Mary Morrow Woods 1938 Scholarship for Leaders
Robert W. and Alberta P. Zabriskie 1932 Scholarship for Leaders

Need-based Named Scholarship Funds

American History and Government Scholarship
Arkell Hall Scholarship
Arthur J. and Frances E. Bellinzoni Scholarship
Borg Ruhle Family Scholarship
Elsa Livingood Bowman Scholarship
Helen Harper Bristol 1916 Scholarship
Virginia Kirk Buckingham 1933 Scholarship
Richard Bunn Scholarship
Mary Poston Burke 1934 Scholarship
California "Go East" Scholarship
Edward M. and Honora Boyer Cameron 1922 Scholarship
Katharine J. Carnahan Memorial 1919 Scholarship
Florence Welles Carpenter Scholarship
Harriet Hart Christakos 1953 Scholarship
Elizabeth Marshall Clark 1914 Scholarship
Class of 1899 Scholarship
Class of 1918 Scholarship
Class of 1930 Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1935 Scholarship
Class of 1936 Scholarship
Class of 1942 Scholarship
Class of 1943 Zea Edmiston Hopkins Scholarship
Class of 1944 Scholarship
Class of 1954 Scholarship
Class of 1958 Scholarship
Class of 1959 Ann L. Quackenbush Scholarship
Class of 1960 Scholarship
Class of 1961 Scholarship
Class of 1968 Martin Luther King Jr. Scholarship
Class of 1969 Scholarship
Class of 1971 Scholarship
Class of 1975 Scholarship
Classical Fellowship Scholarship
E. C. Converse Scholarship

Florence Bush Cooper 1934 Scholarship
Alda Beaver Craig 1906 Scholarship
Martha Wiles Cusack 1936 Scholarship
Eleanor W. Custer 1926 Scholarship
Ina Fairchild and William O. Dapping Scholarship
Arthur Vining Davis Scholarship
Jean Scobie Davis Scholarship
Pauline Morgan Dodge 1916 Scholarship
Ebsary Charitable Fund Scholarship
Fred L. Emerson Foundation Scholarship
Fred M. and Ora H. Everett Scholarship
Sidney Friedman Scholarship
Charles A. Frueauff Scholarship
Helen Holler Fultz 1975 WILL Scholarship
Ethel Harkness Grace 1909 and Margaret Sessions Burke 1925 Scholarship
Margaret Coffin Halvosa Memorial Scholarship
William Randolph Hearst Scholarship
Sarah Knipe Herrmann 1903 Scholarship
Anna Couch Hetherington 1916 Pre-medical Scholarship
Alice Burgess Hinchcliff 1925 Memorial Scholarship
Sarah Maud Holloway 1906 Scholarship
William A. Holloway Memorial Staff Scholarship
Lillia Babbitt Hyde Scholarship
Ione Davis Jones 1931 Scholarship
Pauline Jones 1918 Scholarship
Ada Howe Kent Scholarship
Adalaide Ball Kirby 1934 Global Learning Scholarship
The Sandra Adler Leibowitz 1952 Fund for Study Abroad
Pamela Lewis 1980 Scholarship
Louise McCoy McKinstry Loomis 1946 Scholarship
Katharine Bogart Lovett 1871 Scholarship
Kerr Duncan Macmillan Scholarship
Sidney Mayer Scholarship
Virginia A. McGuire 1931 Scholarship
Genevieve Allen McIntosh 1910 Scholarship
Harris McIntosh Scholarship
Sarah Winton Menner 1917 Memorial Scholarship
Margaret Martindale Meserole 1976 Scholarship
Lina J. Michel Scholarship
Minnesota Wells Club Scholarship
Lois Parker Moen 1933 Scholarship
Ann Roberts Moody 1939 Scholarship
Edith Brett Morehouse Scholarship
Nellie L. Morss 1888 Scholarship
Sarah Burton Nelson 1946 Scholarship
Oaklawn Scholarship
Park Foundation Scholarship
Patti McGill Peterson Scholarship
Mary Hunter Pullen Scholarship
Nancy Ann Reed 1950 Scholarship
Lloyd S. and Florence T. Riford Scholarship
Schurmeier Scholarship
Herman and Margaret Schwartz Scholarship
Ann Barker Smith 1945 Scholarship
Marian H. Smith 1910 Scholarship
Meribah Starbuck 1924 Scholarship
C.V. Starr Scholarship
Surdna Scholarship
Ruth P. Thomas Scholarship
Katharine Marr Turtle 1926 Scholarship
Katharine Marr Turtle 1926 Fund for the Arts
Janet Walker 1895 Scholarship
Julia D. Weihe Scholarship
Margaret Hempstead Wells and Richard Dean Wells Scholarship

Western Pennsylvania Scholarship
Elizabeth Chapin White 1905 Memorial Scholarship
Caleb T. Winchester Scholarship
Mary Morrow Woods 1938 Scholarship
Alice Ostrander Wright 1936 Scholarship
Arcadia C. and Jorge E. Zalles Scholarship

Wells Student Employment

All students may apply for an on-campus job through the Office of Experiential Learning and Career Services. Students must complete an employment application and interview successfully to receive a job placement. Wage is determined by the nature of the job and the qualifications of the applicant.

Tuition Exchange Benefits

Wells College is a member of the Tuition Exchange program and CIC Tuition Exchange Program. These programs are reciprocal scholarship programs for children and other family members of faculty and staff of participating institutions. Each institution determines its own criteria for participation. If you qualify to participate in one of these programs, the institution your parent(s) is employed at will send Wells College a certification form asking us if we will accept you into our program. If chosen, Wells College offers full tuition benefits for your four years of study. Students are expected to be enrolled full time to receive these benefits.

FEDERAL FINANCIAL AID PROGRAMS

Information on federal aid programs is subject to regulatory change by Congress at any time.

Federal Pell Grants

Federal Pell Grants are available, based on financial need and the cost of attendance. The amount of the award is determined by a student aid report which is received after a student has filed a Free Application for Federal Student Aid. Need is determined by a formula developed by the United States Department of Education. Awards for the 2010-2011 year range from \$1,555 to \$5,550.

Federal Supplemental Educational Opportunity Grants (SEOG)

Awards ranging from \$200 to \$4,000 may be made to students in need of financial aid. Preference is given to students who are eligible for a Federal Pell Grant. Application is made by filing the Free Application for Federal Student Aid. The average Wells College SEOG award is \$500.

Federal Teach Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that will be available electronically on a Department of Education Web site. The agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgement by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. To receive a Federal TEACH Grant students must meet certain academic achievement requirements: be above the 75th percentile on one or part of an admissions test (such as the SAT or ACT) or have at least a 3.25 cumulative GPA for each payment period — in high school or college for first year students and in college for other students.

Federal Perkins Loan

Application for loans under this program is made by completing the FAFSA. Awards range from \$250 to \$5,500. The current interest rate on these loans is 5% on the unpaid principal. Repayment begins nine months after graduation or when the student ceases to be enrolled, and may extend up to ten years. Deferments are granted for several reasons, including military service, work in the Peace Corps or VISTA, and volunteer service. Details on these deferments will be given through entrance counseling at the time of borrowing the loan and an exit interview before students leave Wells College.

Federal Direct Student Loan Program

Undergraduate students may borrow \$3,500 for the first year, \$4,500 the second year, and \$5,500 for those students who have completed two years. Loan eligibility is based upon the student's financial need. The interest rate on Federal Direct Subsidized Student Loans will be fixed at 3.4% beginning July 1, 2011. Subsidized loans have the federal government paying the interest while the student is enrolled. Beginning in the 2010-2011 academic year, students loan funds will come directly from the federal government. Some loans will have an origination fee of .5% of the principal borrowed at the time of disbursement. Repayment of principal is deferred as long as the borrower is enrolled as at least a half-time student. Students who do not qualify for a subsidized Federal Direct Loan are eligible to receive an unsubsidized Direct Loan. The interest rate on the unsubsidized Direct Loan is 6.8%. The student is responsible for payment of interest while in school and during grace periods and other periods of deferments. Or interest can be capitalized to the loan principal. Dependent students who qualify for the maximum subsidized Direct Loan are eligible for a \$2,000 unsubsidized Direct Loan and independent students who qualify for the maximum subsidized Direct Loan are eligible for \$4,000 if a freshman or sophomore and \$7,000 if a junior or senior. Students cannot receive more than the cost of attendance. Students will receive information on the Federal Direct Loan program upon their enrollment. They will be asked to complete a Master Promissory Application that is active for 10 years.

Federal College Work-Study Program (FCWSP)

For students demonstrating financial need, Wells arranges jobs on campus and with community service organizations. Application is made through the Office of Experiential Learning and Career Services. Students who receive work study as part of their financial aid package may apply for student employment. Students must complete an employment application and interview successfully to receive a job placement. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans

Students who are at least one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs, may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Education Benefits

Persons who served more than 180 days between January 31, 1955 and January 1, 1977 and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, may be eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months. Children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same condition as veterans. Information is available through the Internet at www.gibill.va.gov or call 1.888.442.4551.

U.S. Armed Forces

The Armed Forces also offer financial aid opportunities. Wells College, in cooperation with Cornell University, offers Air Force ROTC. For more information on recruitment incentives, visit the U.S. Department of Defense web site at www.todaymilitary.com. Click on "What you Get" at the top of the site, then go to "College Help."

AmeriCorps Education Award

In return for successful completion of their service, members of AmeriCorps programs receive money for school in the form of an education award that can be applied to outstanding student loans or for future higher educational and vocational training pursuits. Full-time AmeriCorps members perform 1,700 hours of service and upon completion, earn an education award of \$4,725. Part-time members perform 900 hours of service and earn an educational award of \$2,363. For more information call 1.800.942.2677 or review their Web site at www.americorps.org.

The federal aid programs listed above are subject to modification by legislative action and federal appropriation levels.

NEW YORK STATE FINANCIAL AID PROGRAMS

Information on state aid programs is subject to regulatory change by the state legislators at any time.

NYS Tuition Assistance Program (TAP)

The Tuition Assistance Program, open to residents of New York State, provides awards to full-time students based on net taxable income and the Wells tuition charge. State aid programs are subject to legislative change at any time.

Applicants for TAP must apply annually by completing the Free Application for Federal Student Aid (FAFSA) or by completing an online application at www.hesc.org. The application deadline for the 2010-2011 academic year is May 1, 2011.

The New York State Education Department requires that TAP recipients meet attendance requirements, and minimum standards of satisfactory academic progress for the payment of TAP, as defined by Wells College. Should a student fail to meet attendance and progress requirements, she or he may, under exceptional circumstances, qualify for a waiver. Only one waiver may be granted during a student's eight semesters of eligibility. Eligibility for a waiver will be determined by the director of financial aid, academic dean, registrar, and the dean of students upon the student's formal request.

NYS Aid for Part-time Study (APTS)

New York State students who will be enrolled for between six and eleven credits, and who meet the income criteria limits are eligible to apply. Applications may be obtained from any high school or college financial aid office. The number of awards and the total amount of awards will be limited to the amount of funds allocated by the state. Wells College will award grant funds ranging from \$250 to \$1,000.

NYS Part-time TAP

Part-time students who are legal residents of New York State who were full-time, first-time freshmen in 2006-2007 may be eligible for Part-time TAP to help them pay for college beginning in 2007-2008. To be eligible for this award, a student must have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned and maintain a minimum of a "C" average or cumulative GPA of 2.0 or better. The student must be enrolled for 6-11 credits per semester, not be in default on a student loan and meet the same income limitations as students applying for TAP. A student's award will be dependent on the number of credits enrolled in a semester.

Other New York State Scholarships

The following is a list of New York State scholarships. Detailed information and application materials for these scholarships can be obtained at a student's local high school guidance office or on the New York State Higher Education Services Corporation Web site: www.hesc.com.

Military Service Recognition Scholarship (MSRS)

MSRS provides financial aid to children, spouses, and financial dependents of members of the armed forces of the United States or state organized militia who, at any time on or after August 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. Students must establish eligibility by submitting a MSRS supplement form that is available in their local high school guidance office. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance is determined annually by the Commissioner of Education.

New York State Regents Award for Children of Deceased and Disabled Veterans (CV)

Awards for students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action, or was a prisoner of war. The veteran must have been a New York State resident at the time of death, if death occurred during or as a result of service. Annual award amount is \$450.

New York State Volunteer Recruitment Service Scholarship

Volunteer firefighters and ambulance personnel who have been a NYS resident for at least one year, are enrolled at least half-time in an approved undergraduate degree program, are 23 years of age or older with less than six months of volunteer service at the time of initial award or under 23 years of age with no minimum or maximum time of volunteer service, are attending college within 50 miles of their volunteer

organization (or if no college is available within 50 miles, the nearest college) are eligible to apply for the NYS Volunteer Recruitment Service Scholarship. Your volunteer organization selects one eligible candidate per year. Award amounts will equal the amount of tuition, reduced by any tuition-based grant, but can not exceed the amount of tuition charged by the State University of New York.

New York State World Trade Center Memorial Scholarships

The World Trade Center Memorial Scholarship guarantees access to a college education for the families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of the September 11, 2001 terrorist attacks on the United States and rescue and recovery efforts. This includes victims at the World Trade Center site, Pentagon, or on flights 11, 77, 93, or 175. Students must submit an application with the necessary documentation to the Higher Education Services Scholarship Unit. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance is determined annually by the Commissioner of Education.

Lottery Leaders of Tomorrow Scholarship

Leaders of Tomorrow Scholarships are awarded to one student from every public and non-public school with experience in extracurricular activities and community service and who has demonstrated leadership skills. The awards are \$5,000 distributed in \$1,250 annual payments.

Robert C. Byrd Honors Scholarship Program

This is a federally funded program to promote student excellence and achievement, and to recognize exceptionally able students who show promise of continued excellence. Recipients must be U.S. Citizens, permanent residents of New York State, and be enrolled in a New York State college. The award amount is \$1,500 for the first year of study.

Scholarships for Academic Excellence

This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded — up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 to top scholars from registered New York State high schools. Awards are based on student grades in certain regents exams. The State Education department will notify those students who have been nominated by their high school to receive the scholarship.

New York State Math and Science Teaching Incentive Program

This program provides awards to students attending school at the undergraduate and/or graduate degree level in exchange for five years of full-time employment as secondary education math and science teachers. Applicants must (1) have completed at least one term of collegiate full-time study; (2) be a U.S. citizen or eligible non-citizen; (3) be matriculated at a degree-granting institution in NYS leading to a career as a math or science teacher in secondary education; (4) have a cumulative GPA of 2.5 or better; (5) not have a service obligation under another program and (6) not be in default on a student loan. Successful applicants will be required to complete a service agreement in which they agree to teach full-time for five years in math or science for grades 7-12 and agree to repay the amounts disbursed plus interest if they fail to fulfill their service obligation. Recipients shall receive an annual award for full-time study equal to the annual tuition charged to students attending a SUNY college or actual tuition charged, whichever is less. The maximum award is \$4,350. Recipients shall be entitled to an annual award for not more than four academic years of full-time undergraduate study and one academic year of full-time graduate study while matriculated in an approved program leading to permanent certification as a secondary education teacher in mathematics and science.

Flight 587 Memorial Scholarship

Flight 587 Memorial Scholarships provide financial aid to children, spouses and financial dependents of individuals killed as a direct result of American Airlines Flight 587's crash in the Belle Harbor neighborhood of Queens, NY on the morning of November 12, 2001. Recipients need not be NYS residents or U.S. citizens to receive this scholarship, however they must be full-time, undergraduate, matriculated students in an approved program in NYS. The award covers up to four years of full-time undergraduate study and includes an award component about equal to a SUNY four-year tuition and average mandatory fees and allowance for room and board, books, supplies, and transportation. This amount will be determined each year.

Veterans Tuition Award

Veterans Tuition Awards provide for full-time study and part-time study for students matriculated in an undergraduate or graduate degree granting institution in New York State. Awards are available for up to 8 semesters of undergraduate study for full-time students and 16 semesters for part-time study. Students must be legal residents of NYS discharged under other than dishonorable conditions from the U.S. Armed Forces and are: 1) Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975; (2) Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990; (3) Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001 and (4) Veterans of the Armed Forces of the U.S. who served in hostilities that occurred after February 28, 1961, as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal, or Marine Corps Expeditionary Medal. Students must have applied for a NYS TAP Grant and Federal Pell Grant. A recipient shall receive an award of up to the full cost of undergraduate tuition at a SUNY college or actual tuition charged, whichever is less.

Memorial Scholarships

Memorial Scholarships for Families of Deceased Police Officers, Peace Officers, and Firefighters, including Volunteer Firefighters and Emergency Medical Service workers, provide financial aid to children and spouses of deceased officers and/or volunteers of New York State who have died as a result of injuries sustained in the line of duty. Students must establish eligibility by submitting a Memorial Scholarship Supplement which is available in their local high school guidance office. The tuition allowance is equal to the undergraduate tuition costs at the State University of New York and the non-tuition allowance are determined annually by the Commissioner of Education.

State Aid to Native Americans

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York State residents are eligible to receive State Aid to Native Americans. Awards are made to all eligible applicants; there is no qualifying examination. Awards for full-time students are up to \$2,000 annually; part-time awards are approximately \$85 per credit hour. You must apply by July 15 for the fall semester; December 31 for the spring semester; and by May 20 for the summer session. Application materials can be obtained at: Native American Education Unit, NYS Education Department, Room 374 EBA, Albany, NY 12234.

NYHELPS

NYHELPS is a NYS loan program that gives students and families a low-cost way to make up the difference between the cost of college and available financial aid. A NYHELPS borrower must meet citizenship and NYS residency requirements and may be a student, parent, legal guardian, or sponsor. Annual maximum loan amounts are the lesser of (1) cost of attendance minus all financial aid (except PLUS) or (2) \$10,000 per academic year. The aggregate maximum loan amount is \$50,000 for undergraduates at four year institutions. Actual interest rates are subject to market conditions at the time of loan availability. NYHELPS loans will be subject to borrower fees that may be added to the cost of attendance for the purpose of calculating the loan amount. Fees will vary based on the underlying credit quality of the borrower and cosigner. Borrowers gain access to NYHELPS loans through the HESC Student Loan Marketplace at hesc.org.

OTHER STATE GRANT PROGRAMS

Rhode Island State Grant

To be eligible to receive a Rhode Island State Grant, a student must: (1) be a U.S. citizen or eligible non-citizen; (2) be a Rhode Island resident since January 1 prior to the academic year in which the applicant enrolls in school; (3) be enrolled or accepted for enrollment in a program that leads to a degree or certificate; (4) attend school on at least a half time basis; (5) not owe a refund on a federal Title IV grant; (6) not be in default of a Title IV loan without having made satisfactory repayment arrangements with the holder of the loan to re-establish Title IV eligibility; (7) if already enrolled, be making satisfactory academic progress as defined by the school's satisfactory progress policy; (8) not already possess a bachelor's degree and (9) meet Title IV eligibility requirements concerning drug convictions and registering with Selective Service.

Applicants must file a FAFSA. This is the only form that needs to be completed to apply for the Rhode Island State Grant. Awards range from \$250 to \$1,200 depending on the recipient's financial need. The FAFSA must be received at the processing center by **March 1** prior to the academic year the applicant is applying for aid.

For complete information on this program, please visit <http://www.riheaa.org>.

Vermont State Grant

To be eligible to receive a grant from Vermont Student Assistance Corporation, a student must: (1) be a Vermont resident; (2) be an undergraduate student enrolled in a program leading to a degree, diploma or certificate; (3) have financial need as determined by the Vermont Student Assistance Corporation Grant Program; (4) be maintaining satisfactory academic progress (as defined by the institution); (5) be attending an eligible institution; (6) not have already received the equivalent of 10 semesters of Vermont Grants; (7) not have already received your bachelor's degree UNLESS you are enrolled in the University of Vermont College of Medicine or any accredited doctor of veterinary medicine program; (8) not be in default on any federal or state student loan and not owe a refund to any federal or state grant or scholarship program; and (9) be a U.S. citizen or eligible non-citizen.

Students will need to fill out and submit a Vermont State Grant application as soon as possible after January 1 if they want to receive grant funds as applications will be considered on a first-come, first-served basis as long as funding is available.

For complete information on this program, please visit www.vsac.org.

The state programs listed above are subject to modification by legislative action and federal appropriation levels.

SATISFACTORY ACADEMIC PROGRESS FOR FEDERAL AND STATE FINANCIAL AID PROGRAMS

Full-time and Part-time Students

Wells College is required to have Standards of Satisfactory Academic Progress to comply with the federal and state regulations governing financial aid programs. They are not the academic standards defined by the faculty of Wells College. This means that a student can be placed on academic probation and still receive financial aid as long as they are in compliance with the financial aid standards outlined below. These regulations are subject to change by both federal and state legislative action at any time.

Wells College's academic progress policy for financial aid includes a qualitative and quantitative measure in reviewing a student's academic progress. To ensure that a student is making both qualitative and quantitative progress throughout her or his course of study, Wells College will assess the student's progress at the end of each semester for New York State TAP requirements and at the end of each academic year for federal aid purposes.

Part-time students shall be evaluated by the same standards as full-time students from the date they first matriculate. However, part-time students need only to accrue courses at one-half the rate of full-time students.

The following regulations will apply when reviewing a student's program pursuit:

- A student must earn 120 credit hours to graduate.
- A student is eligible to receive institutional and federal financial assistance for 180 attempted credit hours in her or his pursuit of the Baccalaureate Degree. A student is eligible under the New York State TAP program to receive (8) semesters of aid. However, a student has (7) years in which to complete her or his degree requirements, regardless of her or his eligibility for financial aid.
- Grades at Wells College are recorded in terms of the letter A, B, C, D, F with additional gradation for the letters A through D, indicated by plus or minus signs. The numerical equivalent of these letter grades for the computation of academic standing is as follows: A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F = 0.
- Certain courses are graded as U (Unsatisfactory), S (Satisfactory), and Pass/Fail. These courses will not be used in the calculation of a student's grade point average with the exception of F and U = 0. However, all courses passed can be applied to the total number of credits successfully completed.

New York State Student Aid

In order to maintain eligibility for New York State financial aid awards, students must meet minimum requirements for academic progress. These requirements are both qualitative (minimum GPA) and quantitative (minimum courses successfully completed). Eligibility is reviewed prior to the start of each semester using cumulative GPA and courses completed. Students must attempt a minimum number of

credits and must have successfully earned a certain number of credits for each payment period. These requirements are outlined in the chart below.

Semester Payment	Minimum # of Credits Attempted	Total # Earned Credits	GPA
1	0	0	0
2	6	6	1.5
3	6	15	1.8
4	9	27	1.8
5	9	39	2.0
6	12	51	2.0
7	12	66	2.0
8	12	81	2.0
9	12	96	2.0
10	12	111	2.0

Note: All students who have received four semester payments of New York State TAP must have a 2.0 GPA. This includes students who may have received TAP payments at another college prior to enrolling at Wells College.

Repeated Courses

New York State regulations mandate that if a student repeats a course in which a passing grade acceptable to the institution has been received previously, the course cannot be included as part of the student's minimum full-time course load for New York State financial aid purposes. However, in the following instances repeated courses may count toward full-time or part-time study: (1) when a failed course is repeated and (2) when a grade received is passing at the College, but is not acceptable in a particular student's major field of study.

Incomplete Courses

A student with incomplete courses at the end of the semester must complete the coursework prior to the start of the next semester or may lose state financial aid eligibility. Incomplete courses will not be used to evaluate a student's academic progress as indicated in the chart above. If a student completes these courses during the next semester and regains satisfactory academic progress, state aid may be reinstated upon the student's written request.

Withdrawals and Leave of Absence

A grade of "W" does not indicate whether the student passed, failed, or completed all work in a course, and therefore cannot be counted toward meeting either qualitative or quantitative standards. Students who received New York State aid for a semester from which they withdraw or take a leave of absence and do not earn any academic credits are not considered to be meeting the state's pursuit of program requirements and will not be eligible to receive state aid the following semester. A student who withdraws from the College and is readmitted will be eligible for state financial aid provided they were in compliance at the end of their last semester of attendance.

Loss of State Financial Aid

Students who have not fulfilled the chart requirements listed above in a term when they received a state grant or scholarship are not eligible for an award for the next semester. The financial aid office will notify all students at the end of each semester who have been determined to be ineligible for state financial aid. All students have the right to appeal their loss of state financial aid by following the appeal process at the end of this section.

Reinstatement of State Financial Aid

Students who have lost their state financial aid and have not been granted an appeal may restore aid eligibility in one of the following ways:

- Make up past academic deficiencies by completing one or more semesters of study without receiving any state grants or scholarships.
- Students who lose state aid for not maintaining a cumulative GPA of 2.0 or better after four semester payments of state aid cannot regain eligibility for state aid by sitting out two semesters. Students can only regain eligibility by acquiring a GPA of 2.0 or better.
- Students who lose state aid because they did not attempt the minimum number of credits required and choose to attend the following semester without state aid, will regain their eligibility if they complete the number of credits that were deficient.

- Be readmitted to the College after an absence of at least one year (two semesters). This is not allowed if a student has a cumulative GPA of less than 2.0 after attempting 60 credit hours.
- Transfer to another institution and earn credits that could be transferred back to Wells.

Federal Student Aid

Students must meet minimum requirements for satisfactory academic progress in order to maintain eligibility for federal financial aid awards as well. These requirements are also both qualitative (GPA) and quantitative (maximum time for program completion). Eligibility is reviewed prior to the start of each academic year using cumulative GPA and the number of courses successfully completed in each academic year. The following criteria must be met in order to renew eligibility for federal awards.

Academic Year	Total AY Earned	Total Cumulative Credits Earned	Cumulative GPA
AY1	21	21	1.5
AY2	21	42	2.0
AY3	21	63	2.0
AY4	21	84	2.0
AY5	21	105	2.0

Repeated Courses

Repeated courses will not impact any federal aid if the student receives credit for the course from Wells College.

Incomplete Courses

A student with incomplete courses at the end of the academic year must complete the coursework prior to the start of the next academic year. If a student completes these courses during the next academic year and regains satisfactory academic progress, federal aid may be reinstated upon the student's request.

Withdrawals and Leave of Absence

When evaluating a student's annual satisfactory progress, grades of "W" do not constitute grades which indicate that a student passed, failed, or completed all work in a course and cannot be counted toward meeting program pursuit requirements. A student who withdraws or takes a leave of absence during a semester and is subsequently readmitted, will be eligible for federal financial aid providing they were in compliance at the end of their last full semester of attendance.

Loss of Federal Aid Eligibility

Students who do not meet the standards listed above forfeit eligibility for federal financial aid awards for each subsequent academic year until academic progress standards are met. The financial aid office, at the end of each academic year, will notify all students who have been determined to be ineligible for federal financial aid. All students have the right to appeal their loss of federal financial aid by following the appeal process at the end of this section.

Reinstatement of Federal Financial Aid

If, due to failure to meet standards, a student becomes ineligible for federal financial aid, the student can:

1. Make up past academic deficiencies by completing one or more semesters of study without receiving any federal aid.
2. Transfer to another institution and earn credits that could be transferred back to Wells.

Transfer Student Eligibility

Transfer students will be considered using slightly different procedures than that of students in continuing status. For example, when a student transfers into Wells College from another institution, Wells College will evaluate the student's academic record and determine a certain number of credits it is willing to accept in transfer from the student's previous study. That assessment and the number of payments received by the student will be used to place the student at an appropriate point in the institution's schedule of academic progress. Placement for state aid purposes may be either in accord with the number of payments received or number of credits earned – whichever is more beneficial to the student. The point at which the transfer student is placed, and the number of payments she or he has received, may not line up. Students can receive TAP for a maximum of 8 semesters regardless of the number of semesters needed to complete their degree requirements at Wells College. Placement for federal aid purposes is in accord with the number of credits earned and accepted by Wells College. Students can only receive federal aid for a maximum of 180 credit hours. Students who have received four or more semesters of TAP or students who have earned junior standing must maintain a cumulative GPA of 2.0 or greater.

Appeal Process

The satisfactory academic progress requirements for both federal and state aid may be waived for undue hardship based on: 1) the death of a relative or student; 2) the personal injury or illness of the student; or 3) other extenuating circumstances. The appeal process does not exist to provide one additional term of eligibility for all students who fail to meet pursuit or progress requirements. It will not be granted automatically. Students will be asked in their appeal to (1) explain reasons the student failed to meet satisfactory academic progress and (2) describe what actions the student plans on taking to ensure their academic success in the next semester. The college has developed a learning contract for all students who have not met their academic standards and students can use the action plan in this contract in their appeal. Appeals will not be automatically granted because a student accepts their learning contract. The appeal will be granted only when there is reasonable expectation that the student will meet future satisfactory academic progress requirements.

Please note that:

1. A student may be granted only one waiver of New York State requirements for failing to meet the minimum requirements, whether for the number of courses or the GPA requirement, before the fifth payment.
2. A waiver of New York State requirements may be granted only once for failure to accrue the required number of courses in student's undergraduate career.
3. A student may be granted more than one waiver of New York State requirements for failing to meet GPA requirement after the fourth semester.

A student's failure to achieve "good academic standing" for financial aid purposes shall be identified by the director of financial aid. The student will be notified within 30 days of the end of each semester if they have not met the standards of financial aid academic progress and is ineligible for financial aid funds. Notification will also be sent to the assistant provost, dean of students, registrar and controller.

All students have the right to request an appeal of the determination that they are not making satisfactory academic progress. The student should request an appeal in writing or via e-mail within 10 days of their initial notification, to the financial aid office. Students should be specific in outlining mitigating circumstances and provide any documentation they would like taken into consideration upon their reviews. The assistant provost, registrar, dean of students, director of financial aid, and any related College faculty or staff member shall review the student's appeal. Notification of their decision and any specific requirements that must be fulfilled will be sent to the student in writing within 10 working days of the date of the appeal letter. Copies of the student's appeal letter and decision will be retained in the student's permanent financial aid file.

STUDENT CONSUMER RIGHTS AND RESPONSIBILITIES

Student Rights

You have the right to ask a school:

- the names of its accrediting organizations;
- about its programs, its instructional, laboratory, and other physical facilities, and its faculty;
- what the cost of attending is, and what its policies are on refunds to students who drop out;
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs;
- what the procedures and deadlines are for submitting applications for each available financial aid program;
- what criteria it uses to select financial aid recipients;
- how it determines your financial need (this process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in your budget, and what resources — such as parental contribution, other financial aid, your assets, etc. — are considered in the calculation of your need);
- how much of your financial need, as determined by the institution, has been met;

- how and when you will be paid;
- to explain each type and amount of assistance in your financial aid package;
- to choose your own lender;
- if you have a loan, to know what the interest rate is, the total amount that must be paid, the length of time you have to repay your loan, when you must start paying it back, and any cancellation and deferment provisions that apply; you have the right to a lender of your choice;
- if you are offered a work-study job, to know what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid;
- to reconsider your aid package, if you believe a mistake has been made;
- how the school determines whether you are making satisfactory progress, and what happens if you are not;
- what special facilities and services are available to the handicapped;
- a description of the data compiled by Campus Security.

Student Responsibilities

It is your responsibility to:

- review and consider all information about a school's program before you enroll;
- pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place (errors can delay your receiving financial aid);
- provide all additional documentation, verification, corrections, and/or new information requested by either the financial aid office or the agency to which you submitted your application;
- read and understand all forms that you are asked to sign and keep copies of them;
- accept responsibility for the promissory note and all other agreements that you sign;
- notify the lender of changes in your name, address, or school status, if you have a loan;
- perform in a satisfactory manner the work that is agreed upon in accepting a College work-study job;
- know and comply with the deadlines for application or reapplication for aid;
- know and comply with your school's refund procedures;
- meet satisfactory academic progress requirements.

To receive federal, state, and institutional financial assistance, you must be enrolled as a full-time student. Full-time status according to the regulations governing most financial aid programs is 12 credit hours. Intersession credits can be applied to the spring semester.

FINANCIAL PLANNING

There are several services available to families that will help manage a student's educational costs.

Wells College Monthly Payment Plan

Wells College, recognizing that most parents finance at least a portion of their child's college education out of current earnings and that the traditional two-installment method does not meet the needs of all parents, offers a monthly payment plan. Under the payment plan, parents and students can pay the semester's tuition and room and board charges in four equal payments for a charge of \$50 per semester. For the first semester, payments are due on the 15th of August, September, October, and November, while for the second semester, payments are due on the 15th of January, February, March, and April. **The College also offers a payment plan sponsored by Academic Management Services which extends payment over a 10-month period for a fee of \$55 for the academic year (subject to change). An additional convenience fee for payment by credit card will be assessed. Upon request, the Controller's Office will provide information about both of these plans.**

Individualized Payment Plans

When special problems arise, a family may contact the controller and request an individualized payment plan.

Parent Loans for Undergraduate Students (PLUS)

Parent loans (PLUS loans) are available to parents of financially dependent undergraduate students through their local bank. A parent may borrow up to the cost of education minus other aid, per dependent. The annual interest rate is variable, but capped at 8.5%. Repayment of the amount borrowed plus interest begins two months after the loan is received. The minimum monthly payment is \$60 and repayment must be completed within 10 years.

MasterCard, VISA, DiscoverCard, and American Express

MasterCard, VISA, DiscoverCard, and American Express will be accepted for payment of bookshop and tuition charges.



College Organization

COLLEGE ORGANIZATION

THE DIVISIONAL STRUCTURE

The faculty are organized into four divisions: arts, humanities, natural and mathematical sciences, and social sciences.

DIVISION OF THE ARTS

The division of the arts is the focal point for artistic activity at Wells. The division sponsors performances and exhibitions by students, faculty, and outside artists. Faculty in the arts division offer course work in art and art history, music history, theory and performance, theatre and dance history, performance, theory and criticism, and arts management. Related courses in creative writing and dramatic literature are offered by the English faculty in the division of the humanities.

The arts are housed in five campus buildings: Morgan Hall, Campbell Art Building, Barler Music Building, the Schwartz Athletic Center, and Phipps Auditorium. The Barler Music Building offers a recital hall, lecture rooms, student practice rooms, faculty studios, electronic piano lab, electronic music studio, and the recordings and study score library and listening area. Students have easy access to all facilities including 15 pianos, a Dowd harpsichord, and an early instrument collection. The Campbell Art Building houses darkrooms, a workshop, lithography presses, kilns, potters wheels, a sculpture studio, a painting studio, a drawing and design studio, and a ceramics studio. The 500-seat Phipps Auditorium features excellent acoustics, a computerized lighting board, a classically beautiful proscenium stage, a scene shop, and a recently renovated lobby and box office. Among the resources available to students of art history are an extensive collection of slides, the College's own collection of original art, and a large art-related collection of books within the College's library. Morgan Hall is home to art history and the Book Arts Center. Among the resources available to students in the book arts are seven Vandercook presses; an 1870s iron hand press; a Baltimore jobber press; over 300 cases of metal and wood type, ornaments and antique advertising cuts; and a complete fine bindery. An electronic classroom/lab allows instruction in digital imagery, videography, and computer-aided (CAD) theatrical design. The London theatre course attracts many theatre and dance students. Off-campus programs in Paris, Florence, and Bath, England are of particular interest to students in the visual arts, as are January Intersession courses in Rome and New York City (Art Students League).

The division of the arts includes major programs in theatre and dance and in visual arts.

DIVISION OF HUMANITIES

The division of humanities comprises the disciplines of English, modern languages, history, philosophy, and religion. These disciplines have long been considered an integral part of the liberal arts. Through them students may come to an understanding of their heritage, of attempts to explain the human condition, and the way in which humans creatively communicate perceptions of the universe.

Afternoon seminars that enable students and teachers to explore topics in-depth, and an emphasis on writing, both expository and creative, are two of Wells' strengths most prized by the faculty in the humanities.

Study of modern languages and literatures has three basic educational objectives. First, it seeks to provide students with a working knowledge of the modern language of their choice. Second, it aims to give a background in cultures and a more global perspective; and third, it offers students the opportunity to study a diversity of non English literatures from a varied range of perspectives: historical, cultural, and stylistic.

Wells offers a variety of opportunities for study abroad. Of interest particularly to students of language but open to all students are the semester programs in the Dominican Republic, France, Germany, Italy, Japan, Mexico, Senegal, and Spain (see p. 18, Off-Campus Study). Wells students may also participate in study abroad programs administered by other American colleges. Special intersession courses are frequently offered, including study in Spain, London, Paris, Berlin, Rome, and Senegal.

Several distinguished lecture series, including the endowed Beckman Lectures and the Phi Beta Kappa Visiting Scholars program, bring to campus renowned scholars in the humanities and other fields. In addition, the College sponsors a Visiting Poets and Writers Series.

The division of humanities includes major programs in American studies, English, Spanish, history, and philosophy.

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

The division of natural and mathematical sciences includes major programs in biological and chemical sciences, environmental studies, and mathematical and physical sciences. Graduates with majors in the natural and mathematical sciences often pursue further study and careers in research, health professions, engineering, business, teaching, or computer applications.

Graduates with majors in the natural sciences are prepared to enter various professional programs including medicine, dentistry, and veterinary medicine, to pursue graduate study in biology, chemistry, physics, mathematics, computer science, engineering, or environmental studies, or to seek employment in academic and industrial laboratories. Science majors who also complete teacher certification requirements at Wells are qualified to accept positions in primary and secondary education. Faculty help students individually plan academic programs that meet the students' interests and goals.

Logical and analytical thought is the basis for study in the mathematical and natural sciences. In the natural sciences the steps of observation, conjecture, experimentation, and evaluation lead to the development of new scientific theories or laws. In mathematics there is an analogous thought process, but experimentation and evaluation are replaced by logical proof from axioms. The studies of mathematics and the sciences are intertwined, for historically most mathematical developments have been motivated by the need for mathematical laws in the establishment of scientific theories. Conversely, mathematics provides the means for the sciences to formulate theories precisely and measure theories' predictions against the natural world. Thus students in all these fields learn explanations of natural phenomena and mathematical concepts, develop the tools needed to work with them, and learn techniques to enable them to establish results of their own.

A new science building, housing research, teaching, and computer laboratories, and the incomparable environment of the Finger Lakes area provide an excellent venue for teaching and learning science. Computers, including facilities for geospatial analysis (GIS), are used in and out of the laboratory for data acquisition and analysis. Upper-level majors have the opportunity to assist in teaching and laboratory preparation for introductory and intermediate-level courses. There are also opportunities for research in special areas of biology, chemistry, and environmental studies such as watershed science, molecular and cellular biology, genetics, bioinformatics, plant physiology, and both organic and inorganic chemistry. Students can pursue independent research projects in computer science, mathematics, physics, and applied physics as well.

Semester-long off-campus study opportunities with field experience are offered in various parts of the world through the School for Field Studies in which students learn about environmental issues in a variety of areas (Australia, the Caribbean, Africa, etc.) and through our affiliation with University College, Cork, Ireland.

Science provides a particularly useful and successful means for understanding the world while it enhances and speeds technological progress. The faculty, facilities, and programs of the natural and mathematical sciences division at Wells College make students a part of this continuing tradition.

DIVISION OF SOCIAL SCIENCES

The role of the social sciences in a liberal education is to contribute to an understanding of society through the study of human institutions and behavior. To this end, the division offers course work in business, economics, political science, sociology, anthropology, education, international studies, Native American studies, psychology, women's and gender studies, and communication studies.

Semester-long off-campus study opportunities are available through the Public Leadership Education Network in Washington, D.C., and in London (Hansard Scholars Programme). Both of these programs include substantial internship opportunities. A new program in sustainable community development in the English-speaking Central American country of Belize will attract students in both the social and environmental sciences interested in effecting social change; students on this program will have the opportunity to do field work with a research team or community development organization. Wells students may spend a semester (usually in the junior year) enrolled at American University in Washington, D.C. This program, of special interest to students in the social sciences, offers a choice of study in American national government and politics, foreign policy, economic policy, arts and humanities, justice, journalism, urban affairs, and public administration. Wells students frequently combine a January internship in Washington with the spring semester at the university. Qualified social science majors may pursue an innovative experiential off-campus study option at the Salt Center for Documentary Field Studies (Portland, Maine). Pairs of students (one writer, one photographer) engage in in-depth field research in a variety of settings. International studies majors enroll in semester-long programs in Europe and Africa.

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2011-2012 Calendar



2011-2012 ACADEMIC CALENDAR**FALL SEMESTER 2011**

AUGUST	21	Sunday	New First-Year Students Arrive
	21-24	Sunday-Wednesday	Orientation
	24	Wednesday	Returning and New Transfer Students Arrive
	25	Thursday	Classes Begin, 8:15 a.m. Opening Convocation, 7:30 p.m.
OCTOBER	8-11	Saturday-Tuesday	Fall Break (Classes end Friday, October 7 at 4:30 p.m. and resume Wednesday, October 12 at 8:10 a.m.)
NOVEMBER	23-27	Wednesday-Sunday	Thanksgiving Break (Classes end Tuesday, November 22 at 4:30 p.m. and resume Monday, November 28 at 8:10 a.m.)
DECEMBER	7	Wednesday	Last Day of Classes
	8-11	Thursday-Sunday	Study Period
	12-15	Monday-Thursday	Final Examination Period

INTERSESSION 2011-2012

DECEMBER 16- JANUARY 21

SPRING SEMESTER 2012

JANUARY	22	Sunday	Returning and New Students Arrive
	23	Monday	Classes Begin, 8:10 a.m. Spring Convocation, 4:45 p.m.
MARCH	17-25	Saturday-Sunday	Spring Break (Classes end Friday, March 16 at 4:30 p.m. and resume Monday, March 26 at 8:10 a.m.)
MAY	9	Wednesday	Honors Convocation
	11	Friday	Classes End, 4:30 p.m.
	12-14	Saturday-Monday	Study Period
	15-18	Tuesday-Friday	Final Examination Period
	26	Saturday	Commencement, 10:00 a.m.

Library remains open during most vacations, 8:30 a.m. to 4:30 p.m. Monday through Friday.